

PRACTICE EXAM 5: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

LANGUAGE COMPONENT — SESSION 1: READING

Read the following story, then answer questions 1 through 5.

The Race

by R. Olsen

Theo had been dreading the cross-country race all month. Every Grade 3 student at Maple Ridge Public School had to run it. Theo was not a fast runner. He had never been. In gym class, he was always one of the last to finish any lap around the field. He was sure he would come in last on race day, and that everyone would see.

The morning of the race was cold and grey. Theo wore his new running shoes, even though they pinched his toes. His mother had pinned a small paper number to the front of his shirt: 47.

Three hundred children gathered at the starting line. Theo stood near the back. He could see the fastest runners stretching at the front, looking calm and ready. His stomach felt like a knot.

The starting whistle blew. The pack of children surged forward. Theo started running too, but slowly. Within thirty seconds, dozens of children had passed him. He could feel his cheeks turning red.

Then he saw something strange. A girl from his class — Layla — was walking. She was walking, not running. As Theo got closer, he saw she was holding her side and breathing hard. Her face was tight with effort.

Theo did something he had not planned. He stopped beside her.

"Are you okay?" he asked.

"Cramp," Layla gasped. "I just need a minute."

Theo waited. He did not know what else to do. After a moment, Layla took a deep breath and started jogging again. Theo jogged beside her. They were near the back of the entire race now. Other children were already finishing.

But Theo and Layla finished too. Together. They crossed the line side by side, last and second-to-last. Theo's mother was waiting at the finish, cheering as loud as anyone.

That afternoon, Theo's teacher told the class that finishing the race meant something — no matter what place you finished in. But she said something else, too. She said that helping someone else cross the finish line was its own kind of winning.

Theo had finished last. But for the first time in his life, he did not feel like he had lost.

1. What had Theo been dreading for a month?

- A. Starting Grade 3 at Maple Ridge Public School
- B. Wearing his new running shoes for the first time
- C. The cross-country race
- D. Sitting near the back of the classroom

2. What did Theo's mother pin to the front of his shirt?

- A. A small paper number
- B. A name tag with his teacher's name on it

- C. The school logo for the running team
- D. A red ribbon for good luck

3. Why did Theo stop beside Layla during the race?

- A. He was very tired and needed a break too
- B. He saw the teacher signal him to stop running
- C. He was already in last place and gave up
- D. He wanted to make sure she was okay

4. What did Theo and Layla do once Layla was ready to run again?

- A. Walked together all the way to the finish line
- B. Jogged side by side to the finish line
- C. Took a shortcut to the finish line together
- D. Sat down and waited for the race to end

5. What is the main lesson of this story?

- A. Slow runners should not try to compete in races
- B. Cross-country races are too hard for Grade 3 students
- C. Helping someone else is its own kind of winning
- D. New shoes can make running difficult

Read the following poem, then answer questions 6 through 10.

The Climbing Tree

by S. Rajan

The maple in the corner of our yard
Has been my friend since I was three.
Its trunk is wide, its branches low —
It was the very first tree I climbed.

To reach the lowest branch, you step
On the gnarled root and pull up slow.
Your knees get scraped. Your shoes hang loose.
But suddenly, you're up — and you're not below.

From the second branch, I see the roof.
From the third, I can see the road.
From the highest branch I've ever climbed,
I can see the schoolyard far away.

This year, the lowest branch is harder.
I've grown — my arms now do more work.
But the tree still bends, just a little,
To welcome me as I climb.

6. How long has the speaker known the climbing tree?

- A. Since they were three years old
- B. Since they started Grade 3 at school
- C. For just one summer
- D. Their whole life, but only as a small bush

7. Read these lines from the poem: Your knees get scraped. Your shoes hang loose. What do these lines describe?

- A. The way the speaker feels after a long day at school
- B. The physical effort of climbing up to the lowest branch
- C. The way the tree looks when it is windy outside
- D. The road that runs near the speaker's house

8. From which branch can the speaker see the road?

- A. The lowest branch
- B. The second branch
- C. The highest branch they have ever climbed
- D. The third branch

9. What does the line I've grown — my arms now do more work suggest about the speaker?

- A. The speaker is older and bigger than they used to be
- B. The speaker has been lifting weights at the gym
- C. The tree has gotten smaller over time
- D. The speaker is too tired to climb the tree anymore

10. What is the MOOD of this poem?

- A. Anxious and worried
- B. Sad and lonely
- C. Warm and reflective
- D. Excited and rushed

LANGUAGE COMPONENT — SESSION 2: READING

Read the following article, then answer questions 11 through 16.

The Amazing Journey of the Monarch Butterfly

Most insects do not live very long. A housefly lives for about a month. A mosquito lives for less than a week. But the monarch butterfly does something no other Canadian insect can do — it flies thousands of kilometres to escape the winter, all the way from Ontario to a forest in Mexico.

A Butterfly Built for Travel

The monarch butterfly is bright orange with black lines and white spots. It is small — about the size of an adult's hand — but it is one of the strongest flyers in the insect world. A monarch can travel up to 130 kilometres in a single day on its journey south.

Monarchs that live in Ontario in the summer begin their long trip in late August. They cross Lake Erie, pass over the United States, and finally arrive in the cool mountain forests of central Mexico. The whole trip takes about two months.

Why Mexico?

In the Mexican mountains, the temperature stays just cool enough for the butterflies to rest without freezing. Millions of monarchs cluster together on the same trees, year after year, in the same small area of forest. From a distance, the trees look orange instead of green — covered with so many butterflies that the leaves are hidden.

A Strange Kind of Memory

Here is the most amazing part. The monarchs that travel to Mexico are not the same ones that flew north in the spring. Several generations of monarchs are born during the summer in Canada. The butterflies that go south in autumn are the great-great-grandchildren of the ones that arrived in the spring.

And yet, somehow, they know where to go. Scientists are still trying to understand how a butterfly that has never seen Mexico can find its way to the very same forest its great-great-grandparents left months earlier.

Coming Back

In the spring, the monarchs leave Mexico and head north. But they do not make the whole trip in one go. They lay eggs along the way, and the new butterflies continue the journey. By the time monarchs reach Canada again, they are several generations removed from the ones that left Mexico.

The monarch's migration is one of the great mysteries of the natural world — and it begins right here in Ontario every August.

11. What is the main idea of this article?

- A. Monarch butterflies are the most colourful insects in the world
- B. Monarch butterflies make an amazing yearly migration from Canada to Mexico
- C. Most insects live for only a few days or weeks
- D. Mexican mountains are the best place for butterflies to live

12. How long does the trip from Ontario to Mexico take a monarch?

- A. About one week
- B. About two weeks
- C. About one month
- D. About two months

13. Why do monarchs travel to the mountains of central Mexico?

- A. The temperature stays just cool enough for them to rest without freezing
- B. There are no other kinds of butterflies in those mountains
- C. Mexican farmers grow plants that monarchs need to eat
- D. The mountains protect them from heavy rainstorms and wind

14. What is amazing about the monarchs that travel to Mexico each autumn?

- A. They are the largest butterflies in the world
- B. They learn the route from older butterflies who guide them
- C. They are not the same generation that flew north in the spring
- D. They travel in groups of exactly one thousand butterflies

15. Read this sentence from the article: Scientists are still trying to understand how a butterfly that has never seen Mexico can find its way to the very same forest... What does this sentence MAINLY do?

- A. Tell the reader where butterflies live in summer
- B. List the colours of the monarch's wings
- C. Describe how monarchs build their nests in trees
- D. Show that the monarch's migration is still a mystery

16. Why might the author have included the heading A Strange Kind of Memory?

- A. To make the article look longer on the page
- B. To prepare the reader for the most surprising fact in the article
- C. To tell the reader the location of Mexico on a map
- D. To explain how scientists do their work in the field

Read the following two short passages. Then answer questions 17 through 20.

Passage 1: Picking Apples with Grandpa

Every October, my grandpa drives me to a farm just outside the city. The farmer there has rows and rows of apple trees, and for ten dollars, you can pick a whole bag for yourself. Grandpa knows everything about

apples. He shows me how to twist the stem gently so the apple comes off cleanly. He shows me which ones to pick (the firm red ones with no soft spots) and which ones to leave (the ones with holes from insects). Last October, I picked twenty-three apples. We made three pies — one for us, one for Grandpa's neighbour, and one for the family at the apartment downstairs. Picking apples with Grandpa is my favourite day of every fall.

Passage 2: How an Apple Tree Grows

An apple tree begins as a single seed inside an apple. If a seed is planted in good soil and gets enough water and sunlight, it can grow into a small tree within a few years. The tree may not produce its first apples until it is five or six years old. Each spring, the tree grows white or pink blossoms. Bees visit the blossoms to drink nectar, and as they move from flower to flower, they help the tree make seeds inside its fruit. By late summer or autumn, the small green apples on the tree slowly grow larger and change to red, yellow, or green, depending on the kind of apple. A healthy apple tree can produce fruit for over fifty years.

17. What is one thing both passages discuss?

- A. Apples or apple trees
- B. The cost of picking apples at a farm
- C. Making apple pies in the kitchen
- D. The kind of soil apple trees grow best in

18. Which sentence BEST describes Passage 1?

- A. It is a list of step-by-step instructions for picking fruit
- B. It is a science article about how trees grow over time
- C. It is a poem about visiting a grandparent in autumn
- D. It is a personal story about a yearly fall tradition

19. Based on Passage 2, why do bees matter for apple trees?

- A. The bees protect the apple trees from insects that eat the fruit

- B. The bees help the tree make seeds inside its fruit
- C. The bees eat the apples that fall off the tree
- D. The bees plant new apple seeds in the ground

20. Which idea is found in Passage 2 but NOT in Passage 1?

- A. Apples grow on trees
- B. Apple picking can be enjoyable
- C. An apple tree may not produce fruit until it is five or six years old
- D. Apples can be picked in autumn

LANGUAGE COMPONENT — SESSION 3: WRITING

For questions 21 through 30, read each item carefully and choose the best answer.

21. Which group of words is a COMPLETE SENTENCE?

- A. Climbing the tallest tree in the backyard last summer
- B. Because she forgot her schoolbooks at home this morning
- C. The brown dog with the wagging tail near the gate
- D. The students finished their math homework before dinner

22. Which sentence uses CAPITAL LETTERS correctly?

- A. On Saturday, my cousin Anika visited from Vancouver.
- B. on saturday, my cousin anika visited from vancouver.
- C. On saturday, my cousin Anika visited from Vancouver.
- D. On Saturday, my cousin anika visited from vancouver.

23. Choose the sentence that is punctuated correctly.

- A. How fast did you finish your homework.
- B. How fast did you finish your homework?
- C. How fast did you finish your homework,
- D. How fast did you finish your homework!

24. Read the sentence: The young dancer twirled gracefully across the wooden stage. Which word is an ADVERB?

- A. Young
- B. Twirled
- C. Gracefully
- D. Stage

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. My two sisters walk to school every morning.
- B. My two sisters walks to school every morning.
- C. My two sister walk to school every morning.
- D. My two sisters walking to school every morning.

26. Read the sentence: Tomorrow, my class ___ a trip to the Royal Ontario Museum. Which word BEST fills in the blank?

- A. Took
- B. Takes
- C. Has taken

D. Will take

27. Which word means the OPPOSITE of generous?

A. Friendly

B. Selfish

C. Quiet

D. Polite

28. Which sentence uses the APOSTROPHE correctly to show that ONE girl owns the bicycle?

A. The girls bicycle had a flat tire.

B. The girls' bicycle had a flat tire.

C. The girl's bicycle had a flat tire.

D. The girls's bicycle had a flat tire.

29. Which sentence uses a COMMA correctly?

A. After the rain stopped we went outside to play

B. We packed sandwiches juice and cookies for the trip

C. The cat, ran across the yard, and climbed the tree

D. After the rain stopped, we walked through the puddles.

30. Which of the following sentences is in the PAST tense?

A. We visited the science centre last Friday afternoon.

B. We are visiting the science centre right now.

C. We will visit the science centre next week.

D. We visit the science centre every spring break.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read this topic sentence: Children should spend more time playing outside. Which sentence would be the BEST supporting reason?

- A. The weather can be very cold in winter.
- B. My best friend lives across the street from me.
- C. Outdoor play helps children stay healthy and use their imagination.
- D. Some children like reading more than playing outside.

32. Which sentence would BEST begin a personal narrative about losing a tooth?

- A. Teeth come in many shapes and sizes around the world.
- B. The morning I lost my first tooth, I was eating toast at the breakfast table.
- C. Children lose their baby teeth between the ages of five and twelve.
- D. Many cultures have different traditions about losing teeth.

33. Which sentence uses STRONGER, more specific verbs?

- A. The horse moved quickly across the field at the farm.
- B. The horse went across the field at the farm yesterday.
- C. The horse did things across the field at the farm.
- D. The horse galloped across the field and leaped over the fence.

34. Read the sentence: Maria forgot her umbrella ____ she got soaked in the rain. Which word BEST fills in the blank?

- A. So
- B. Or
- C. Although
- D. But

35. Which would be the BEST closing for an opinion paragraph arguing for a Friday afternoon games hour at school?

- A. Friday afternoons can sometimes feel very long.
- B. For these reasons, a Friday games hour would make school more fun and help students relax after a long week.
- C. Some schools already have games on Fridays.
- D. My favourite board game is checkers.

36. Read the sentence: ____ I cannot find my homework," said Tomasz. Which punctuation BEST fills in the blank?

- A. , (comma)
- B. ? (question mark)
- C. ! (exclamation mark)
- D. " (open quotation mark)

37. Which word is spelled CORRECTLY?

- A. Freind
- B. Frend
- C. Friend

D. Frienn

38. Read the paragraph:

Lin loves the piano. She practises for thirty minutes every day. ____ Last year, she played in her first piano recital.

Which sentence BEST fills in the blank?

- A. Her practice has helped her improve quickly.
- B. The piano was invented hundreds of years ago.
- C. Her older brother prefers playing the guitar.
- D. Many famous pianists are from Europe.

39. Which sentence is the BEST example of DIALOGUE?

- A. Sofia asked her brother to be quiet during the test.
- B. The brother was asked to be quiet by Sofia.
- C. Sofia wanted her brother to stop making so much noise.
- D. "Please be quiet," Sofia said to her brother.

40. Read this sentence: The warm bread fresh from the oven smelled like home. What is this sentence MAINLY doing?

- A. Explaining how to bake bread in an oven
- B. Using sensory details to create a feeling
- C. Telling the reader what time of day it is now
- D. Listing the ingredients needed to make bread

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as seven hundred forty-two?

- A. 742
- B. 7,042
- C. 472
- D. 74

42. What is the value of the digit 5 in the number 354?

- A. 5
- B. 5,000
- C. 50
- D. 500

43. Round 478 to the nearest HUNDRED.

- A. 400
- B. 470
- C. 480
- D. 500

44. What is $268 + 154$?

- A. 312
- B. 422
- C. 414

D. 412

45. A library has 528 books. The librarian gives away 145 books to a children's hospital. How many books does the library have LEFT?

A. 383

B. 663

C. 473

D. 373

46. Which list shows these numbers ordered from LEAST to GREATEST?

A. 619, 248, 387, 472

B. 248, 472, 387, 619

C. 619, 472, 387, 248

D. 248, 387, 472, 619

47. Look at the figure below.

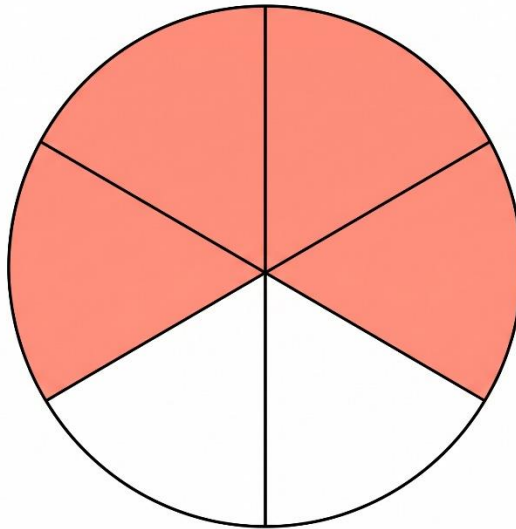


Figure 5.1: A Fractional Pie Chart
What fraction of the circle is shaded?

Which fraction shows the shaded part of the circle?

- A. $\frac{2}{4}$
- B. $\frac{4}{6}$
- C. $\frac{6}{4}$
- D. $\frac{6}{2}$

48. Which fraction is GREATER than $\frac{3}{8}$?

- A. $\frac{1}{8}$
- B. $\frac{2}{8}$
- C. $\frac{5}{8}$
- D. $\frac{0}{8}$

49. What is the missing number in this pattern? 6, 12, 18, ____, 30, 36

- A. 24
- B. 22

- C. 26
- D. 20

50. Which number is EVEN?

- A. 137
- B. 425
- C. 619
- D. 286

MATHEMATICS COMPONENT — STAGE 2: ALGEBRA, DATA, AND SPATIAL SENSE

51. What is 8×7 ?

- A. 48
- B. 49
- C. 56
- D. 64

52. A box has 40 candies. They are shared equally among 5 children. How many candies does each child get?

- A. 7
- B. 8
- C. 9
- D. 35

53. What is the missing number? $\square - 12 = 19$

- A. 31
- B. 7
- C. 24
- D. 18

54. A pattern follows the rule add 7. If the first term is 3, what is the FIFTH term in the pattern?

- A. 35
- B. 28
- C. 24
- D. 31

55. A character starts at position (5, 5) on a grid. The instructions are:

1. Move 3 spaces left.
2. Move 4 spaces down.
3. Move 1 space right.

Where does the character end up?

- A. (3, 9)
- B. (3, 1)
- C. (1, 3)
- D. (2, 1)

56. Look at the bar graph below.

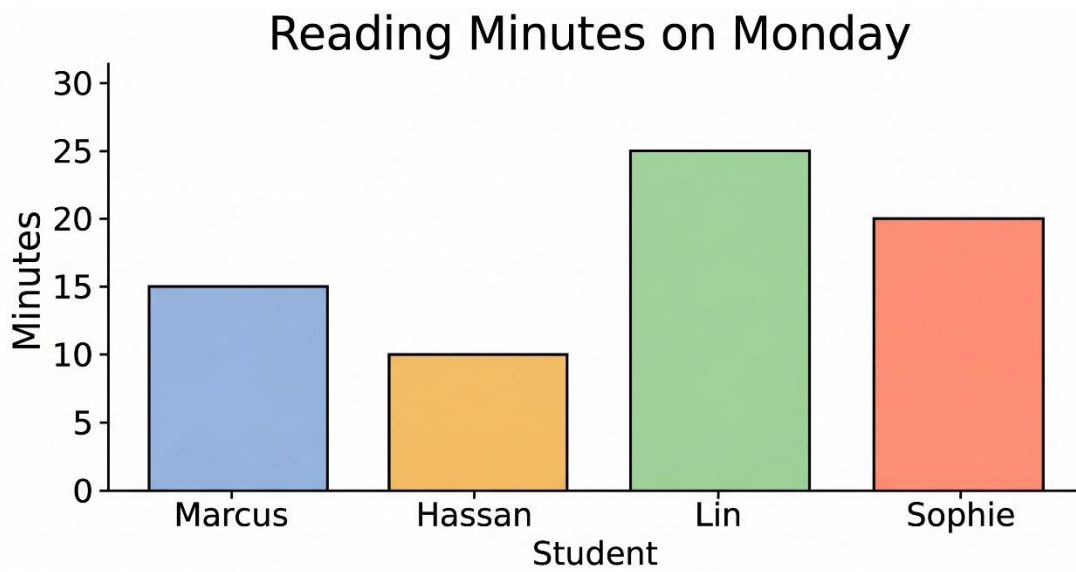


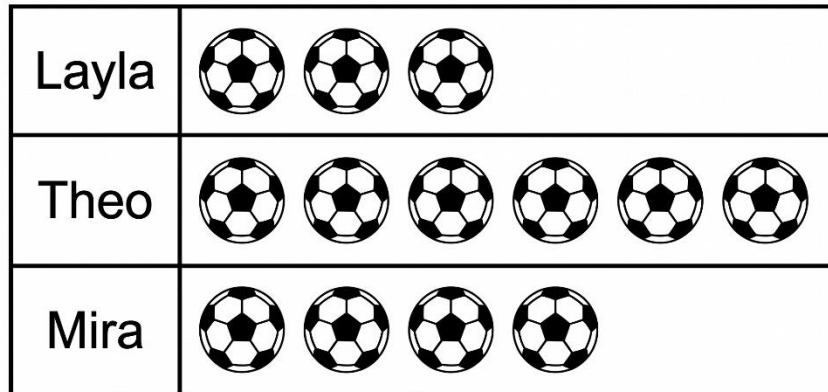
Figure 5.2: Reading Minutes on Monday Bar Graph
Compare reading times across four students

What is the TOTAL number of minutes the four students spent reading on Monday?

- A. 60
- B. 65
- C. 70
- D. 75

57. Look at the pictograph below.

Soccer Goals Scored This Season



Each soccer ball = 2 goals.

Figure 5.3: Soccer Goals Pictograph
Each soccer ball stands for 2 goals.

How many goals did Layla score?

- A. 6
- B. 3
- C. 5
- D. 9

58. Which 3D solid has 6 rectangular faces but is NOT a cube?

- A. Cone
- B. Cylinder
- C. Sphere
- D. Rectangular prism

59. Look at the square below.

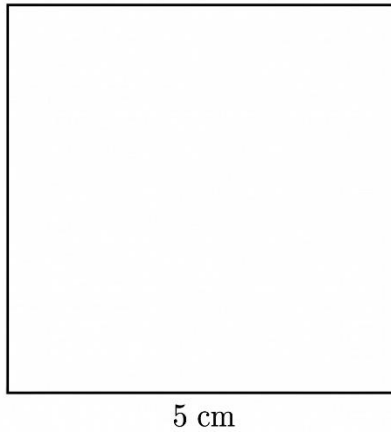


Figure 5.4: A Square With Side Length 5 cm

What is the perimeter of this square?

What is the PERIMETER of this square?

- A. 25 cm
- B. 20 cm
- C. 10 cm
- D. 15 cm

60. A pencil costs \$2 and a notebook costs \$5. Marcus has \$20 and buys 3 pencils and 2 notebooks. How much money does he have LEFT?

- A. \$13
- B. \$7
- C. \$4
- D. \$9

Practice Exam 5: Answer Key and Explanations

- 1. C** — The cross-country race. The story opens with the line: *"Theo had been dreading the cross-country race all month."* Direct first-sentence detail — the race is the central source of Theo's anxiety throughout the story.
- 2. A** — A small paper number. The story states: *"His mother had pinned a small paper number to the front of his shirt: 47."* Paper race numbers are standard at cross-country meets, and this detail establishes the formal nature of the event.
- 3. D** — He wanted to make sure she was okay. Theo's first words to Layla — *"Are you okay?"* — confirm his motive. He had not planned to stop, but seeing Layla holding her side prompted concern rather than fatigue or surrender.
- 4. B** — Jogged side by side to the finish line. The story states: *"Theo jogged beside her... They crossed the line side by side."* Walking is what Layla was doing before the cramp passed; once she was ready, they jogged together to the end.
- 5. C** — Helping someone else is its own kind of winning. The teacher's closing message — *"helping someone else cross the finish line was its own kind of winning"* — is the explicit theme of the story. Themes in EQAO stories are usually broader life lessons, not specific events.
- 6. A** — Since they were three years old. The poem states: *"Has been my friend since I was three."* This is a direct-quote detail establishing the speaker's long relationship with the tree.
- 7. B** — The physical effort of climbing up to the lowest branch. The surrounding lines describe the climbing motion (stepping on the root, pulling up slowly). Scraped knees and loose shoes are the bodily evidence of that effort, not the speaker's mood or the tree's appearance.
- 8. D** — The third branch. The poem says: *"From the third, I can see the road."* The view from each branch is listed in order, and reading carefully is the only way to match the right branch to the right view.
- 9. A** — The speaker is older and bigger than they used to be. The full context — *"This year, the lowest branch is harder. I've grown — my arms now do more work"* — indicates physical growth over time. The tree has not changed; the speaker has.
- 10. C** — Warm and reflective. The poem looks back on a long friendship between the speaker and the tree, ending with the tree "welcoming" the speaker as they climb. The tone is gentle and nostalgic, not anxious, sad, or rushed.
- 11. B** — Monarch butterflies make an amazing yearly migration from Canada to Mexico. This is the article's central focus across every section. The other options either describe smaller details (colour, lifespan of other insects) or contradict the article.
- 12. D** — About two months. The article states directly: *"The whole trip takes about two months."* The trip is long because monarchs cover up to 130 km per day across thousands of kilometres of distance.

13. A — The temperature stays just cool enough for them to rest without freezing. The article explains: *"In the Mexican mountains, the temperature stays just cool enough for the butterflies to rest without freezing."* Cool but not freezing conditions allow them to conserve energy through winter.

14. C — They are not the same generation that flew north in the spring. The article states the autumn-migrating monarchs are *"the great-great-grandchildren of the ones that arrived in the spring."* This generational gap is what makes the migration so mysterious.

15. D — Show that the monarch's migration is still a mystery. The sentence explicitly says scientists are *still trying to understand* how the navigation works, which directly establishes the migration as an unsolved mystery.

16. B — To prepare the reader for the most surprising fact in the article. The heading sets up the generational-memory section, which contains the article's most surprising idea — that the butterflies finding Mexico have never been there before. Headings work as signposts, telling the reader what to expect.

17. A — Apples or apple trees. Both passages are about apples — Passage 1 from a personal experience of picking them, Passage 2 from the biological perspective of how apple trees grow. Two-text comparison questions require finding what appears in both passages.

18. D — It is a personal story about a yearly fall tradition. Passage 1 uses first-person language (*"my grandpa drives me," "I picked twenty-three apples"*) and describes a yearly ritual. This is the defining structure of personal narrative.

19. B — The bees help the tree make seeds inside its fruit. Passage 2 states: *"as they move from flower to flower, they help the tree make seeds inside its fruit."* Bees act as pollinators, which is essential to apple-tree reproduction.

20. C — An apple tree may not produce fruit until it is five or six years old. This fact appears only in Passage 2, which discusses the biology of apple trees. Passage 1 focuses entirely on the picking experience and does not mention tree age or development.

21. D — The students finished their math homework before dinner. A complete sentence has a subject (students), a verb (finished), and a complete thought. The other options are fragments — missing a main verb, starting with a subordinator that leaves the thought hanging, or lacking a main clause altogether.

22. A — On Saturday, my cousin Anika visited from Vancouver. Capitals are required on the first word, days of the week (Saturday), proper names (Anika), and place names (Vancouver). Only option A applies all four rules correctly.

23. B — How fast did you finish your homework? Questions end with a question mark, not a period, comma, or exclamation mark. This is a basic punctuation rule for interrogative sentences.

24. C — Gracefully. *Gracefully* describes *how* the dancer twirled — that is the function of an adverb. *Young* is an adjective, *twirled* is a verb, and *stage* is a noun.

- 25. A** — My two sisters walk to school every morning. A plural subject (two sisters) takes a plural verb (walk, no -s). Option B pairs a plural subject with a singular verb; C pairs a singular noun with a plural verb; D is a fragment because *walking* alone is not a main verb.
- 26. D** — Will take. The word *tomorrow* signals future tense, which is formed with *will* + base verb. Past, present, and present-perfect forms all conflict with the time word in the sentence.
- 27. B** — Selfish. *Selfish* is the opposite of *generous* — generous means giving freely, selfish means keeping for oneself. The other options describe unrelated traits like friendliness, quietness, or politeness.
- 28. C** — The girl's bicycle had a flat tire. The apostrophe + s shows singular possession (the bicycle belongs to one girl). Option B is plural possessive (multiple girls), which the question explicitly rules out. Option A omits the apostrophe; option D adds an unnecessary extra letter.
- 29. D** — After the rain stopped, we walked through the puddles. A comma is required after an introductory dependent clause (*After the rain stopped*). Option A omits the comma; option B is missing commas in a list; option C places commas where they break the sentence's flow.
- 30. A** — We visited the science centre last Friday afternoon. Past tense uses the *-ed* ending (visited) and is signalled by the time phrase *last Friday afternoon*. The other options are in present, present-continuous, or future tense.
- 31. C** — Outdoor play helps children stay healthy and use their imagination. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts or fail to defend the claim.
- 32. B** — The morning I lost my first tooth, I was eating toast at the breakfast table. Strong narrative openings use specific, sensory details that place the reader inside a personal moment. The other options state general facts rather than entering a story.
- 33. D** — The horse galloped across the field and leaped over the fence. Strong verbs like *galloped* and *leaped* are specific and create vivid images. Verbs like *moved*, *went*, and *did* are weak because they could describe almost any action.
- 34. A** — So. *So* expresses result — Maria forgot her umbrella, so the result was getting soaked. Words like *or*, *although*, and *but* would express alternative or contrast, neither of which fits the cause-and-effect structure.
- 35. B** — For these reasons, a Friday games hour would make school more fun and help students relax after a long week. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons. The other options drift to unrelated topics.
- 36. D** — Open quotation mark. Dialogue begins with an open quotation mark to mark the speaker's exact words. The other punctuation marks would not properly introduce a quoted sentence at the start of dialogue.

- 37. C** — Friend. *Friend* follows the *i-before-e* spelling pattern. The other spellings are common misspellings produced by sounding the word out without checking standard form.
- 38. A** — Her practice has helped her improve quickly. A supporting sentence in a paragraph about Lin's piano practice and recital should connect those ideas with a logical bridge. The other options drift to unrelated topics like her brother, piano history, or European pianists.
- 39. D** — "*Please be quiet,*" Sofia said to her brother. True dialogue uses quotation marks around the speaker's exact words. The other options use indirect speech, which describes what was said without quoting it directly.
- 40. B** — Using sensory details to create a feeling. The sentence engages the sense of smell (*warm bread, fresh from the oven*) and connects it to an emotional idea (*smelled like home*). Sensory details build mood, which is one of the techniques the EQAO writing rubric specifically rewards.
- 41. A** — 742. *Seven hundred forty-two* breaks down as $700 + 40 + 2$, with seven hundreds, four tens, and two ones. Reading number-word questions carefully matters — 7,042 and 472 sound similar but have very different values.
- 42. C** — 50. The digit 5 sits in the tens place in 354, so its value is $5 \times 10 = 50$. Place value determines what each digit is worth, regardless of the digit itself.
- 43. D** — 500. To round 478 to the nearest hundred, look at the tens digit (7). Since 7 is 5 or greater, round up: 478 sits closer to 500 than to 400 on the number line.
- 44. B** — 422. Column addition: $8 + 4 = 12$ (write 2, carry 1); $6 + 5 + 1 = 12$ (write 2, carry 1); $2 + 1 + 1 = 4$ (write 4). The total is 422.
- 45. A** — 383. Column subtraction: $528 - 145$ requires regrouping in the tens ($12 - 4 = 8$ after borrowing from the hundreds). The hundreds column becomes $4 - 1 = 3$, giving 383.
- 46. D** — 248, 387, 472, 619. Ordering from least to greatest compares hundreds digits first: $2 < 3 < 4 < 6$. Only option D arranges all four numbers in true ascending order.
- 47. B** — $4/6$. The circle is divided into 6 equal parts (the denominator), and 4 of those parts are shaded (the numerator). The fraction is shaded parts over total parts, giving $4/6$.
- 48. C** — $5/8$. With the same denominator (8), the fraction with the larger numerator is the larger fraction. $5 > 3$, so $5/8 > 3/8$. The other options all have numerators smaller than or equal to 3.
- 49. A** — 24. The pattern adds 6 each step: 6, 12, 18, ____, 30, 36. The missing term is $18 + 6 = 24$, which then continues to 30. Confirming both directions verifies the answer.
- 50. D** — 286. An even number ends in 0, 2, 4, 6, or 8. Only 286 ends in an even digit (6); the others end in 7, 5, and 9 — all odd.

- 51. C** — 56. The multiplication fact $8 \times 7 = 56$ is one of the tricky-middle facts every Grade 3 student should know. A useful check: skip-counting by 7s eight times gives 7, 14, 21, 28, 35, 42, 49, 56.
- 52. B** — 8. Equal sharing: $40 \text{ candies} \div 5 \text{ children} = 8 \text{ candies each}$. Division undoes multiplication — $5 \times 8 = 40$ confirms the answer through the fact family.
- 53. A** — 31. To find the missing minuend, use the inverse operation: $19 + 12 = 31$. Checking: $31 - 12 = 19$. When the unknown is the larger number in a subtraction equation, adding the two known numbers finds it.
- 54. D** — 31. Starting at 3 and adding 7 each step: 3 (1st), 10 (2nd), 17 (3rd), 24 (4th), 31 (5th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (3, 1). Starting at (5, 5): left 3 \rightarrow (2, 5); down 4 \rightarrow (2, 1); right 1 \rightarrow (3, 1). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. C** — 70. Adding all four bars: $15 + 10 + 25 + 20 = 70$ minutes. Total questions on a bar graph require reading every category and summing — slower than a single lookup, but reliable when done one bar at a time.
- 57. A** — 6. Layla's row shows 3 soccer balls, and the key states each ball equals 2 goals. The total is $3 \times 2 = 6$ goals. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. D** — Rectangular prism. A rectangular prism has 6 rectangular faces. A cube also has 6 faces, but they are all squares (a special kind of rectangle), so the question's "but NOT a cube" specifies the non-cube version. Cones, cylinders, and spheres do not have 6 rectangular faces at all.
- 59. B** — 20 cm. The perimeter of a square equals $4 \times \text{side length}$: $4 \times 5 = 20$ cm. All four sides of a square are equal, so adding them is the same as multiplying one side by 4.
- 60. C** — \$4. This is a multi-step problem: $3 \text{ pencils} \times \$2 = \$6$; $2 \text{ notebooks} \times \$5 = \$10$; total cost = $\$6 + \$10 = \$16$. Money left: $\$20 - \$16 = \$4$. Multi-step money problems require identifying every operation in the right order.