

# PRACTICE EXAM 7: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

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LANGUAGE COMPONENT — SESSION 1: READING

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

## The Old Bicycle

by H. Petrov

Marcus stood in his grandfather's garage, looking at the bicycle. It was leaning against the wall behind a stack of paint cans. The frame was rusty. One tire was flat. The seat was torn. A spider had built a web between the handlebars and the front wheel.

"You sure you want it?" his grandfather asked.

Marcus had asked for a bicycle for three birthdays in a row. His family did not have a lot of money for new things. When his grandfather had said "I have an old one in the garage," Marcus had been so excited he had not slept the whole night.

Now, looking at the rusty bicycle, his excitement was fading.

"It is a mess," his grandfather said gently. "But underneath, it is a good bike. Your uncle rode it when he was your age. We can fix it together, if you want."

Marcus thought about it. He thought about all the new bicycles in the shop window downtown — bright red, shiny silver, smooth black. This bicycle had none of those things. But this bicycle was here, in his grandfather's garage, and it was the only one he was likely to get.

"I want to fix it," Marcus said.

They worked on it for three weekends. Marcus's grandfather showed him how to brush rust off the frame with steel wool. They scrubbed the chain in a small bowl of oil. Marcus's grandfather patched the flat tire. Marcus learned how to use a wrench. They sanded the old paint off the frame and painted it bright blue — Marcus had chosen the colour himself.

On the fourth Saturday, the bicycle was finished. The blue paint shone in the sunlight. The seat was now covered with new leather. The chain moved smoothly when Marcus pushed the pedals with his hand.

Marcus walked the bicycle out of the garage. He climbed onto the seat. He had never owned a bicycle before, but his grandfather had taught him how to balance on a borrowed one years ago.

He pushed off. The bicycle wobbled. Then it found its balance. And then Marcus was riding — down the driveway, onto the street, past the houses where the neighbours waved.

When he came back, his grandfather was waiting on the front step, smiling.

"It is the most beautiful bicycle I have ever seen," Marcus said.

His grandfather laughed. "It is the same bicycle you saw three weeks ago."

"No," Marcus said. "Now it is mine."

1. What did Marcus see in his grandfather's garage?

- A. A brand new red bicycle still in its box
- B. An old rusty bicycle leaning against the wall
- C. A wooden box full of shiny bicycle tools
- D. A drawing of a bicycle hanging on the wall

2. For how long had Marcus been asking for a bicycle?

- A. For a few weeks before his birthday
- B. For most of the past summer
- C. Since he had started Grade 3 at school
- D. For three birthdays in a row

3. Who used to own the old rusty bicycle?

- A. Marcus's uncle when his uncle was Marcus's age
- B. The neighbour across the street from Marcus's house
- C. Marcus's grandfather when he was a young boy
- D. A close friend of Marcus's grandfather

4. What colour did Marcus paint the bicycle?

- A. Bright red
- B. Shiny silver
- C. Bright blue
- D. Smooth black

5. What is the main lesson of this story?

- A. Old bicycles should always be thrown away when they get rusty
- B. Working hard to fix something can make it feel even more special than something new
- C. New things from shops are always better than gifts from family members
- D. Bicycles should always be painted in bright colours that shine in the sunlight

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

## **Saturday Mornings**

**by V. Tanaka**

Saturday mornings are slow at our house.

No one yells to hurry up.

No one says, "You'll miss the bus!"

The kettle whistles. The cat stretches out

On the warm patch where the sun comes in.

My dad reads the paper at the kitchen table.

My mom makes pancakes — always too many.

My little sister sits on the floor in pyjamas

Building a fort from the couch cushions

She is too small to lift on her own.

I sit in the chair by the window

And watch the sparrows in the maple tree.

Nothing important happens on Saturday mornings.

Nothing important needs to happen.

That, I think, is the whole point.

6. What does the poem say about Saturday mornings?

A. They are noisy and full of activity at the speaker's house

B. They are too cold to enjoy in the speaker's house

- C. They are slow at the speaker's house
- D. They are spent at the community centre near home

7. What does the cat do in the poem?

- A. Eats its breakfast on the kitchen table
- B. Hides quietly under the kitchen table
- C. Plays with the little sister's couch fort
- D. Stretches out in the warm patch of sun

8. What does the little sister do in the poem?

- A. Builds a fort from couch cushions she cannot lift alone
- B. Helps her mother flip the pancakes at the stove
- C. Reads picture books at the kitchen table with Dad
- D. Watches the sparrows from the window with the speaker

9. Where does the speaker sit in the poem?

- A. At the kitchen table with their father
- B. In a chair by the window
- C. On the floor with their little sister
- D. Outside under the tall maple tree

10. Read these final lines from the poem: Nothing important happens on Saturday mornings. / Nothing important needs to happen. / That, I think, is the whole point. What is the poet saying?

- A. Saturday mornings feel like a wasted part of the week
- B. Saturday mornings should be filled with planned activities

- C. Saturday mornings are special because they are quiet and easy
- D. Saturday mornings are the busiest days of the whole week

## **LANGUAGE COMPONENT — SESSION 2: READING**

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

### **The Northern Lights**

Imagine looking up at the sky on a cold winter night in northern Canada. Above you, ribbons of green, pink, and purple light dance silently across the sky. The lights stretch from one horizon to the other. They shimmer. They twist. They fade and then return.

These lights are called the northern lights, or the aurora borealis. They are one of the most beautiful sights in nature, and they happen most often in the far north.

#### **What Are They?**

The northern lights are made of tiny pieces of energy from the sun. The sun is always sending out streams of these tiny particles into space. Most of them never reach Earth — but some do.

When these particles enter Earth's atmosphere, they bump into the gases in our air. The bumping releases light, the way striking a match releases light. Different gases create different colours. Oxygen creates green and red light. Nitrogen creates blue and purple.

#### **Where to See Them**

The northern lights happen near both the North Pole and the South Pole. The lights at the South Pole are called the aurora australis. In Canada, the best places to see the northern lights are the Northwest Territories, the Yukon, and northern Manitoba.

The lights appear most often during the long winter nights, when the sky is dark for many hours. They also need a sky that is clear of clouds, because clouds block the view.

## **A Long History**

Long before scientists understood the northern lights, people in northern countries had stories about them. Some Indigenous peoples of northern Canada believed the lights were spirits dancing in the sky. In Norway and Iceland, people thought the lights came from light reflecting off shields carried by warriors.

Today, we know the science behind the lights. But the wonder is still the same. To stand outside on a cold winter night and see green ribbons twisting across the sky is something you do not soon forget.

11. What is another name for the northern lights?

- A. The aurora borealis
- B. The polar shimmer
- C. The morning sky
- D. The dancing winds

12. What are the northern lights MADE of?

- A. Beams of moonlight reflecting off the polar ice
- B. Tiny pieces of energy from the sun
- C. Coloured smoke from the air below
- D. Light from many small stars in the far north

13. What happens when the tiny particles from the sun enter Earth's atmosphere?

- A. They freeze into bright crystals high in the sky
- B. They give off heat that warms the cold air below
- C. They burn up and fall down to the ground
- D. They bump into gases in the air, which releases light

14. According to the article, what colour of light does OXYGEN create?

- A. Blue and purple
- B. White and yellow
- C. Green and red
- D. Orange and pink

15. Where in Canada are the BEST places to see the northern lights?

- A. The Northwest Territories, the Yukon, and northern Manitoba
- B. The cities of Toronto and Montreal in summer evenings
- C. The forests of central Ontario in early autumn
- D. The Atlantic coast of Nova Scotia and Newfoundland

16. What did some Indigenous peoples of northern Canada believe about the lights?

- A. The lights were caused by light reflecting off ice
- B. The lights were a sign of coming storms
- C. The lights came from shields carried by warriors
- D. The lights were spirits dancing in the sky

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

**Passage 1: My First Concert**

When I was eight years old, my parents took me to my first real concert. It was at Roy Thomson Hall in Toronto. We dressed up — I wore a dark blue dress that my grandmother had sewn for me. We took the streetcar downtown. My father held my hand as we walked across the busy street to the front doors of the hall.

Inside, the lobby was full of people. Everyone was talking quietly. We climbed a wide carpeted staircase to find our seats. The seats were red velvet, and they folded down when you sat in them.

When the lights dimmed, the conductor walked onto the stage. The whole audience clapped. Then he raised his hands, and the first note rang out — a deep, slow note from the cellos. I had never heard anything so beautiful.

I sat very still through the whole concert. When it ended, I clapped until my hands hurt.

### **Passage 2: How an Orchestra Plays Together**

An orchestra is a large group of musicians who play together. A big orchestra can have over a hundred musicians. To make beautiful music, every musician must play their part at exactly the right time.

The musicians are organized into four groups, called sections:

1. The strings (violins, violas, cellos, double basses) — usually the largest group.
2. The woodwinds (flutes, clarinets, oboes, bassoons).
3. The brass (trumpets, trombones, horns, tubas).
4. The percussion (drums, cymbals, xylophone).

The musicians follow a leader called the conductor. The conductor stands at the front and waves a thin stick called a baton. The baton's movements tell the musicians when to play, how loud to play, and how fast to play.

Without a conductor, it would be very hard for so many musicians to play together at the same time.

17. What is one thing both passages discuss?

- A. Streetcars and other transportation in Toronto
- B. Orchestras or concerts

- C. The cost of tickets to a large concert hall
- D. Children attending their first concerts at age eight

18. What is the main purpose of Passage 1?

- A. To list the sections of a large orchestra
- B. To explain how concert halls are designed inside
- C. To share a personal memory of a first concert
- D. To convince readers to attend a concert in Toronto

19. According to Passage 2, what does the conductor's baton tell the musicians?

- A. When to play, how loud to play, and how fast to play
- B. The name of the next piece of music to be performed
- C. When the audience should clap during the performance
- D. How many notes to play in each measure of music

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

- A. There is a person called a conductor who leads the orchestra
- B. Cellos make a deep sound when they play
- C. A large orchestra can have many musicians playing together
- D. A specific memory of dressing up for a concert in Toronto

### **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. Skating across the frozen pond in the dim afternoon
- B. Because the snow had finally stopped falling outside
- C. The children laughed at the puppet show in the gym.
- D. Outside the school near the new playground equipment

22. Which sentence uses CAPITAL LETTERS correctly?

- A. Last October, we visited Niagara Falls with our class.
- B. last october, we visited niagara falls with our class
- C. Last October, we visited niagara falls with our Class
- D. last October, We visited Niagara falls with our class

23. Choose the sentence that is punctuated correctly.

- A. The cat curled up on the rug
- B. Are you ready to leave for school?
- C. Watch out for the wet floor,
- D. How loud the thunder sounded?

24. Read the sentence: The cheerful music played softly throughout the room. Which word in this sentence is an ADVERB?

- A. Cheerful
- B. Music
- C. Room
- D. Softly

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The two dogs bark at the mailman every morning.
- B. The two dogs barks at the mailman every morning.
- C. The two dog bark at the mailman every morning.
- D. The two dogs barking at the mailman every morning.

26. Read the sentence: Last summer, my brother \_\_\_\_ many books while at camp. Which word BEST fills in the blank?

- A. Reads
- B. Will read
- C. Read
- D. Is reading

27. Which word means about the SAME as kind?

- A. Tired
- B. Friendly
- C. Quiet
- D. Loud

28. Which sentence correctly shows that ONE girl owns the backpack?

- A. The girls backpack is by the door.
- B. The girls' backpack is by the door.
- C. The girls's backpack is by the door.
- D. The girl's backpack is by the door.

29. Which sentence uses a COMMA correctly?

- A. After the test ended we celebrated with a small party
- B. We packed apples bananas and oranges for snack time
- C. After the test ended, we celebrated with a small party.
- D. The bird, sang, in the tree, all afternoon long

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

- A. The class visited the science centre last Wednesday afternoon.
- B. The class visits the science centre every spring break.
- C. The class is visiting the science centre right now together.
- D. The class will visit the science centre next month for a trip.

#### **LANGUAGE COMPONENT — SESSION 4: WRITING**

**For questions 31 through 40, choose the best answer.**

31. Read the topic sentence: Reading every night before bed has many benefits. Which sentence would be the BEST supporting reason?

- A. Books are sold at most large bookstores in Canada.
- B. Some children prefer to read in the morning before school.
- C. Many libraries have special reading programs in summer.
- D. Bedtime reading helps children sleep better and learn new words at the same time.

32. Which sentence would BEST begin a personal narrative about a school field trip?

- A. School field trips happen every year at most schools in Ontario.

- B. Field trips can be educational and fun for everyone in the class.
- C. The morning of the field trip, I packed my backpack and could hardly eat my breakfast.
- D. Many schools take their students on at least one field trip a year.

33. Which sentence uses STRONGER, more specific verbs?

- A. The girl went up the stairs and was at the top of the building.
- B. The girl bounded up the stairs and burst into the empty hallway.
- C. The girl moved up the stairs and was in the hallway after that.
- D. The girl did things on the stairs and went into the hallway.

34. Read the sentence: Theo packed his lunch in his backpack \_\_\_\_ he would have it for school. Which word BEST fills in the blank?

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

35. Which would be the BEST closing for an opinion paragraph arguing that schools should teach students how to use computers?

- A. Computers come in many sizes and types around the world.
- B. Most teachers use computers every day in their work.
- C. Some children already have computers at home with them.
- D. For all these reasons, teaching computer skills in school will help students succeed in their future careers.

36. Read the sentence: \_\_\_\_ "Be careful," whispered the older brother. Which punctuation BEST fills in the blank?

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

37. Which word is spelled CORRECTLY?

- A. Beautiful
- B. Beutiful
- C. Beautifull
- D. Buetiful

38. Read the paragraph:

Sophie loves baking cookies. She bakes a new batch every Sunday afternoon. \_\_\_\_ Sophie hopes to open a bakery when she grows up.

Which sentence BEST fills in the blank?

- A. Bakeries are open in most large Canadian cities.
- B. Her older brother prefers cake to cookies.
- C. Her favourite kind to bake is chocolate chip cookies.
- D. Many people enjoy baking on cold rainy days.

39. Which sentence is the BEST example of DIALOGUE?

- A. Maya wanted her brother to listen carefully to her.
- B. The brother was asked to listen carefully by Maya.

- C. Maya needed her brother to pay attention to her.
- D. "Please listen to me," Maya said to her brother.

40. Read this sentence: The crunchy autumn leaves crackled under our boots as we walked through the woods. What is this sentence MAINLY doing?

- A. Listing all the trees found in the woods
- B. Using sensory details to set the scene
- C. Telling the reader exactly what season it is now
- D. Explaining why the speaker is in the woods today

**MATHEMATICS COMPONENT — STAGE 1: NUMBER**

41. Which number is the same as two hundred eighty-five?

- A. 285
- B. 2,085
- C. 258
- D. 28

42. What is the value of the digit 4 in the number 749?

- A. 4
- B. 4,000
- C. 40
- D. 400

43. Round 481 to the nearest TEN.

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

44. What is  $357 + 168$ ?

- A. 415
- B. 525
- C. 425
- D. 515

45. A school library had 730 books. The librarian removed 184 old books from the shelves. How many books are LEFT in the library?

- A. 914
- B. 654
- C. 546
- D. 556

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

- A. 158, 234, 367, 419
- B. 419, 367, 158, 234
- C. 158, 419, 367, 234
- D. 419, 367, 234, 158

47. Look at the number line below.

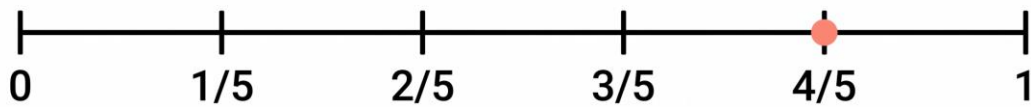


Figure PQ-1

Which fraction does the dot show?

- A.  $4/5$
- B.  $1/5$
- C.  $5/4$
- D.  $3/5$

48. Which fraction is GREATER than  $3/6$ ?

- A.  $1/6$
- B.  $5/6$
- C.  $2/6$
- D.  $0/6$

49. What is the missing number in this pattern? 5, 10, 15, \_\_\_\_, 25, 30

- A. 12
- B. 18
- C. 20
- D. 22

50. Which number is ODD?

- A. 286
- B. 524
- C. 138
- D. 471

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

51. What is  $9 \times 4$ ?

- A. 36
- B. 28
- C. 32
- D. 40

52. A baker has 24 muffins to share equally among 4 children. How many muffins does each child get?

- A. 5
- B. 6
- C. 4

D. 7

53. What is the missing number?  $\square - 8 = 14$

A. 6

B. 24

C. 22

D. 18

54. A pattern follows the rule subtract 3. If the first term is 35, what is the FIFTH term in the pattern?

A. 23

B. 20

C. 26

D. 32

55. A character starts at position (3, 5) on a grid. The instructions are:

1. Move 4 spaces right.

2. Move 3 spaces down.

3. Move 1 space left.

Where does the character end up?

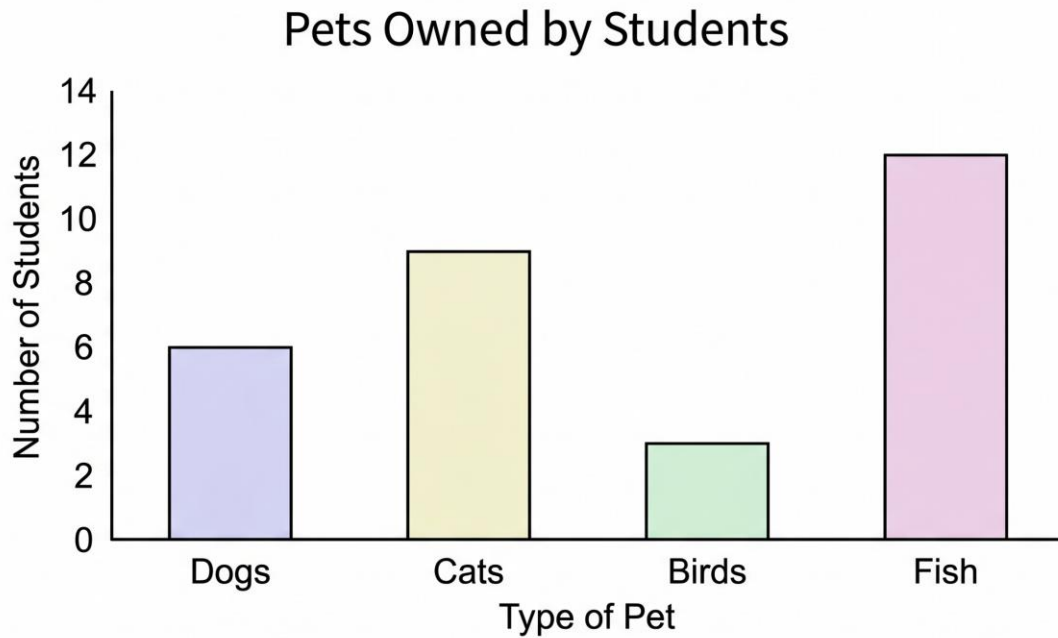
A. (7, 8)

B. (6, 2)

C. (2, 6)

D. (8, 1)

56. Look at the bar graph below.

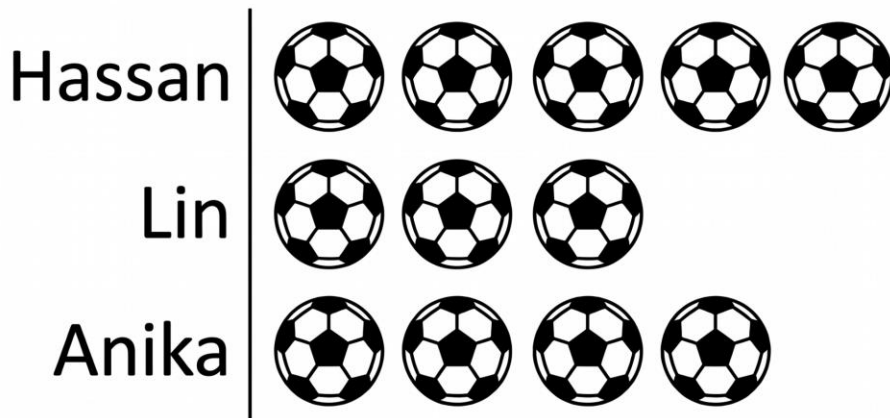



How many MORE students own fish than own birds?

- A. 12
- B. 15
- C. 3
- D. 9

57. Look at the pictograph below.

## Minutes Practised This Week



Each  = 6 minutes

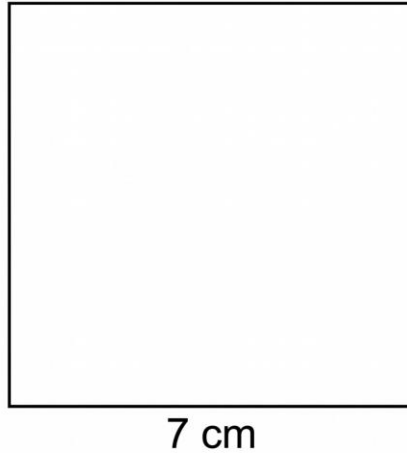
How many minutes did Hassan practise this week?

- A. 30
- B. 5
- C. 11
- D. 18

58. Which 3D solid has exactly 3 faces — 2 flat circular ends and 1 curved surface that wraps around the side?

- A. Cone
- B. Cube
- C. Cylinder
- D. Sphere

59. Look at the square below.



[Figure PQ-4: Clean black-line technical diagram on a white background.]

What is the PERIMETER of this square?

- A. 14 cm
- B. 28 cm
- C. 21 cm
- D. 49 cm

60. A pencil costs \$1 and an eraser costs \$2. Mira has \$15 and buys 4 pencils and 3 erasers. How much money does she have LEFT?

- A. \$7
- B. \$11
- C. \$4
- D. \$5

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## Practice Exam 7: Answer Key and Explanations

- 1. B** — An old rusty bicycle leaning against the wall. The story opens with this exact image: *"It was leaning against the wall behind a stack of paint cans. The frame was rusty. One tire was flat."* These details set the bicycle's condition as the starting point of Marcus's project.
- 2. D** — For three birthdays in a row. The story states this directly: *"Marcus had asked for a bicycle for three birthdays in a row."* This detail establishes how long Marcus has been hoping for a bicycle of his own.
- 3. A** — Marcus's uncle when his uncle was Marcus's age. The grandfather says directly: *"Your uncle rode it when he was your age."* The bicycle is a family hand-me-down, not bought from a store.
- 4. C** — Bright blue. The story states: *"painted it bright blue — Marcus had chosen the colour himself."* The colour choice gives Marcus ownership over the bicycle even before he rides it.
- 5. B** — Working hard to fix something can make it feel even more special than something new. The story closes with Marcus calling the bicycle the most beautiful one he has ever seen, even though it is the same bicycle from three weeks earlier. The effort, not the shop window, made it special — themes in EQAO stories are usually broader life lessons.
- 6. C** — They are slow at the speaker's house. The poem opens with this exact line: *"Saturday mornings are slow at our house."* The slowness is what the poem celebrates throughout the rest of its lines.
- 7. D** — Stretches out in the warm patch of sun. The poem states: *"The cat stretches out / On the warm patch where the sun comes in."* This image is part of the slow, peaceful Saturday morning routine.
- 8. A** — Builds a fort from couch cushions she cannot lift alone. The poem states: *"Building a fort from the couch cushions / She is too small to lift on her own."* The detail captures the little sister's age and the relaxed, unhurried morning.
- 9. B** — In a chair by the window. The poem states: *"I sit in the chair by the window / And watch the sparrows in the maple tree."* The chair and the view together place the speaker inside the calm scene.
- 10. C** — Saturday mornings are special because they are quiet and easy. The closing lines frame the unhurried nature of Saturday mornings as the very point of them. The poet values stillness and lack of demands — the absence of pressure is the gift.
- 11. A** — The aurora borealis. The article states: *"These lights are called the northern lights, or the aurora borealis."* Both names refer to the same natural phenomenon.
- 12. B** — Tiny pieces of energy from the sun. The article states this directly: *"The northern lights are made of tiny pieces of energy from the sun."* These particles travel through space until some of them reach Earth.

- 13. D** — They bump into gases in the air, which releases light. The article states: "*When these particles enter Earth's atmosphere, they bump into the gases in our air. The bumping releases light, the way striking a match releases light.*" This collision is what creates the visible glow.
- 14. C** — Green and red. The article states directly: "*Oxygen creates green and red light. Nitrogen creates blue and purple.*" Each gas in the atmosphere produces a different colour when bumped by the sun's particles.
- 15. A** — The Northwest Territories, the Yukon, and northern Manitoba. The article states: "*In Canada, the best places to see the northern lights are the Northwest Territories, the Yukon, and northern Manitoba.*" The lights happen most often in the far north.
- 16. D** — The lights were spirits dancing in the sky. The article states: "*Some Indigenous peoples of northern Canada believed the lights were spirits dancing in the sky.*" This belief shows how people understood the lights long before science explained them.
- 17. B** — Orchestras or concerts. Passage 1 describes a child's first symphony concert; Passage 2 explains how an orchestra plays together. Two-text comparison questions require finding what appears in both passages.
- 18. C** — To share a personal memory of a first concert. Passage 1 uses first-person language ("*When I was eight years old*") and describes one specific event. This is the defining feature of personal narrative.
- 19. A** — When to play, how loud to play, and how fast to play. Passage 2 states this exact rule: "*The baton's movements tell the musicians when to play, how loud to play, and how fast to play.*" The conductor's role is to coordinate timing, volume, and tempo.
- 20. D** — A specific memory of dressing up for a concert in Toronto. The dark blue dress sewn by the grandmother and the Roy Thomson Hall details appear only in Passage 1, which describes one specific personal experience. Passage 2 contains only general information about orchestras.
- 21. C** — The children laughed at the puppet show in the gym. A complete sentence has a subject (children), a verb (laughed), and a complete thought. The other options are fragments — missing a main verb, beginning with a subordinator that leaves the thought hanging, or lacking a main clause altogether.
- 22. A** — Last October, we visited Niagara Falls with our class. Capitals are required on the first word, months (October), and proper place names (Niagara Falls). Only option A applies all three rules correctly.
- 23. B** — Are you ready to leave for school? Questions end with a question mark, not a missing mark, a comma, or another piece of punctuation. The interrogative form is signalled by *are you*.
- 24. D** — Softly. *Softly* describes *how* the music played — that is the function of an adverb. *Cheerful* is an adjective, *music* and *room* are both nouns.

- 25. A** — The two dogs bark at the mailman every morning. A plural subject (two dogs) takes a plural verb without -s (bark). Option B pairs a plural subject with a singular verb; C uses a singular noun with a plural verb; D is a fragment because *barking* alone is not a main verb.
- 26. C** — Read. The phrase *last summer* signals past tense. *Read* (pronounced *red*) is the past form of the irregular verb *to read*. Present, future, and present-continuous forms all conflict with the past time word.
- 27. B** — Friendly. *Friendly* and *kind* are synonyms — both describe a warm, caring nature toward others. The other options describe unrelated traits like tiredness, quietness, or loudness.
- 28. D** — The girl's backpack is by the door. The apostrophe + s shows singular possession (the backpack belongs to one girl). Option B is plural possessive (multiple girls), which the question explicitly rules out. Option A omits the apostrophe; option C adds an unnecessary extra letter.
- 29. C** — After the test ended, we celebrated with a small party. A comma is required after an introductory dependent clause (*After the test ended*). Option A omits the comma; option B is missing commas in a list; option D places commas where they break the sentence's flow.
- 30. A** — The class visited the science centre last Wednesday afternoon. Past tense uses the *-ed* ending (visited) and is signalled by the time phrase *last Wednesday afternoon*. The other options are in present, present-continuous, or future tense.
- 31. D** — Bedtime reading helps children sleep better and learn new words at the same time. 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 that bedtime reading has benefits.
- 32. C** — The morning of the field trip, I packed my backpack and could hardly eat my breakfast. Strong narrative openings use specific, sensory details that place the reader inside a personal moment. The other options state general facts about field trips rather than entering a story.
- 33. B** — The girl bounded up the stairs and burst into the empty hallway. Strong verbs like *bounded* and *burst* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. A** — So. *So* expresses purpose — Theo packed his lunch so that he would have it for school. Words like *because*, *but*, and *or* would express cause, contrast, or alternative, none of which fits the purposeful action in the sentence.
- 35. D** — For all these reasons, teaching computer skills in school will help students succeed in their future careers. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons. The other options drift to unrelated facts.
- 36. B** — 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. A** — Beautiful. *Beautiful* is spelled with the letters b-e-a-u-t-i-f-u-l. The other options are common misspellings produced by sounding the word out without checking standard form.
- 38. C** — Her favourite kind to bake is chocolate chip cookies. A supporting sentence in a paragraph about Sophie's baking should add a related detail about her cookies. The other options drift to unrelated topics like bakeries, her brother, or rainy days.
- 39. D** — "*Please listen to me,*" Maya 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 set the scene. The sentence engages the sense of hearing (*crackled*) and touch (*crunchy leaves under boots*) with specific descriptors. Sensory details build atmosphere — one of the techniques the EQAO writing rubric specifically rewards.
- 41. A** — 285. *Two hundred eighty-five* breaks down as  $200 + 80 + 5$ , with two hundreds, eight tens, and five ones. Reading number-word questions carefully matters — 2,085 and 258 sound similar but have very different values.
- 42. C** — 40. The digit 4 sits in the tens place in 749, so its value is  $4 \times 10 = 40$ . Place value determines what each digit is worth, regardless of the digit itself.
- 43. D** — 480. To round 481 to the nearest ten, look at the ones digit (1). Since 1 is less than 5, round down: 481 sits closer to 480 than to 490 on a number line.
- 44. B** — 525. Column addition:  $7 + 8 = 15$  (write 5, carry 1);  $5 + 6 + 1 = 12$  (write 2, carry 1);  $3 + 1 + 1 = 5$  (write 5). The total is 525.
- 45. C** — 546. Column subtraction:  $730 - 184$  requires regrouping. The ones column borrows from the tens ( $10 - 4 = 6$ ), and the tens column borrows from the hundreds ( $12 - 8 = 4$ ). The hundreds become  $6 - 1 = 5$ , giving 546.
- 46. D** — 419, 367, 234, 158. Ordering from greatest to least compares hundreds digits first:  $4 > 3 > 2 > 1$ . Only option D arranges all four numbers in true descending order.
- 47. A** —  $4/5$ . The number line divides 0 to 1 into 5 equal segments, making the denominator 5. The dot sits at the fourth tick from 0, so the numerator is 4. The fraction is  $4/5$ .
- 48. B** —  $5/6$ . With the same denominator (6), the fraction with the larger numerator is the larger fraction.  $5 > 3$ , so  $5/6 > 3/6$ . The other options have numerators of 1, 2, and 0 — all less than 3.
- 49. C** — 20. The pattern adds 5 each step: 5, 10, 15, \_\_\_\_, 25, 30. The missing term is  $15 + 5 = 20$ , which then continues to 25. Confirming both directions verifies the rule.
- 50. D** — 471. An odd number ends in 1, 3, 5, 7, or 9. Only 471 ends in an odd digit (1); the others end in 6, 4, and 8 — all even.

- 51. A** — 36. The multiplication fact  $9 \times 4 = 36$  is one every Grade 3 student should know. A useful check:  $10 \times 4 = 40$ , minus one group of 4 gives 36.
- 52. B** — 6. Equal sharing:  $24 \text{ muffins} \div 4 \text{ children} = 6 \text{ muffins each}$ . Division undoes multiplication —  $4 \times 6 = 24$  confirms the answer through the fact family.
- 53. C** — 22. To find the missing minuend, use the inverse operation:  $14 + 8 = 22$ . Checking:  $22 - 8 = 14$ . When the unknown is the larger number in a subtraction equation, adding the two known numbers finds it.
- 54. A** — 23. Starting at 35 and subtracting 3 each step: 35 (1st), 32 (2nd), 29 (3rd), 26 (4th), 23 (5th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (6, 2). Starting at (3, 5): right 4  $\rightarrow$  (7, 5); down 3  $\rightarrow$  (7, 2); left 1  $\rightarrow$  (6, 2). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. D** — 9. The fish bar reaches 12 students and the birds bar reaches 3 students. The difference is  $12 - 3 = 9$ . Comparison questions on bar graphs require reading both bars carefully against the scale and subtracting.
- 57. A** — 30. Hassan's row shows 5 soccer balls, and the key states each ball equals 6 minutes. The total is  $5 \times 6 = 30$ . Always multiply the picture count by the key value rather than counting pictures alone.
- 58. C** — Cylinder. A cylinder has two circular faces (top and bottom) plus one curved surface wrapping around the side — three faces total. A cube has six flat square faces, a cone has only one circular face, and a sphere has no flat faces at all.
- 59. B** — 28 cm. The perimeter of a square equals  $4 \times \text{side length}$ :  $4 \times 7 = 28$  cm. All four sides of a square are equal, so adding them is the same as multiplying one side by 4.
- 60. D** — \$5. This is a multi-step problem:  $4 \text{ pencils} \times \$1 = \$4$ ;  $3 \text{ erasers} \times \$2 = \$6$ ; total cost =  $\$4 + \$6 = \$10$ . Money left:  $\$15 - \$10 = \$5$ . Multi-step money problems require identifying every operation in the right order.

