

PRACTICE EXAM 8: EQAO GRADE 3 SIMULATION (60 QUESTIONS)

LANGUAGE COMPONENT — SESSION 1: READING

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

The Sleepover

by L. Petrov

Yusuf had been to many friends' houses for the afternoon. But he had never stayed overnight at anyone's house except his grandmother's. When his best friend Lucas invited him to a sleepover for Lucas's ninth birthday, Yusuf said yes right away.

Then he started to worry.

What if he could not fall asleep in a strange bed? What if he missed his parents? What if he had a bad dream and there was no one to comfort him? Yusuf did not say anything to his parents about these worries. He did not want them to think he was a baby.

On Friday afternoon, his mother helped him pack a small backpack. Pyjamas. Toothbrush. A clean shirt for the morning. His mother put a small flashlight in the bag at the last minute.

"In case you need it," she said.

At Lucas's house, four other boys were already there. They ate pizza. They played video games. They watched a movie. At ten o'clock, Lucas's mother told them all to go upstairs and get ready for bed.

The boys laid out sleeping bags on the floor of Lucas's room. Yusuf climbed into his sleeping bag and looked at the ceiling. The boys whispered and laughed in the dark for a while. Then, one by one, the others fell asleep.

Yusuf did not fall asleep.

He listened to the strange sounds of the strange house — the click of a heater turning on, the low hum of a refrigerator downstairs, the soft creak of the wooden floor. His chest felt tight. He thought about his own bedroom, his own bed, his own mother sleeping just down the hall.

Yusuf almost picked up Lucas's phone to call his parents and ask them to come get him. But then he remembered the flashlight.

He took it out of his backpack quietly. He turned it on under his sleeping bag and held a book in front of him — a book he had brought from home. He read for half an hour. The strange sounds did not seem so strange anymore. The story carried him somewhere else.

When he finally turned off the flashlight, he was tired. He closed his eyes. The next thing he knew, sunlight was coming through the curtains, and Lucas was kicking his sleeping bag and laughing.

It was morning. Yusuf had made it through his first sleepover.

That afternoon, when his mother picked him up, Yusuf hugged her tightly at the door.

"How was it?" she asked.

"I want to do it again," he said. He meant it.

1. What did Yusuf worry about when he heard about the sleepover?

A. That he would not be invited to the birthday party at all

- B. That he would not have anything to wear to the party that evening
- C. That the other boys would leave him out of all the games
- D. That he would not be able to fall asleep in a strange bed

2. What did Yusuf's mother put in his backpack at the last minute?

- A. A bottle of water
- B. A second pair of pyjamas
- C. A small flashlight
- D. A favourite stuffed animal

3. What did the boys do at Lucas's house BEFORE going to bed?

- A. Ate pizza, played video games, and watched a movie
- B. Sang songs around a small campfire in the backyard
- C. Studied for a school test the next morning
- D. Wrote letters home to their parents before bed

4. What kept Yusuf from falling asleep?

- A. The other boys were still whispering and laughing under the covers
- B. The strange sounds of the strange house, and thoughts of home
- C. The floor of Lucas's room was too hard for the sleeping bag
- D. Yusuf was too excited about the next morning's pancake breakfast

5. What is the main lesson of this story?

- A. Sleepovers are best avoided until children are older than nine

- B. Flashlights should always be packed for trips away from home
- C. Parents should never let children sleep at other people's houses
- D. Bringing a familiar comfort, like a book, can help in a new place

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

The Wind

by D. Sallasi

The wind has hands but no fingers.
It pulls at the corner of my hat.
It tugs at my coat to follow it
Down the leaf-piled street.

The wind has a voice but no words.
It speaks in branches creaking.
It speaks in dry brown leaves
That whisper as they pass my feet.

The wind has a face but no eyes.
You feel it on your cheeks at school.
You feel it bite when it grows cold,
And rest when it grows still.

I do not know where the wind comes from.
I do not know where the wind goes.
But on the days when it is loud,

The whole world feels wide awake.

6. What does the wind do at the beginning of the poem?

- A. Blows the dry brown leaves into the air
- B. Pulls at the corner of the speaker's hat
- C. Knocks against the speaker's bedroom window
- D. Carries the smell of rain to the speaker

7. Read this line from the poem: The wind has a voice but no words. What does the poet mean by this?

- A. The wind speaks a language we cannot understand
- B. The wind is silent on most autumn days
- C. The wind makes sounds, but it does not speak in real words
- D. The wind sings the way a person sings a song

8. Where do you feel the wind, according to the poem?

- A. On your cheeks at school
- B. In your hands when you walk along the street
- C. On the very top of your head
- D. Around your shoulders during the summer

9. Read these lines from the poem: I do not know where the wind comes from. / I do not know where the wind goes. What is the poet saying?

- A. The wind is unpredictable and dangerous to children
- B. The wind is mysterious — its path cannot be known
- C. The speaker does not have a map of the city

D. Scientists have never studied how the wind works

10. What is the MOOD of this poem?

A. Frightened and anxious

B. Sad and tired

C. Confused and unsure

D. Curious and alive

LANGUAGE COMPONENT — SESSION 2: READING

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

Why Leaves Change Colour

Every autumn in Ontario, the trees put on a show. Green leaves turn yellow, orange, red, and even purple. By the end of October, whole forests glow with bright colours. Then the leaves fall to the ground, and the trees stand bare for the winter.

But why does this happen? Why don't leaves stay green all year long?

What Makes Leaves Green

The colour of any leaf comes from inside it. Leaves contain a special green substance called chlorophyll. Chlorophyll lets the leaf use sunlight to make food for the tree. Trees need chlorophyll to grow.

In spring and summer, the days are long. The sun shines for many hours each day. The tree's leaves are full of chlorophyll, and this is why the leaves look green.

The Change of Colours

As autumn arrives, the days grow shorter. There is less sunlight. The tree's leaves cannot make as much food. Slowly, the tree stops making new chlorophyll. The green colour starts to fade.

But the leaves do not become colourless. They contain other colours too — yellows, oranges, and reds. These colours were always there. They were just hidden underneath the strong green colour all summer.

As the chlorophyll fades, the hidden colours appear. This is why leaves change colour in autumn.

Falling Down

After the colours change, the leaves slowly weaken at the place where they connect to the branch. A small wind, a heavy rain, or sometimes just the weight of the leaf itself causes the leaf to fall.

Trees that lose their leaves every autumn are called deciduous trees. Other trees, like pines and spruces, keep their needles all year — they are called evergreen trees.

By spring, new green leaves will grow back on the deciduous trees, and the cycle will begin again.

11. What is the main idea of this article?

- A. Pine trees and spruce trees keep their needles all year long
- B. Autumn in Ontario is the most beautiful season of the year
- C. Leaves change colour because the green chlorophyll fades in autumn
- D. Forests in Ontario glow with bright colours every October

12. What is the green substance inside a leaf called?

- A. Chlorophyll
- B. Carotene
- C. Maple sap
- D. Pigment dust

13. What does chlorophyll allow a leaf to do?

- A. Stay attached to the tree all year long
- B. Use sunlight to make food for the tree
- C. Change colours when autumn arrives
- D. Stay warm during the cold winter months

14. What happens to the green colour as autumn arrives?

- A. It is washed away by autumn rains
- B. It turns red right at the centre of each leaf
- C. It moves down into the trunk of the tree
- D. It slowly fades because the tree stops making new chlorophyll

15. Where do the yellow, orange, and red colours in autumn leaves come from?

- A. They form because of the cold autumn nights
- B. They come from the soil under the roots of the tree
- C. They were always in the leaves but hidden by the strong green colour
- D. They are caused by autumn rain falling on the leaves

16. What are trees called that lose their leaves every autumn?

- A. Deciduous trees
- B. Coniferous trees
- C. Evergreen trees
- D. Maple trees

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

Passage 1: Baking Bread with Grandma

Once a month, I go to my grandmother's house on a Saturday morning, and we bake bread together. My grandmother has been baking bread since she was a young girl in her own country, before she moved to Canada. She has taught me almost everything she knows. We mix the flour and salt in a big wooden bowl. We pour in warm water and a small spoonful of yeast. We knead the dough on the kitchen counter — pushing and folding it for ten minutes until it is smooth. Then we cover it with a tea towel and wait. Two hours later, the dough has doubled in size. We shape it into loaves and slide them into the oven. The whole house smells like fresh bread for the rest of the day.

Passage 2: How Yeast Works

Yeast is a tiny living thing — too small to see without a microscope. It is what makes bread dough rise. Yeast is found everywhere in the air, but bakers use a special dried kind that comes in small packages.

When yeast is mixed with warm water and flour, it begins to "wake up." The yeast eats sugar in the flour and produces a gas called carbon dioxide. This gas is what makes the dough rise — the tiny bubbles of gas get trapped inside the dough and make it grow bigger.

Yeast works best in warm conditions. If the water is too cold, the yeast will not wake up. If the water is too hot, the yeast will die. Bakers test the water with a finger to make sure it feels just slightly warm — about the temperature of a warm bath.

When the bread is baked in the oven, the heat kills the yeast. But the bubbles it created stay behind, giving the bread its soft, airy inside.

17. What is one thing both passages discuss?

- A. Flour and salt being mixed in a wooden bowl
- B. Living things that can be seen only with a microscope
- C. How a grandmother teaches her grandchild to cook
- D. Yeast or bread

18. What is the main purpose of Passage 1?

- A. To list the ingredients needed for baking a loaf of bread
- B. To share a personal memory of baking with a grandmother
- C. To explain why yeast must be kept in warm conditions
- D. To describe how bread is made in large commercial bakeries

19. According to Passage 2, what does yeast produce when it eats sugar?

- A. Tiny droplets of water inside the dough
- B. Heat that bakes the dough from the inside out
- C. A gas called carbon dioxide that makes the dough rise
- D. A sticky liquid that holds the dough together

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

- A. A specific memory of baking with a grandmother once a month
- B. Yeast makes bread dough rise by producing carbon dioxide
- C. Bread is baked in a hot oven until it is finished
- D. Yeast is too small to see without a microscope

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. Running across the wide green field at recess
- B. The students finished their homework before dinner.

- C. Because the rain had stopped falling outside
- D. Underneath the tall oak tree near the school gate

22. Which sentence uses CAPITAL LETTERS correctly?

- A. last february, my class visited the toronto zoo on a field trip
- B. Last february, my class visited the Toronto Zoo on a field trip
- C. Last February, my class visited the Toronto Zoo on a field trip.
- D. last February, My Class visited the Toronto zoo on a field trip

23. Choose the sentence that is punctuated correctly.

- A. The bell rang loudly at noon
- B. Where is your homework folder,
- C. How quiet the library is.
- D. Did you remember to bring your library book?

24. Read the sentence: The brave firefighter climbed quickly up the tall ladder. Which word in this sentence is a VERB?

- A. Climbed
- B. Brave
- C. Tall
- D. Ladder

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The five birds sings in the tree every morning.
- B. The five bird sing in the tree every morning.

- C. The five birds sing in the tree every morning.
- D. The five birds singing in the tree every morning.

26. Read the sentence: Last week, my sister ____ a book about Canadian birds. Which word BEST fills in the blank?

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

27. Which word means about the SAME as quiet?

- A. Loud
- B. Silent
- C. Bright
- D. Heavy

28. Which sentence correctly shows that ONE boy owns the lunch box?

- A. The boy's lunch box is in his backpack.
- B. The boys' lunch box is in his backpack.
- C. The boys lunch box is in his backpack.
- D. The boys's lunch box is in his backpack.

29. Which sentence uses a COMMA correctly?

- A. Before the test started we lined up at the door
- B. We packed sandwiches juice and cookies for snack

- C. The cat, ran across the yard, and meowed loudly
- D. Before the test started, we lined up at the classroom door.

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

- A. We will visit the museum next Saturday afternoon.
- B. We are visiting the museum this morning together.
- C. We visited the museum last Wednesday morning.
- D. We visit the museum every spring break each year.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Walking to school is good for children. Which sentence would be the BEST supporting reason?

- A. Walking to school gives children fresh air and exercise before the school day begins.
- B. School buses run in most neighbourhoods across Canada.
- C. Some children prefer to ride their bicycles to school instead.
- D. School starts at different times in different schools around the country.

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

- A. Children often lose things at school each year without noticing.
- B. Many things can be lost in a busy classroom during the day.
- C. Lost items can usually be found in the school's lost-and-found.
- D. The first time I lost my favourite hat, I retraced my steps all the way back to the bus stop.

33. Which sentence uses STRONGER, more specific verbs?

- A. The boy went up the hill and was at the top of the hill.
- B. The boy scrambled up the hill and waved from the top.
- C. The boy moved up the hill and got to the top after a while.
- D. The boy did things on the hill until he was at the top.

34. Read the sentence: ___ the snow was deep, we still walked to the corner store. Which word BEST fills in the blank?

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

35. Which would be the BEST closing for an opinion paragraph arguing for healthier school lunches?

- A. For all these reasons, schools should offer healthier lunches to help students learn and grow.
- B. School lunches come in many different forms across the country.
- C. Some students bring their own packed lunches from home each day.
- D. My favourite school lunch is a grilled cheese sandwich with tomato soup.

36. Read the sentence: ___ "Be careful with the glass," whispered Mom. Which punctuation BEST fills in the blank?

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

37. Which word is spelled CORRECTLY?

- A. Diferent
- B. Diffrent
- C. Defferent
- D. Different

38. Read the paragraph:

Mira loves swimming. She has been on the swim team for two years. ____ Mira hopes to compete in the city championships next month.

Which sentence BEST fills in the blank?

- A. She practises three times a week after school.
- B. The swimming pool is on the other side of town.
- C. Many sports are popular in Canadian schools.
- D. Her older brother prefers playing tennis after school.

39. Which sentence is the BEST example of DIALOGUE?

- A. Tomasz asked his friend to lend him a pencil for the test.
- B. The friend was asked by Tomasz for a pencil that morning.
- C. "May I borrow a pencil?" Tomasz asked his friend.
- D. Tomasz wanted a pencil from his friend before the test.

40. Read this sentence: The dark forest hummed with the songs of crickets and the smell of damp earth after the rain. What is this sentence MAINLY doing?

- A. Listing the kinds of animals that live in the forest
- B. Using sensory details to set the scene
- C. Telling the reader exactly what time of year it is
- D. Explaining why the speaker went into the forest

MATHEMATICS COMPONENT — STAGE 1: NUMBER

41. Which number is the same as six hundred fifty-four?

- A. 6,054
- B. 645
- C. 64
- D. 654

42. Round 537 to the nearest TEN.

- A. 540
- B. 530
- C. 500
- D. 600

43. What is the value of the digit 7 in the number 478?

- A. 7
- B. 7,000
- C. 70

D. 700

44. What is $285 + 364$?

A. 549

B. 559

C. 639

D. 649

45. A farm had 728 chickens. The farmer sold 256 chickens at the market. How many chickens are LEFT on the farm?

A. 984

B. 472

C. 572

D. 482

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

A. 624, 318, 197, 485

B. 624, 485, 318, 197

C. 197, 318, 485, 624

D. 485, 197, 318, 624

47. Look at the figure below.

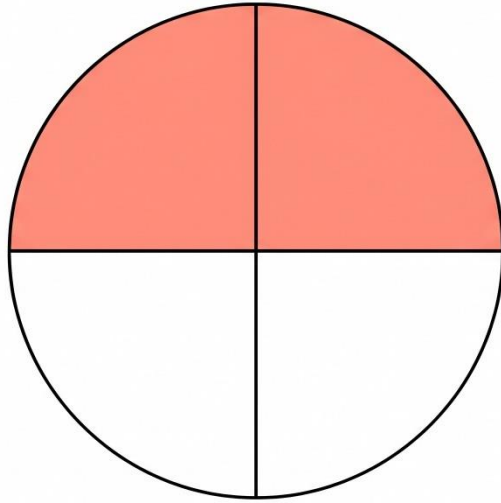


Figure PQ-1

What fraction of the figure is shaded?

- A. $\frac{2}{4}$
- B. $\frac{1}{4}$
- C. $\frac{4}{2}$
- D. $\frac{4}{4}$

48. Which fraction is LESS than $\frac{3}{4}$?

- A. $\frac{4}{4}$
- B. $\frac{4}{3}$
- C. $\frac{5}{4}$
- D. $\frac{2}{4}$

49. What is the missing number in this pattern? 10, 20, 30, ____, 50, 60

- A. 35

- B. 40
- C. 45
- D. 38

50. Which number is EVEN?

- A. 175
- B. 419
- C. 264
- D. 537

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

51. What is 7×4 ?

- A. 28
- B. 32
- C. 24
- D. 36

52. A box has 30 cookies. They are shared equally among 6 children. How many cookies does each child get?

- A. 4
- B. 5
- C. 6
- D. 24

53. What is the missing number? $17 + \square = 32$

- A. 49
- B. 25
- C. 14
- D. 15

54. A pattern follows the rule add 4. If the first term is 7, what is the FIFTH term in the pattern?

- A. 23
- B. 27
- C. 21
- D. 19

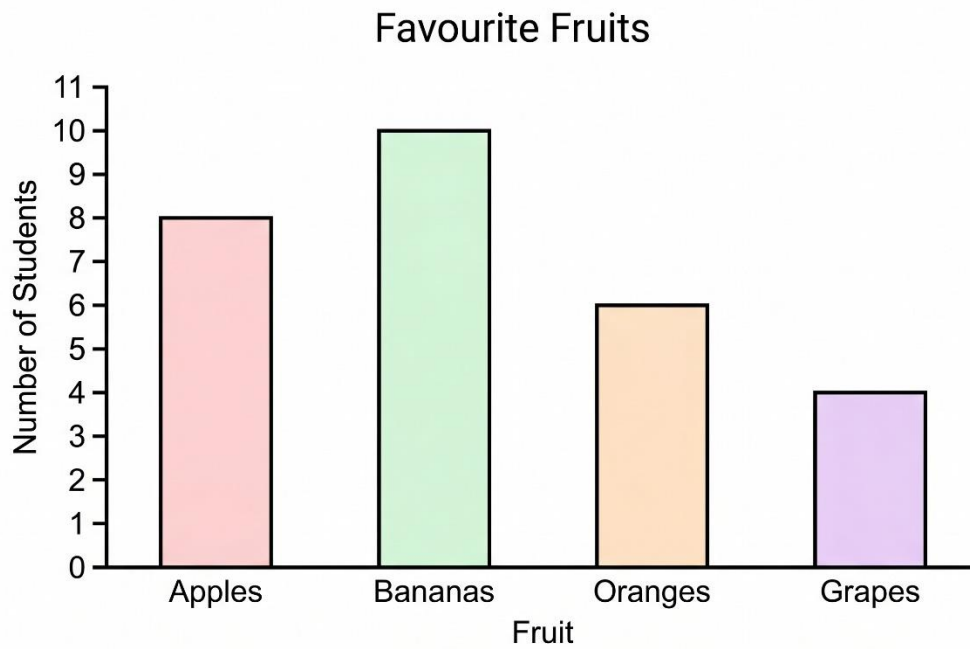
55. A character starts at position (2, 8) on a grid. The instructions are:

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

Where does the character end up?

- A. (6, 5)
- B. (7, 11)
- C. (7, 5)
- D. (3, 5)

56. Look at the bar graph below.



Which fruit was chosen by the MOST students?

- A. Apples
- B. Bananas
- C. Oranges
- D. Grapes

57. Look at the pictograph below.

Minutes Practised This Week

Lina	☆ ☆ ☆ ☆ ☆
Sophie	☆ ☆ ☆
Marcus	☆ ☆ ☆ ☆ ☆ ☆ ☆

Each ☆ = 4 minutes.

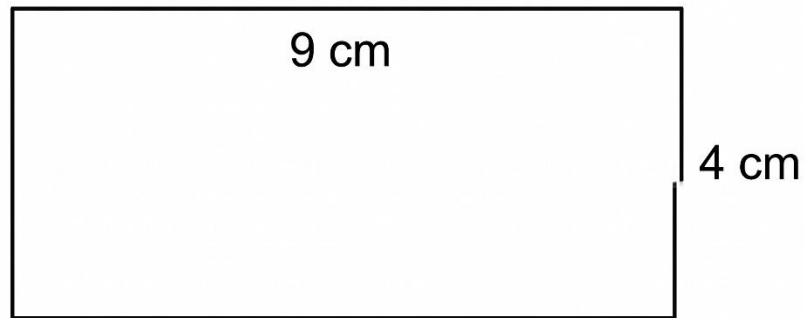
How many minutes did Marcus practise this week?

- A. 7
- B. 4
- C. 21
- D. 28

58. Which 3D solid has 6 square faces that are ALL the same size?

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

59. Look at the rectangle below.



What is the PERIMETER of this rectangle?

- A. 13 cm
- B. 26 cm
- C. 36 cm
- D. 18 cm

60. An eraser costs \$1 and a pencil costs \$3. Lucas has \$20 and buys 2 erasers and 3 pencils. How much money does he have LEFT?

- A. \$14
- B. \$11
- C. \$9
- D. \$4

Practice Exam 8: Answer Key and Explanations

- 1. D** — That he would not be able to fall asleep in a strange bed. The story states this as Yusuf's first worry: *"What if he could not fall asleep in a strange bed?"* This concern shapes the rest of the story until he finds his solution.
- 2. C** — A small flashlight. The story states: *"His mother put a small flashlight in the bag at the last minute."* The flashlight becomes important later when Yusuf uses it to read under his sleeping bag.
- 3. A** — Ate pizza, played video games, and watched a movie. The story lists all three activities in order: *"They ate pizza. They played video games. They watched a movie."* These are the standard sleepover activities before bedtime.
- 4. B** — The strange sounds of the strange house, and thoughts of home. The story describes the heater clicking, the refrigerator humming, the floor creaking, and Yusuf thinking about his own bedroom. Both factors keep him awake until he finds a way to calm himself.
- 5. D** — Bringing a familiar comfort, like a book, can help in a new place. The story's turning point is when Yusuf reads his book from home, and the strange sounds no longer bother him. Themes in EQAO stories are usually broader life lessons, not specific events.
- 6. B** — Pulls at the corner of the speaker's hat. The poem states this directly: *"It pulls at the corner of my hat."* This image opens the poem's pattern of personifying the wind as if it had hands.
- 7. C** — The wind makes sounds, but it does not speak in real words. The line *"The wind has a voice but no words"* contrasts the sounds the wind creates (creaking branches, whispering leaves) with actual language. Inference questions ask readers to look behind the figurative phrase to its meaning.
- 8. A** — On your cheeks at school. The poem states directly: *"You feel it on your cheeks at school."* This sensory image places the wind in a familiar everyday setting.
- 9. B** — The wind is mysterious — its path cannot be known. The two lines describe the speaker's lack of knowledge about the wind's source and destination. Wind moves invisibly, so its path remains a mystery even to those who feel it daily.
- 10. D** — Curious and alive. The closing line *"the whole world feels wide awake"* captures the mood — energetic, attentive, and full of wonder. The poem celebrates the wind's mystery rather than fearing or resenting it.
- 11. C** — Leaves change colour because the green chlorophyll fades in autumn. This is the article's central focus across every section. The other options describe smaller details or shift to evergreen trees, which the article only briefly mentions.
- 12. A** — Chlorophyll. The article states directly: *"Leaves contain a special green substance called chlorophyll."* This is the technical term the article wants readers to know.

- 13. B** — Use sunlight to make food for the tree. The article states: "*Chlorophyll lets the leaf use sunlight to make food for the tree. Trees need chlorophyll to grow.*" This is why losing chlorophyll matters so much in autumn.
- 14. D** — It slowly fades because the tree stops making new chlorophyll. The article states: "*Slowly, the tree stops making new chlorophyll. The green colour starts to fade.*" This is the mechanism behind the autumn colour change.
- 15. C** — They were always in the leaves but hidden by the strong green colour. The article states: "*These colours were always there. They were just hidden underneath the strong green colour all summer.*" The chlorophyll was masking the other pigments until autumn revealed them.
- 16. A** — Deciduous trees. The article states directly: "*Trees that lose their leaves every autumn are called deciduous trees.*" Knowing this term is what the question is testing.
- 17. D** — Yeast or bread. Passage 1 describes baking bread with grandmother; Passage 2 explains how yeast makes bread rise. Two-text comparison questions require finding what appears in both passages.
- 18. B** — To share a personal memory of baking with a grandmother. Passage 1 uses first-person language ("*Once a month, I go to my grandmother's house*") and describes a regular family tradition. This is the defining feature of personal narrative.
- 19. C** — A gas called carbon dioxide that makes the dough rise. Passage 2 states this directly: "*The yeast eats sugar in the flour and produces a gas called carbon dioxide.*" The bubbles of this gas are what make bread rise.
- 20. A** — A specific memory of baking with a grandmother once a month. The grandmother's family tradition and the wooden bowl appear only in Passage 1. Passage 2 contains only general scientific information and no personal stories.
- 21. B** — The students finished their 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, beginning with a subordinator that leaves the thought hanging, or lacking a main clause altogether.
- 22. C** — Last February, my class visited the Toronto Zoo on a field trip. Capitals are required on the first word, months (February), and proper place names (Toronto Zoo). Only option C applies all three rules correctly.
- 23. D** — Did you remember to bring your library book? Questions end with a question mark, not a missing mark, a comma, or a period. The interrogative form is signalled by *did you*.
- 24. A** — Climbed. *Climbed* describes the action the firefighter performed — that is the function of a verb. *Brave* and *tall* are adjectives, and *ladder* is a noun.

- 25. C** — The five birds sing in the tree every morning. A plural subject (five birds) takes a plural verb without -s (sing). Option A pairs a plural subject with a singular verb; B uses a singular noun with a plural verb; D is a fragment because *singing* alone is not a main verb.
- 26. D** — Read. The phrase *last week* 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** — Silent. *Silent* and *quiet* are synonyms — both describe an absence of sound. The other options describe unrelated qualities like loudness, brightness, or weight.
- 28. A** — The boy's lunch box is in his backpack. The apostrophe + s shows singular possession (the lunch box belongs to one boy). Option B is plural possessive (multiple boys), which the question explicitly rules out. Option C omits the apostrophe; option D adds an unnecessary extra letter.
- 29. D** — Before the test started, we lined up at the classroom door. A comma is required after an introductory dependent clause (*Before the test started*). 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. C** — We visited the museum last Wednesday morning. Past tense uses the *-ed* ending (visited) and is signalled by the time phrase *last Wednesday morning*. The other options are in future, present-continuous, or present tense.
- 31. A** — Walking to school gives children fresh air and exercise before the school day begins. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options describe unrelated facts about transportation or school schedules.
- 32. D** — The first time I lost my favourite hat, I retraced my steps all the way back to the bus stop. 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. B** — The boy scrambled up the hill and waved from the top. Strong verbs like *scrambled* and *waved* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. C** — Although. *Although* expresses contrast — the snow was deep, but the expected result (staying home) did not happen. Words like *so*, *or*, and *because* would express result, alternative, or cause, none of which fits the contrast in the sentence.
- 35. A** — For all these reasons, schools should offer healthier lunches to help students learn and grow. An opinion-piece closing should restate the position with confidence and connect to the supporting reasons. The other options drift to unrelated facts or personal preferences.
- 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. D** — Different. *Different* is spelled with the letters d-i-f-f-e-r-e-n-t. The other options are common misspellings produced by sounding the word out without checking standard form.
- 38. A** — She practises three times a week after school. A supporting sentence in a paragraph about Mira's swimming progress should add a related detail about her training. The other options drift to unrelated topics like the pool's location, other sports, or her brother.
- 39. C** — "*May I borrow a pencil?*" Tomasz asked his friend. 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 (*hummed with the songs of crickets*) and smell (*damp earth*). Sensory details build atmosphere — one of the techniques the EQAO writing rubric specifically rewards.
- 41. D** — 654. *Six hundred fifty-four* breaks down as $600 + 50 + 4$, with six hundreds, five tens, and four ones. Reading number-word questions carefully matters — 6,054 and 645 sound similar but have very different values.
- 42. A** — 540. To round 537 to the nearest ten, look at the ones digit (7). Since 7 is 5 or greater, round up: 537 sits closer to 540 than to 530 on a number line.
- 43. C** — 70. The digit 7 sits in the tens place in 478, so its value is $7 \times 10 = 70$. Place value determines what each digit is worth, regardless of the digit itself.
- 44. D** — 649. Column addition: $5 + 4 = 9$ (write 9); $8 + 6 = 14$ (write 4, carry 1); $2 + 3 + 1 = 6$ (write 6). The total is 649.
- 45. B** — 472. Column subtraction: $728 - 256$. The ones column gives $8 - 6 = 2$. The tens column needs regrouping ($12 - 5 = 7$ after borrowing from the hundreds). The hundreds become $6 - 2 = 4$, giving 472.
- 46. C** — 197, 318, 485, 624. Ordering from least to greatest compares hundreds digits first: $1 < 3 < 4 < 6$. Only option C arranges all four numbers in true ascending order.
- 47. A** — $\frac{2}{4}$. The circle is divided into 4 equal sections (the denominator), and 2 of those sections are shaded (the numerator). The fraction is shaded parts over total parts, giving $\frac{2}{4}$.
- 48. D** — $\frac{2}{4}$. With the same denominator (4), the fraction with the smaller numerator is the smaller fraction. $2 < 3$, so $\frac{2}{4} < \frac{3}{4}$. The other options have numerators of 4, 4, and 5 — all equal to or greater than 3, and with denominators other than 4 — making each of them at least 1 whole or greater.
- 49. B** — 40. The pattern adds 10 each step: 10, 20, 30, ____, 50, 60. The missing term is $30 + 10 = 40$, which then continues to 50. Confirming both directions verifies the rule.
- 50. C** — 264. An even number ends in 0, 2, 4, 6, or 8. Only 264 ends in an even digit (4); the others end in 5, 9, and 7 — all odd.

- 51. A** — 28. The multiplication fact $7 \times 4 = 28$ is one every Grade 3 student should know. A useful check: skip-counting by 4s seven times gives 4, 8, 12, 16, 20, 24, 28.
- 52. B** — 5. Equal sharing: $30 \text{ cookies} \div 6 \text{ children} = 5 \text{ cookies each}$. Division undoes multiplication — $6 \times 5 = 30$ confirms the answer through the fact family.
- 53. D** — 15. To find the missing addend, use the inverse operation: $32 - 17 = 15$. Checking: $17 + 15 = 32$. The inverse-operation strategy works for every missing-addend question.
- 54. A** — 23. Starting at 7 and adding 4 each step: 7 (1st), 11 (2nd), 15 (3rd), 19 (4th), 23 (5th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. C** — (7, 5). Starting at (2, 8): right 4 \rightarrow (6, 8); down 3 \rightarrow (6, 5); right 1 \rightarrow (7, 5). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. B** — Bananas. The bananas bar reaches 10 students, which is the tallest bar on the graph. The apples bar reaches 8, oranges reaches 6, and grapes reaches 4 — all shorter than the bananas bar.
- 57. D** — 28. Marcus's row shows 7 stars, and the key states each star equals 4 minutes. The total is $7 \times 4 = 28$. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. A** — Cube. A cube has exactly 6 square faces, all the same size. Spheres are perfectly round with no flat faces; cones have one circular base and a curved surface; cylinders have two circular faces and a curved surface.
- 59. B** — 26 cm. The perimeter of a rectangle equals $2 \times (\text{length} + \text{width})$: $2 \times (9 + 4) = 2 \times 13 = 26 \text{ cm}$. Perimeter is measured in regular length units, not square units, because it measures distance around the shape.
- 60. C** — \$9. This is a multi-step problem: $2 \text{ erasers} \times \$1 = \$2$; $3 \text{ pencils} \times \$3 = \$9$; total cost = $\$2 + \$9 = \$11$. Money left: $\$20 - \$11 = \$9$. Multi-step money problems require identifying every operation in the right order.