

PRACTICE EXAM 9: EQAO GRADE 3

LANGUAGE COMPONENT — SESSION 1: READING

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

The Storm

by A. Volkov

The lights went out at six-thirty in the evening, just as Anita was finishing her homework at the kitchen table.

The house went very quiet. The refrigerator stopped humming. The clock on the wall stopped its soft ticking. Outside, the rain was hitting the windows hard, and a low growl of thunder rolled across the sky.

Anita's little brother, Rohan, was on the living room floor. He had been watching a cartoon. Now the television was dark. He stood up slowly and looked around the dim house.

"Anita?" he called.

Rohan was five years old. He was afraid of thunder. He was afraid of the dark. Both of those things were happening at once.

Anita stood up from the kitchen table. "Stay where you are, Rohan," she said, in the calmest voice she could manage. "I am coming."

She felt her way along the hallway, sliding her hand against the wall. When she found Rohan, she took his small hand in hers.

"Are the lights broken?" he asked. His voice was shaky.

"The storm knocked them out," Anita said. "They will come back on. Let's get the candles."

Their mother kept a box of candles in the bottom drawer of the kitchen, for nights just like this one. Anita lit two candles with the long matches their mother had shown her how to use. She set them in saucers on the kitchen table. The kitchen filled with soft yellow light.

Rohan stopped shaking. He sat down at the table beside her.

Anita got out a deck of playing cards. She had played the game of "Memory" with Rohan many times. They turned all the cards face down on the table and started flipping pairs, trying to find matches.

The thunder still rolled. The rain still hit the windows. But Rohan was smiling now, because he had just found two matching hearts.

When their mother came home from the corner store an hour later, the lights were still off. But Anita and Rohan were sitting at the candle-lit table, laughing, with a small pile of matched cards between them.

"You took care of your brother," their mother said quietly. She kissed the top of Anita's head.

The lights came back on twenty minutes later. By then, the storm had passed. The thunder had moved on to somewhere else. And Anita realised that being responsible for someone else was not the heavy thing she had thought it would be. It was something else entirely. It made her feel taller, somehow, than she had felt that morning.

1. When did the lights go out?

- A. At six-thirty in the evening
- B. At nine o'clock at night
- C. Just after dinner had ended at the table

D. Right when school finished for the day

2. What was Rohan doing when the lights went out?

A. Eating dinner with his mother and sister

B. Reading a picture book on the family couch

C. Watching a cartoon on the living room floor

D. Playing with toys in his upstairs bedroom

3. Where did Anita's mother keep the candles?

A. In a cupboard in the dining room

B. In the bottom drawer of the kitchen

C. On a shelf in the front hallway near the door

D. In a small box stored under the basement stairs

4. What game did Anita and Rohan play during the storm?

A. A board game called Snakes and Ladders

B. A guessing game with no cards or boards

C. A word game where they took turns spelling out words

D. A card game called "Memory" with playing cards

5. What is the main lesson of this story?

A. Taking care of others can help us feel stronger and braver too

B. Children should never be left alone during a thunderstorm

C. Candles are always better than electric lights for studying

D. Younger brothers and sisters should not be afraid of storms

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

The Moon

by P. Saint-Pierre

Some nights the moon is round and full.

Some nights the moon is just a line —

A thin white smile across the sky

Above the maple tree at nine.

The moon does not light up the day.

The moon does not light up the room.

But when you walk outside at night,

The moon will follow where you go.

The moon has been the same moon

For every person who has lived —

The same moon over China,

The same moon over Greece,

The same moon that my grandmother saw

When she was small in the south of France.

I lie in bed and the moon comes in

Through a small space in my curtain.

It is older than my parents.

It is older than my street.

And yet it shines, polite and patient,

Above me as I fall asleep.

6. How does the moon look on different nights, according to the poem?

- A. Always the same — round and full every month
- B. Mostly hidden by clouds at night during summer
- C. Different colours on different evenings
- D. Sometimes round and full, sometimes just a thin line

7. What does the speaker say the moon DOES NOT do?

- A. Follow the speaker as they walk at night
- B. Shine through the curtain in the bedroom at night
- C. Light up the day or light up the room
- D. Stay the same as it has always been throughout time

8. Read these lines from the poem: The moon has been the same moon / For every person who has lived.
What does the poet mean?

- A. The moon has been on Earth for only a hundred years
- B. Everyone on Earth, across all time, has seen the same one moon
- C. The moon belongs equally to every person living on Earth
- D. People used to live on the moon long ago in history

9. Where did the speaker's grandmother come from?

- A. Northern China

- B. Mainland Greece
- C. Eastern Canada
- D. The south of France

10. What is the MOOD of this poem?

- A. Calm and thoughtful
- B. Excited and joyful
- C. Sad and lonely
- D. Worried and tense

LANGUAGE COMPONENT — SESSION 2: READING

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

Polar Bears

Far to the north of Ontario, in the cold lands and frozen seas around Hudson Bay, lives one of the most amazing animals in Canada — the polar bear. Polar bears are the largest land predators in the world, and they live almost entirely in the snow and ice of the far north.

A Bear Built for the Cold

A polar bear is much bigger than a black bear or a brown bear. A grown male polar bear can weigh more than seven hundred kilograms — about the same as ten adult humans put together. Polar bears have thick white fur that helps them blend in with the snow. Under the fur, they have a thick layer of fat that keeps them warm in temperatures as cold as forty degrees below zero.

The white fur is actually clever in another way. Each hair is hollow, like a tiny straw. The hollow hairs trap heat from the sun and warm the bear's skin underneath.

Hunters of the Ice

Polar bears mostly eat seals. Seals are fast swimmers, so it would be very hard for a bear to catch one in the water. Instead, polar bears hunt seals through small holes in the sea ice. Seals come up through these

holes to breathe. A polar bear will wait very patiently at a breathing hole — sometimes for many hours — until a seal comes up.

Polar bears are also strong swimmers. Their large paws act like paddles in the water, and a polar bear can swim more than a hundred kilometres across cold seas without resting.

A Changing World

Today, polar bears face a big problem. The sea ice they need to hunt is melting earlier each spring and freezing later each fall. This means polar bears have less time to hunt, and many bears go hungry.

Scientists are working hard to help polar bears. People can help too by learning about climate change and by sharing what they learn with others.

Where to See Them

In Canada, the town of Churchill in northern Manitoba is sometimes called the polar bear capital of the world. Each autumn, polar bears gather near Churchill, waiting for the sea ice to freeze so they can begin hunting seals again. People travel from all over the world to see them.

11. What is the main idea of this article?

- A. Churchill is the most famous town in northern Manitoba
- B. Polar bears can swim very long distances without resting at all
- C. Sea ice is melting earlier each spring in northern Canada
- D. Polar bears are large Arctic animals that face challenges in a changing world

12. How much can a grown male polar bear weigh?

- A. About one hundred kilograms
- B. More than seven hundred kilograms
- C. About fifty kilograms
- D. About two hundred kilograms

13. What is special about a polar bear's hair?

- A. It is dark grey under the bright surface that looks white
- B. It grows much longer in winter than in summer
- C. Each hair is hollow, like a tiny straw, and traps heat from the sun
- D. It is fully waterproof and never gets wet in the sea

14. How do polar bears hunt seals?

- A. They wait patiently at breathing holes in the sea ice
- B. They chase seals through the open ocean at high speed
- C. They dive down deep below the sea ice to find seals
- D. They catch seals on the shore where the seals rest in groups

15. How far can a polar bear swim without resting?

- A. About one kilometre
- B. About ten kilometres
- C. About fifty kilometres
- D. More than a hundred kilometres

16. What problem do polar bears face today?

- A. There are too many seals for the bears to eat
- B. Tourists in Churchill are scaring the bears away
- C. The sea ice they need for hunting is melting earlier and freezing later

D. Other large bears are moving north into their territory

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

Passage 1: The Day I Got My First Pair of Glasses

For a long time, I had trouble reading the board at school. The letters were always a little blurry, even when I sat in the front row. I told my teacher, and my teacher told my mother, and my mother took me to see an eye doctor.

The eye doctor showed me letters of different sizes on a chart on the far wall. I could read the big letters, but the small ones at the bottom were just dark fuzzy shapes. The doctor said I needed glasses.

A week later, the new glasses arrived at the store. The lady at the counter put them on my face and held up a mirror.

I looked through the lenses. The world was suddenly sharper than I had ever seen it. The picture of a tree on the wall behind the counter — I could see every single leaf. I could see the lady's tiny earrings. I could see the dust dancing in the sunlight from the window.

I was eight years old, and I had just learned that the world had small, beautiful details I had been missing.

Passage 2: How Our Eyes See

The human eye is one of the most amazing parts of the body. Light enters the eye through a small black hole in the middle called the pupil. Behind the pupil is a clear, curved part called the lens. The lens bends the light and sends it to the back of the eye.

At the back of the eye is the retina. The retina turns the light into messages that travel up a tiny nerve to the brain. The brain reads the messages and tells us what we are seeing.

Sometimes a person's lens does not bend the light just right. When this happens, the picture sent to the retina is blurry. People with blurry vision wear glasses or contact lenses. The lenses in the glasses help bend the light correctly, so the image at the back of the eye is sharp and clear.

17. What is one thing both passages discuss?

- A. Eyes or seeing
- B. The size of letters on an eye doctor's chart
- C. The exact shape of the human pupil
- D. Children with new pairs of glasses

18. What is the main purpose of Passage 1?

- A. To list the different parts of the human eye
- B. To share a personal memory of getting a first pair of glasses
- C. To explain how light bends inside the human eye
- D. To convince readers to visit an eye doctor every year

19. According to Passage 2, what does the retina do?

- A. It bends the light that enters the eye
- B. It is the small black hole at the centre of the eye
- C. It turns the light into messages that travel to the brain
- D. It blocks light from entering the eye when it is too bright

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

- A. People with blurry vision often wear glasses or contact lenses
- B. Light enters the eye through a small black hole in the middle
- C. The lens at the front of the eye bends light into the eye
- D. A specific memory of seeing a tree on a wall clearly for the first time

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 up the wide oak tree in the backyard
- B. The children built a tall fort out of pillows.
- C. Because the bus had not arrived on time
- D. Underneath the kitchen table with my new puppy

22. Which sentence uses CAPITAL LETTERS correctly?

- A. Last September, my family flew to Calgary to see my aunt.
- B. last september, my family flew to calgary to see my aunt
- C. Last september, my family flew to Calgary to see my Aunt
- D. last September, My Family flew to Calgary to see my aunt

23. Choose the sentence that is punctuated correctly.

- A. Look at the bright sunset over the lake
- B. Where is my homework folder,
- C. What a quiet morning it is.
- D. Are you ready for the spelling test?

24. Read the sentence: The eager kitten chased the soft yarn ball across the wooden floor. Which word in this sentence is a VERB?

- A. Eager
- B. Chased
- C. Soft
- D. Wooden

25. Which sentence shows correct SUBJECT-VERB agreement?

- A. The four ducks swims across the pond every morning.
- B. The four duck swim across the pond every morning.
- C. The four ducks swim across the pond every morning.
- D. The four ducks swimming across the pond every morning.

26. Read the sentence: Yesterday, my brother ____ across the finish line at the race. Which word BEST fills in the blank?

- A. Ran
- B. Runs
- C. Will run
- D. Is running

27. Which word means about the SAME as funny?

- A. Tired
- B. Heavy
- C. Quiet
- D. Hilarious

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

- A. The girls sweater is on the hook by the door.
- B. The girl's sweater is on the hook by the door.
- C. The girls' sweater is on the hook by the door.
- D. The girls's sweater is on the hook by the door.

29. Which sentence uses a COMMA correctly?

- A. Before the rain came, we ran into the house.
- B. Before the rain came we ran into the house
- C. We packed bread cheese and grapes for the picnic
- D. The dog, ran, across the yard, and barked loudly

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

- A. The class painted pictures last Tuesday morning together.
- B. The class will paint pictures next Tuesday morning together.
- C. The class paints pictures every Tuesday morning together.
- D. The class was painting pictures earlier today in the gym.

LANGUAGE COMPONENT — SESSION 4: WRITING

For questions 31 through 40, choose the best answer.

31. Read the topic sentence: Children should help with chores at home. Which sentence would be the BEST supporting reason?

- A. Doing chores teaches children important skills and shows that everyone in a family helps.
- B. Many parents have a long list of chores each day at home.

- C. Some children get money for doing chores around the house.
- D. Cleaning a room can take a long time on a Saturday afternoon.

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

- A. School assemblies happen many times each year at most schools.
- B. Most Canadian schools have assemblies in their gym or auditorium.
- C. Many things can be discussed at a school assembly each week.
- D. The morning of the school assembly, I stood backstage with my hands shaking.

33. Which sentence uses STRONGER, more specific verbs?

- A. The girl went up the stairs and was at the top of the stairs.
- B. The girl raced up the stairs and slammed her bedroom door.
- C. The girl moved up the stairs and was in her room after that.
- D. The girl did things on the stairs until she got there.

34. Read the sentence: I packed a sandwich in my bag ____ I would have something to eat at lunch. Which word BEST fills in the blank?

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

35. Which would be the BEST closing for an opinion paragraph arguing that classrooms should have plants?

- A. For all these reasons, every classroom would benefit from having at least one living plant.
- B. Plants come in many different sizes and types.

- C. Some classrooms already have plants in them right now.
- D. My favourite plant at home is a small green fern.

36. Read the sentence: ____ I cannot find my mittens," cried the little boy. Which punctuation BEST fills in the blank?

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

37. Which word is spelled CORRECTLY?

- A. Beleive
- B. Becuase
- C. Frend
- D. Together

38. Read the paragraph:

Aisha loves drawing horses. She has filled three sketchbooks this year. ____ Aisha dreams of one day becoming a famous artist.

Which sentence BEST fills in the blank?

- A. Her favourite horse to draw is a wild black stallion.
- B. Many artists have studied at large art schools.
- C. Horses live for many years if they are cared for well.
- D. Drawing supplies can be bought at most large stores.

39. Which sentence is the BEST example of DIALOGUE?

- A. Yusuf wanted to know what time the movie started.
- B. Yusuf asked his father what time the movie started.
- C. "What time does the movie start?" Yusuf asked his father.
- D. The father was asked by Yusuf about the movie time.

40. Read this sentence: The fresh oranges in the bowl glowed bright in the afternoon sunlight, and the kitchen smelled sweet and citrus-y. What is this sentence MAINLY doing?

- A. Telling the reader exactly what time of day it is
- B. Using sensory details to set the scene
- C. Listing the ingredients of a homemade fruit salad
- D. Explaining why the speaker is hungry this afternoon

MATHEMATICS COMPONENT — STAGE 1: NUMBER

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

- A. 3,047
- B. 437
- C. 34
- D. 347

42. Round 826 to the nearest HUNDRED.

- A. 900

- B. 820
- C. 800
- D. 830

43. What is the value of the digit 8 in the number 583?

- A. 80
- B. 8,000
- C. 8
- D. 800

44. What is $419 + 273$?

- A. 582
- B. 692
- C. 682
- D. 592

45. A school had 624 students. At the end of the year, 247 students graduated and left. How many students are LEFT at the school?

- A. 871
- B. 387
- C. 377
- D. 467

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

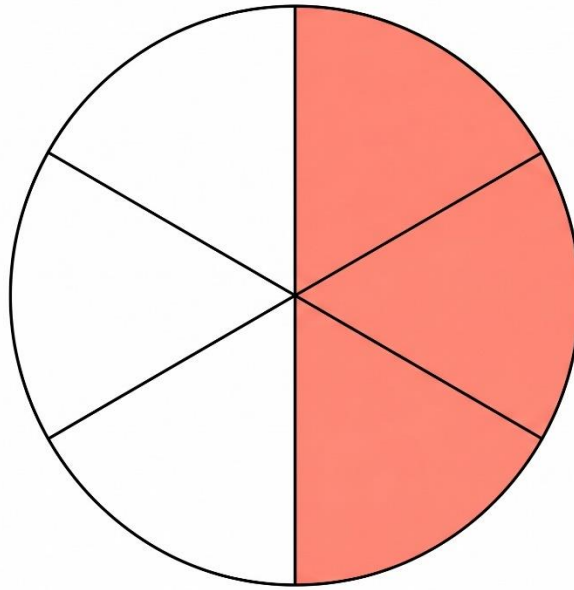
- A. 718, 542, 369, 184

B. 184, 369, 542, 718

C. 718, 369, 542, 184

D. 542, 718, 184, 369

47. Look at the figure below.



What fraction of the figure is shaded?

A. $\frac{3}{4}$

B. $\frac{1}{3}$

C. $\frac{6}{3}$

D. $\frac{3}{6}$

48. Which fraction is GREATER than $\frac{4}{8}$?

A. $\frac{1}{8}$

B. $\frac{7}{8}$

- C. $\frac{2}{8}$
- D. $\frac{0}{8}$

49. What is the missing number in this pattern? 12, 18, 24, ____, 36, 42

- A. 28
- B. 32
- C. 30
- D. 27

50. Which number is EVEN?

- A. 327
- B. 451
- C. 685
- D. 538

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

51. What is 8×6 ?

- A. 42
- B. 48
- C. 54
- D. 64

52. A bag has 21 candies. They are shared equally among 3 children. How many candies does each child get?

- A. 7

- B. 6
- C. 8
- D. 18

53. What is the missing number? $19 + \square = 47$

- A. 38
- B. 66
- C. 28
- D. 26

54. A pattern follows the rule subtract 5. If the first term is 45, what is the FOURTH term in the pattern?

- A. 35
- B. 40
- C. 25
- D. 30

55. A character starts at position (1, 6) on a grid. The instructions are:

1. Move 5 spaces right.
2. Move 2 spaces down.
3. Move 1 space left.

Where does the character end up?

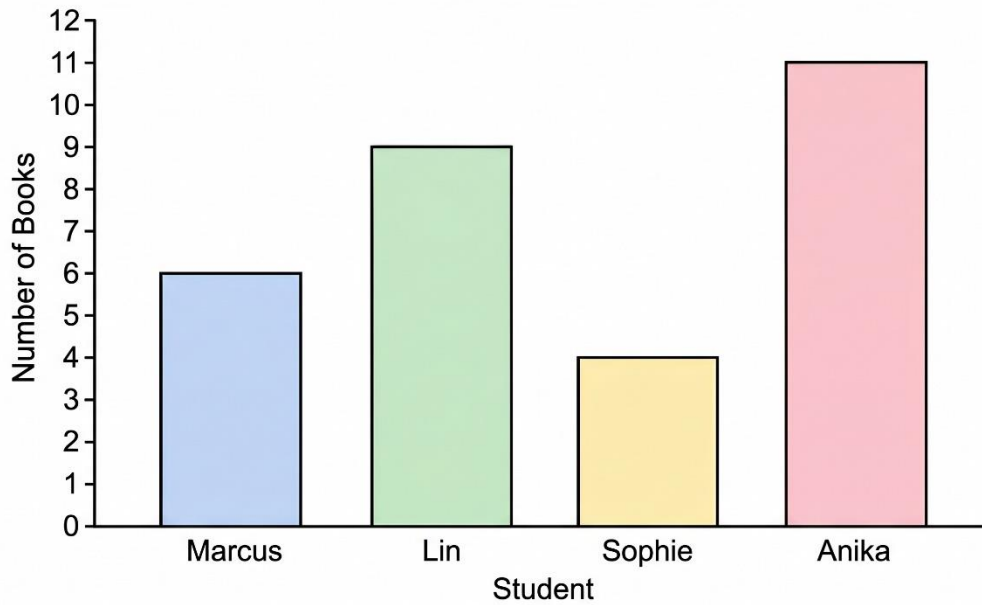
- A. (6, 8)
- B. (5, 4)

C. (4, 4)

D. (7, 8)

56. Look at the bar graph below.

Figure PQ-2 Books Read by Students.



What is the TOTAL number of books read by the four students?

A. 32

B. 28

C. 30

D. 35

57. Look at the pictograph below.

Stickers Collected

Hassan	● ● ●
Mira	● ● ● ● ● ●
Lucas	● ● ● ●

Each ● = 5 stickers.

How many stickers does Hassan have?

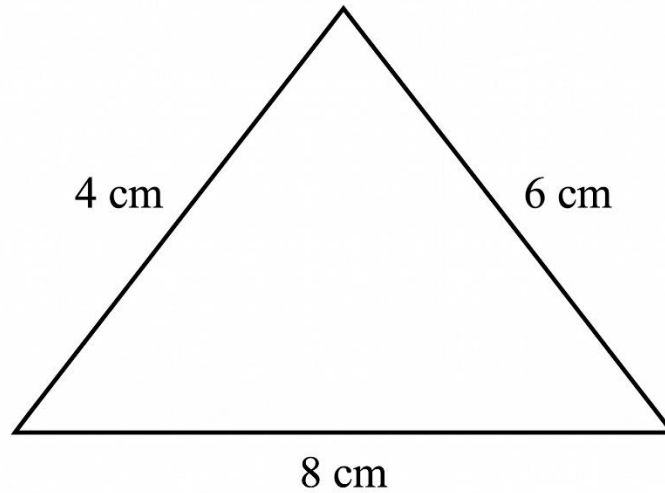
- A. 15
- B. 3
- C. 8
- D. 30

58. Which 3D solid has 2 flat circular bases connected by a curved surface?

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

59. Look at the triangle below.

Figure PQ-4:



What is the PERIMETER of this triangle?

- A. 24 cm
- B. 14 cm
- C. 18 cm
- D. 12 cm

60. A muffin costs \$3 and a juice box costs \$2. Lina has \$25 and buys 4 muffins and 2 juice boxes. How much money does she have LEFT?

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

Practice Exam 9: Answer Key and Explanations

- 1. A** — At six-thirty in the evening. The story opens with this exact detail: *"The lights went out at six-thirty in the evening, just as Anita was finishing her homework at the kitchen table."* This timing sets the whole story in the early evening of a stormy day.
- 2. C** — Watching a cartoon on the living room floor. The story states: *"Anita's little brother, Rohan, was on the living room floor. He had been watching a cartoon."* When the lights went out, his television went dark.
- 3. B** — In the bottom drawer of the kitchen. The story states: *"Their mother kept a box of candles in the bottom drawer of the kitchen, for nights just like this one."* This detail shows the family was prepared for power outages.
- 4. D** — A card game called *Memory* with playing cards. The story states: *"She had played the game of 'Memory' with Rohan many times."* The game distracts Rohan from the storm and helps him stop being afraid.
- 5. A** — Taking care of others can help us feel stronger and braver too. The story's closing reflection — *"It made her feel taller, somehow, than she had felt that morning"* — points directly to this theme. Themes in EQAO stories are usually broader life lessons, not specific events.
- 6. D** — Sometimes round and full, sometimes just a thin line. The poem opens with both images: *"Some nights the moon is round and full. / Some nights the moon is just a line."* The two contrasting shapes capture the moon's phases.
- 7. C** — Light up the day or light up the room. The poem states this directly: *"The moon does not light up the day. / The moon does not light up the room."* The poet uses these contrasts to define what the moon's quiet light actually does.
- 8. B** — Everyone on Earth, across all time, has seen the same one moon. The poem lists specific places and people (China, Greece, France, the grandmother) to show that every human in history has looked up at the same moon. Inference questions ask readers to look behind the words to the larger meaning.
- 9. D** — The south of France. The poem states directly: *"The same moon that my grandmother saw / When she was small in the south of France."* This personal detail connects the speaker to a specific family history.
- 10. A** — Calm and thoughtful. The poem reflects on the moon's quiet presence and its connection to people across time, ending with the speaker falling asleep beneath its light. The tone is gentle and reflective, not excited, sad, or worried.
- 11. D** — Polar bears are large Arctic animals that face challenges in a changing world. This is the article's central focus across every section — adaptations, hunting, and the challenge of melting sea ice. The other options describe smaller details or shift to Churchill, which is only briefly mentioned at the end.

- 12. B** — More than seven hundred kilograms. The article states this directly: *"A grown male polar bear can weigh more than seven hundred kilograms — about the same as ten adult humans put together."* This puts the polar bear's size into a comparison readers can picture.
- 13. C** — Each hair is hollow, like a tiny straw, and traps heat from the sun. The article states this directly: *"Each hair is hollow, like a tiny straw. The hollow hairs trap heat from the sun and warm the bear's skin underneath."* This is a clever adaptation for an Arctic environment.
- 14. A** — They wait patiently at breathing holes in the sea ice. The article states: *"A polar bear will wait very patiently at a breathing hole — sometimes for many hours — until a seal comes up."* Bears cannot outswim seals, so they hunt at the holes the seals must use to breathe.
- 15. D** — More than a hundred kilometres. The article states directly: *"a polar bear can swim more than a hundred kilometres across cold seas without resting."* This shows just how strong a swimmer the polar bear is.
- 16. C** — The sea ice they need for hunting is melting earlier and freezing later. The article states: *"The sea ice they need to hunt is melting earlier each spring and freezing later each fall. This means polar bears have less time to hunt, and many bears go hungry."* Less time on the ice means less time hunting seals.
- 17. A** — Eyes or seeing. Passage 1 describes a child's first pair of glasses; Passage 2 explains how the eye sees. Two-text comparison questions require finding what appears in both passages.
- 18. B** — To share a personal memory of getting a first pair of glasses. Passage 1 uses first-person language (*"For a long time, I had trouble reading the board at school"*) and describes one specific experience. This is the defining feature of personal narrative.
- 19. C** — It turns the light into messages that travel to the brain. Passage 2 states this directly: *"The retina turns the light into messages that travel up a tiny nerve to the brain."* The retina sits at the back of the eye where light arrives after passing through the lens.
- 20. D** — A specific memory of seeing a tree on a wall clearly for the first time. The picture of the tree, the lady's earrings, and the dust in the sunlight all appear only in Passage 1. Passage 2 contains only general information about how eyes work.
- 21. B** — The children built a tall fort out of pillows. A complete sentence has a subject (children), a verb (built), 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 September, my family flew to Calgary to see my aunt. Capitals are required on the first word, months (September), and proper place names (Calgary). The word *aunt* is not capitalised here because it is not used as a name (no specific name follows).
- 23. D** — Are you ready for the spelling test? Questions end with a question mark, not a missing mark, a comma, or a period. The interrogative form is signalled by *are you*.

- 24. B** — Chased. *Chased* describes the action the kitten performed — that is the function of a verb. *Eager* and *soft* are adjectives, and *wooden* is also an adjective describing the floor.
- 25. C** — The four ducks swim across the pond every morning. A plural subject (four ducks) takes a plural verb without -s (swim). Option A pairs a plural subject with a singular verb; B uses a singular noun with a plural verb; D is a fragment because *swimming* alone is not a main verb.
- 26. A** — Ran. The word *yesterday* signals past tense. *Ran* is the past form of the irregular verb *to run*. Present, future, and present-continuous forms all conflict with the past time word in the sentence.
- 27. D** — Hilarious. *Hilarious* and *funny* are synonyms — both describe something that causes laughter. The other options describe unrelated qualities like tiredness, weight, or sound.
- 28. B** — The girl's sweater is on the hook by the door. The apostrophe + s shows singular possession (the sweater belongs to one girl). Option C is plural possessive (multiple girls), which the question explicitly rules out. Option A omits the apostrophe; option D adds an unnecessary extra letter.
- 29. A** — Before the rain came, we ran into the house. A comma is required after an introductory dependent clause (*Before the rain came*). Option B omits the comma; option C is missing commas in a list; option D places commas where they break the sentence's flow.
- 30. C** — The class paints pictures every Tuesday morning together. Present tense uses the simple verb form (paints) without -ed for past or *will* for future. The phrase *every Tuesday morning* signals an ongoing, repeated action.
- 31. A** — Doing chores teaches children important skills and shows that everyone in a family helps. A strong supporting reason explains *why* the topic sentence is true with a specific benefit. The other options state unrelated facts or fail to defend the claim that children should help.
- 32. D** — The morning of the school assembly, I stood backstage with my hands shaking. 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 girl raced up the stairs and slammed her bedroom door. Strong verbs like *raced* and *slammed* are specific and create vivid images. Verbs like *went*, *moved*, *was*, and *did* are weak because they could describe almost any action.
- 34. C** — So. *So* expresses purpose — the speaker packed a sandwich for the purpose of having something to eat at lunch. Words like *but*, *although*, and *or* would express contrast or alternative, neither of which fits the purposeful action in the sentence.
- 35. A** — For all these reasons, every classroom would benefit from having at least one living plant. 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 — Together. *Together* is spelled with the letters t-o-g-e-t-h-e-r. The other options are common misspellings of different words (*believe, because, friend*) but are misspelled here.

38. A — Her favourite horse to draw is a wild black stallion. A supporting sentence in a paragraph about Aisha's horse drawings should add a related detail about her art. The other options drift to unrelated topics like art schools, horses' lifespans, or drawing supplies.

39. C — "What time does the movie start?" Yusuf asked his father. 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 sight (*glowed bright*) and smell (*sweet and citrus-y*). Sensory details build atmosphere — one of the techniques the EQAO writing rubric specifically rewards.

41. D — 347. *Three hundred forty-seven* breaks down as $300 + 40 + 7$, with three hundreds, four tens, and seven ones. Reading number-word questions carefully matters — 3,047 and 437 sound similar but have very different values.

42. C — 800. To round 826 to the nearest hundred, look at the tens digit (2). Since 2 is less than 5, round down: 826 sits closer to 800 than to 900 on a number line.

43. A — 80. The digit 8 sits in the tens place in 583, so its value is $8 \times 10 = 80$. Place value determines what each digit is worth, regardless of the digit itself.

44. B — 692. Column addition: $9 + 3 = 12$ (write 2, carry 1); $1 + 7 + 1 = 9$ (write 9); $4 + 2 = 6$ (write 6). The total is 692.

45. C — 377. Column subtraction: $624 - 247$ requires regrouping. The ones column borrows from the tens ($14 - 7 = 7$), and the tens column borrows from the hundreds ($11 - 4 = 7$). The hundreds become $5 - 2 = 3$, giving 377.

46. A — 718, 542, 369, 184. Ordering from greatest to least compares hundreds digits first: $7 > 5 > 3 > 1$. Only option A arranges all four numbers in true descending order.

47. D — $3/6$. The circle is divided into 6 equal sections (the denominator), and 3 of those sections are shaded (the numerator). The fraction is shaded parts over total parts, giving $3/6$.

48. B — $7/8$. With the same denominator (8), the fraction with the larger numerator is the larger fraction. $7 > 4$, so $7/8 > 4/8$. The other options have numerators of 1, 2, and 0 — all less than 4.

- 49. C** — 30. The pattern adds 6 each step: 12, 18, 24, ____, 36, 42. The missing term is $24 + 6 = 30$, which then continues to 36. Confirming both directions verifies the rule.
- 50. D** — 538. An even number ends in 0, 2, 4, 6, or 8. Only 538 ends in an even digit (8); the others end in 7, 1, and 5 — all odd.
- 51. B** — 48. The multiplication fact $8 \times 6 = 48$ is one every Grade 3 student should know. A useful check: $8 \times 5 = 40$, plus one more group of 8 gives 48.
- 52. A** — 7. Equal sharing: $21 \text{ candies} \div 3 \text{ children} = 7 \text{ candies each}$. Division undoes multiplication — $3 \times 7 = 21$ confirms the answer through the fact family.
- 53. C** — 28. To find the missing addend, use the inverse operation: $47 - 19 = 28$. Checking: $19 + 28 = 47$. The inverse-operation strategy works for every missing-addend question.
- 54. D** — 30. Starting at 45 and subtracting 5 each step: 45 (1st), 40 (2nd), 35 (3rd), 30 (4th). Writing each term as you go prevents the drift errors that come from holding many numbers in your head.
- 55. B** — (5, 4). Starting at (1, 6): right 5 \rightarrow (6, 6); down 2 \rightarrow (6, 4); left 1 \rightarrow (5, 4). Tracking the state after each instruction on scrap paper is the most reliable approach for coding-grid questions.
- 56. C** — 30. Adding all four bars: $6 + 9 + 4 + 11 = 30$ books. Total questions on a bar graph require reading every category carefully and summing them all.
- 57. A** — 15. Hassan's row shows 3 circles, and the key states each circle equals 5 stickers. The total is $3 \times 5 = 15$. Always multiply the picture count by the key value rather than counting pictures alone.
- 58. B** — Cylinder. A cylinder has two flat circular bases (top and bottom) joined by one curved surface that wraps around the side. Cones have only one circular base, spheres have no flat faces, and cubes have six square faces.
- 59. C** — 18 cm. The perimeter of a triangle equals the sum of all three sides: $4 + 6 + 8 = 18$ cm. Perimeter is measured in regular length units because it measures distance around a shape.
- 60. D** — \$9. This is a multi-step problem: $4 \text{ muffins} \times \$3 = \$12$; $2 \text{ juice boxes} \times \$2 = \$4$; total cost = $\$12 + \$4 = \$16$. Money left: $\$25 - \$16 = \$9$. Multi-step money problems require identifying every operation in the right order.