

# City or country?

Some people think the country is the best place to live.

Others think it is better to live in a city.

What do you think? Where is the best place to live?

Perhaps you think both places are good for different reasons.

Write to convince a reader of your opinions.

- **Start with an introduction.**

An introduction lets a reader know what you are going to write about.

- **Write your opinions on this topic.**

Give reasons for your opinions.

Explain your reasons for your opinions.

- **Finish with a conclusion.**

A conclusion sums up your reasons so that a reader is convinced of your opinions.

**Remember to:**

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear .

# The Box

*Today you are going to write a narrative or story.*

The idea for your story is “The Box”.

What is inside the box? How did it get there?  
Is it valuable? Perhaps it is alive!

The box might reveal a message or something that was hidden.

What happens in your story if the box is opened?

## **Think about:**

- the characters and where they are
- the complication or problem to be solved
- how the story will end.

## **Remember to:**

- plan your story before you start
- write in sentences
- pay attention to the words you choose, your spelling and punctuation, and paragraphs
- check and edit your writing when you have finished.



## Narrative writing

Marking criterion	Description of narrative writing marking criterion
Audience	The writer's capacity to orient, engage and affect the reader
Text structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure
Ideas	The creation, selection and crafting of ideas for a narrative
Character and setting	Character: The portrayal and development of character Setting: The development of a sense of place, time and atmosphere
Vocabulary	The range and precision of contextually appropriate language choices
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)
Paragraphing	The segmenting of text into paragraphs that assists the reader to negotiate the narrative
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
Spelling	The accuracy of spelling and the difficulty of the words used

## Persuasive writing

Marking criterion	Description of persuasive writing marking criterion
Audience	The writer's capacity to orient, engage and persuade the reader
Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure
Ideas	The selection, relevance and elaboration of ideas for a persuasive argument
Persuasive devices	The use of a range of persuasive devices to enhance the writer's position and persuade the reader
Vocabulary	The range and precision of contextually appropriate language choices
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)
Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
Spelling	The accuracy of spelling and the difficulty of the words used

**YEAR**

**3**

Example test

# LANGUAGE CONVENTIONS

**0:40**

Time available for students to  
complete test: 40 minutes

Use 2B or HB  
pencil only

## YEAR 3 LANGUAGE CONVENTIONS

### PRACTICE QUESTIONS

The spelling mistake in this sentence has been circled.  
Write the correct spelling for the circled word in the box.

**P1** We went to scool.

P1

This sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.

**P2** We bought fresh bred.

P2

**Shade one bubble to show your answer.**

**P3** Which word correctly completes the sentence?

Do you have   pet?

a

☐

if

☐

he

☐

she

☐

**P4** Read the text *Cats and dogs*. The text has a gap.  
Choose the correct word or words to fill the gap.

#### Cats and dogs

Some people like cats  
they like dogs.

**P4**

- ☐ more
- ☐ more best
- ☐ more than
- ☐ more better

## YEAR 3 LANGUAGE CONVENTIONS

Read the text *Kookaburra*.

The spelling mistakes have been circled.

Write the correct spelling for each circled word in the box.

### Kookaburra



Here is a kookaburra.

- 1 It has a sharp beek.
- 2 It has broun wings.
- 3 It has long tayl feathers.

1

2

3

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

- 4 The baby was crying becos he was hungry.

4

- 5 My sister gos to dance classes.

5

- 6 The sheep ran to her baby lam.

6

- 7 Bees are insecs that fly.

7

## YEAR 3 LANGUAGE CONVENTIONS

The spelling mistakes in these sentences have been circled.  
Write the correct spelling for each circled word in the box.

**8** The lions were roring loudly.

8

**9** Uluru is a famus place in Australia.

9

**10** Did you notis the red car?

10

**11** I can see my face in the mirra.

11

**12** Rain can cause a flud.

12

The words below are pairs of opposites.  
In each pair, one of the words is spelled incorrectly.  
Write the correct spelling of the word in the box.

### Opposites

**13**  long

 shawt


13

**14**  thik

 thin

14

**15**  right

 rong

15

## YEAR 3 LANGUAGE CONVENTIONS

Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.

**16** I was verey happy at the park.

16

**17** We went driveing in the new car.

17

**18** Jake sumtimes surprises his family by making biscuits for them.

18

**19** A nurse helpes sick people.

19

**20** The bus stoped and the children got on.

20

**21** At school, I lurn many things.

21

**22** I offen visit my uncle at the weekend.

22

**23** The drink costs two dollers.

23

## YEAR 3 LANGUAGE CONVENTIONS

For questions 24 to 46 shade one bubble to show your answer.

Read the text *Polar bears*. The text has some gaps.  
Choose the correct word to fill each gap.

### Polar bears

Polar bears live in very cold parts of the world. They **24** white fur that blends in with the snow, **25** they can't be seen easily.

**26** thick fur also helps to keep them warm.

**24**

has

☐

had

☐

have

☐

having

☐

**25**

if

☐

so

☐

but

☐

also

☐

**26**

They

☐

These

☐

Them

☐

Their

☐

## YEAR 3 LANGUAGE CONVENTIONS

**27** Which word correctly completes the sentence?

Kate [REDACTED] two kittens playing in the grass.

see

☐

saw

☐

sawed

☐

seen

☐

**28** Which word or words correctly complete the sentence?

I found a [REDACTED] hiding place than she did.

best

☐

good

☐

better

☐

more gooder

☐

**29** Which sentence has the correct punctuation?

- ☐ When did the last show begin?
- ☐ When the whistle blew the game was over?
- ☐ When Lucy was running I saw her trip over?
- ☐ When I have finished this book I will lend it to you?

**30** Which word correctly completes the sentence?

Jo likes to listen to music [REDACTED] she is cleaning her room.

even

☐

after

☐

while

☐


during

☐

## YEAR 3 LANGUAGE CONVENTIONS

Read the text *Shooting netball goals*. The text has some gaps.  
Choose the correct word or words to fill each gap.

### Shooting netball goals

- 31** First, Jess holds the ball high above her head. Jess stands with her feet  apart.

- ☐ slight
- ☐ slightly
- ☐ slighter
- ☐ slightest

- 32** Jess bends her knees before  shoots.

- ☐ she
- ☐ she's
- ☐ her
- ☐ hers

- 33**  stretches upward and takes her shot.

- ☐ Finally, Jess
- ☐ Finally, jess
- ☐ finally, Jess
- ☐ finally, jess

Adapted text from *Netball Is Catching* by Donna Robson, *COMET*, Number 2, 1998, page 18.

## YEAR 3 LANGUAGE CONVENTIONS

**34** Which word correctly completes the sentence?

It was an            day.

fun

☐

good

☐

happy

☐

exciting

☐

Read the text *Big race*. The text has some gaps.  
Choose the correct word to fill each gap.

### Big race

Lisa is **35** in a big race tomorrow.

Lisa is my best friend **36** I **37** she does well.

I really want **38** to win.

**35**

run

☐

ran

☐

runs

☐

running

☐

**36**

or

☐

so

☐

then

☐

where

☐

**37**

hope

☐

hopes

☐

hoped

☐

hoping

☐

**38**

me

☐

she

☐

him

☐

her

☐

## YEAR 3 LANGUAGE CONVENTIONS

Read the text *Shopping list*. The text has some gaps.  
Choose the correct word or words to fill each gap.

### Shopping list

Dad asked **39** to write a shopping list.

"We need **40** and bananas," he said.

"Did you write all that **41** "

**39**

josh

☐

Josh

☐

JOSH

☐

josH

☐

**40**

- ☐ bread milk apples
- ☐ bread milk, apples
- ☐ bread, milk, apples
- ☐ bread, milk, apples.

**41**

down

☐

down.

☐

down?

☐

down!

☐

**42**

Which word can be used instead of the underlined words?

I am going to visit my big sister's house tomorrow.

I like it at her house.

here

☐

then

☐

there

☐

where

☐

## YEAR 3 LANGUAGE CONVENTIONS

**43** Which word or words correctly complete the sentence?

The boy put on his shoes [ ] he tied his laces.

- ☐ next
- ☐ and so
- ☐ because
- ☐ and then

**44** Which word correctly completes the sentence?

I think I prefer [ ] shoes.

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| this                  | that                  | them                  | those                 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**45** Which word correctly completes the sentence?

Jan swam the full length [ ] the pool.

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| to                    | of                    | by                    | on                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**46** Which sentence is correct?

- ☐ My brother and I went riding.
- ☐ My brother and me went riding.
- ☐ Me and my brother went riding.
- ☐ Me and mine brother went riding.

**END OF TEST**

**This page is  
meant to be blank.**

## NAPLAN Language Conventions Example Test – Year 3

Question number	Answer key	Question number	Answer key
Y3 Q01	beak	Y3 Q24	C
Y3 Q02	brown	Y3 Q25	B
Y3 Q03	tail	Y3 Q26	D
Y3 Q04	because	Y3 Q27	B
Y3 Q05	goes	Y3 Q28	C
Y3 Q06	lamb	Y3 Q29	A
Y3 Q07	insects	Y3 Q30	C
Y3 Q08	roaring	Y3 Q31	B
Y3 Q09	famous	Y3 Q32	A
Y3 Q10	notice	Y3 Q33	A
Y3 Q11	mirror	Y3 Q34	D
Y3 Q12	flood	Y3 Q35	D
Y3 Q13	short	Y3 Q36	B
Y3 Q14	thick	Y3 Q37	A
Y3 Q15	wrong	Y3 Q38	D
Y3 Q16	very	Y3 Q39	B
Y3 Q17	driving	Y3 Q40	C
Y3 Q18	sometimes	Y3 Q41	C
Y3 Q19	helps	Y3 Q42	C
Y3 Q20	stopped	Y3 Q43	D
Y3 Q21	learn	Y3 Q44	D
Y3 Q22	often	Y3 Q45	B
Y3 Q23	dollars	Y3 Q46	A

\*For multiple choice response answer keys:  
The first response bubble = A; the second response bubble = B;  
the third response bubble = C; the fourth response bubble = D