

EQAO Grade 3 Language Test Prep

— Teacher Guide —

Written by Ruth Solski



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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About This Book

This book was created to help Grade 3 students prepare for the EQAO Language Assessment test. Tests 1 – 9 have been designed to be very similar to the actual test the students will be taking. Many of the questions are asked in a similar way so that students can get familiar with the questioning format. Students will encounter different types of reading experiences including fiction, nonfiction, diagrams, and instructions. They will be asked to read sentences, paragraphs, and stories and then answer corresponding questions about the content or structure. There is also plenty of writing practice as students are asked to write sentences, paragraphs, and stories and answer questions featuring essential writing skills.

Test 10 is a bonus test to give students extra practice with specific language skills. There is no particular sequence to the tests. They can be used in whatever order you choose to fit your students needs.

An Unexpected Visitor



1 My brother Andy and I were excited! When school finished in June, we were going to northern Ontario to spend the summer. Our grandfather lived there on a small farm.

2 We had visited there a few times but this was awesome! Two months of living “in the bush” as Mom called it. And Gramps was so much fun! He was a real woodsman in our eyes.

3 We arrived in Moosonee after a very long train ride. Gramps was there to pick us up. We loaded our suitcases into the back of his old pickup truck.

4 “Sure glad you boys are here,” Gramps said. “I have a lot of things planned to do. And I need some help fixing up around the barn.”

5 Gramps’ farm was really a cabin with a barn and a few acres of land. It was down a long road and we didn’t see any other houses nearby.

6 “Do you have many visitors, Gramps?” Andy asked.

“Nope,” he replied. Gramps could spin a great story but he didn’t believe in useless talk.

We were exhausted from our long trip. We unloaded our belongings then had a snack. We decided to go to bed early. Our bedroom faced the woods and we could hear all kinds of animal sounds. Sometime in the middle of the night, Andy woke me up.



“Look out the window!” he whispered. There stood the biggest moose we had ever seen! It was quietly staring at us. Just checking us out, I guess. It stood there a while longer. Finally, it turned and wandered off into the woods.

We had just had our first “visitor.”

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An Unexpected Visitor: Questions

1. What does Gramps mean when he says, “Sure glad you boys are here,” in paragraph 4?
 - He misses seeing the boys.
 - He is lonely and glad for the company.
 - He needs some help fixing things around the barn.
 - He wishes the boys lived with him.

2. What is the main purpose of paragraph 5?
 - to explain why the boys wanted to visit Gramps
 - to describe the farm where Gramps lives
 - to tell about the unexpected visitor
 - to explain what Gramps had planned for the summer

3. What does the word “exhausted” mean in paragraph 8?
 - extremely tired
 - very excited
 - kind of sleepy
 - extremely hungry

4. What does the word “visitor” refer to in paragraph 10?
 - Gramps’ neighbour
 - Andy
 - Mom
 - a moose

An Unexpected Visitor: Questions

5. Write what happens in the story before and after the events listed below. Use details from the text to support your answers.

a. _____

- b. Gramps picks the boys up in his old pickup truck.
- c. The boys unload their belongings and have a snack before going to bed early.
- d. The boys wake up to see a huge moose staring through the window at them.

e. _____

6. Explain why you think the boys were excited to spend the summer with their grandfather. Use details from the text and your own ideas to support your answer.

Writing a Paragraph

- 7. Write a paragraph about a summer vacation that you would like to take. Describe the place and what you would like to do there.

Ideas for my paragraph

Write your paragraph on the next page.

This page will not be scored.

Writing Multiple Choice

8. What is the best way to join the following sentences?

The school is named Butler Acres.

The school is made of brick.

The school is on the corner of Maple and Birch streets.

- Butler Acres school is brick and it sits on the corner of Maple and Birch streets.
- The school named Butler Acres is made of brick it is on the corner of Maple and Birch streets.
- Butler Acres is on the corner of Maple and Birch, it is made of brick.
- The brick school is on the corner it is named Butler Acres.

9. Choose the word or words that correctly complete the sentence.

Tomorrow, I _____ to visit my favorite aunt.

- went
- have been
- will go
- did go

10. Choose the sentence that correctly joins the words “do not.”

- I dont know Sara very well.
- I dont' know Sara very well.
- I donot know Sara very well.
- I don't know Sara very well.

Writing Multiple Choice

11. You can make most singular nouns into plural nouns by adding either an **s**, an **es**, or an **ies**. Write the plural form of each of the following nouns.

- a. library _____
- b. branch _____
- c. lady _____
- d. lamp _____
- e. soldier _____
- f. address _____
- g. country _____

12. Which of the following sentences is correctly written?

- The three babies blankets were each a different colour.
- The three babys blankets were each a different colour.
- The three babies' blankets were each a different colour.
- The three babie's blankets were each a different colour.

13. Which sentence does not belong in the following paragraph?

(a.) Skateboard parks have rules so kids will be safe. (b.) Skateboards come in many colors. (c.) Kids must wear kneepads and gloves. (d.) They must wear helmets on their heads. (e.) Skateboarding can be fun if you obey the rules.

- Sentence b.
- Sentence c.
- Sentence d.
- Sentence e.

