

Booklet 1: Tips and Sample Questions

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The lessons in this booklet are designed to help you be successful on the OSSLT. Your teachers will lead you through these practice lessons in your classes. If you miss a practice session, the lessons can also be completed independently.



Good Luck from the Literacy Team!

Introduction

What is the OSSLT?

The OSSLT is a provincial test of literacy (reading and writing) skills students have acquired by Grade 10. It is based on the literacy skills expected in *The Ontario Curriculum* across all subject areas up to the end of Grade 9.

Administration Date	March 26, 2015
Test Materials	four test booklets: two <i>Question Booklets</i> and two corresponding <i>Answer Booklets</i>
Duration	2.5 hours of testing time in total
Results	an Individual Student Report indicating whether the student was successful or unsuccessful

Reading		Writing	
Reading selections:	<ul style="list-style-type: none">• information paragraph (225 to 250 words)• news report (225 to 250 words)• dialogue (225 to 250 words)• real-life narrative (550 to 600 words)• graphic text (fewer than 150 words)	Types of writing tasks and questions:	<ul style="list-style-type: none">• long-writing tasks<ul style="list-style-type: none">– news report (one page)– series of paragraphs expressing an opinion (two pages)• two short-writing tasks (six lines each)• multiple-choice questions<ul style="list-style-type: none">– developing a main idea with supporting details– organization of ideas– language conventions
Types of questions:	<ul style="list-style-type: none">• multiple-choice• open-response (six lines each)		

EQAO ONLINE NEW EQAO Booklet Layout TIP SHEET

Ontario Secondary School Literacy Test (OSSLT)



In 2015, students across Ontario will write EQAO assessments in a new booklet layout. This is one step along the path to bringing the provincial assessment program online. The new assessment booklets can be scanned more easily to allow for online scoring.

For the Ontario Secondary School Literacy Test (OSSLT), there will now be a separate Question Booklet and Answer Booklet for each assessment session. Students will now record ALL of their responses—both multiple choice and open response—in the Answer Booklet.

Here are some *tips* for using the new booklet layout:

1 Follow along while the teacher reads the instructions.



2  Be sure to record all of your multiple-choice and open-response answers in the new Answer Booklets. Anything written in the Question Booklets will not be scored.



3 You may want to open your Question Booklet and fold your Answer Booklet in half to make more space on your desk.



You may also want to place your Question and Answer Booklets side by side on your desk to line up each question with the answer choices or space provided.



4 You can use the space provided in the Answer Booklet for notes.



5 For open-response questions, be sure to write all of your answer in the space provided in the Answer Booklet. This will ensure that all of your work is captured by the scanning machine and can be scored. Work on additional or other pages will not be scored.



Sample Assessment Booklet: New Layout

Booklet 1

QUESTIONS

Ontario Secondary School Literacy Test (OSSLT)

2015

Follow along as your teacher reads the instructions:

INSTRUCTIONS

- ✓ Check the identification numbers on the *Question* and *Answer* booklets to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.
- ✓ Check the pages of your *Question* and *Answer* booklets to see that they are in order. If they are not, report the problem to the teacher in charge.

Note:

You are not permitted to use cellphones, audio- or video-recording devices, digital music players or e-mail or text messaging devices during the assessment.

No work in this booklet
will be scored.

Education Quality and
Accountability Office



Continue to follow along as your teacher
reads the directions on the cover of
Answer Booklet 1.

Managing Multiple Choice Questions

KCSS, 2012 – Adapted from YRDSB OSSLT Materials

Multiple-choice questions consist of three parts:

- **a stem (which asks a question, poses a problem, or presents an incomplete sentence)**
- **a number of "distracters" or interesting alternatives**
- **the correct or best answer**

Your task is to identify the correct or the best answer from among the given alternatives.

*** When responding to multiple-choice questions, practise the following strategies:**

1. Cross out any answers that are obviously wrong. This will reduce your options and make it easier to select the best answer.
2. Question options that are totally unfamiliar to you.
3. Question options that contain negative or absolute words – ie: always, completely, never.
4. Think carefully about “echo” alternatives. If two alternatives are opposite each other, chances are one of them is correct. If two alternatives seem correct, compare them for differences, then refer to the stem to find your best answer.
5. Read the question carefully and think of an answer **before** you see your choices. Read the choices to see if your answer is there. If so, it is probably right. Read the other answers quickly to be certain.
6. If your answer is **not** one of the choices, read all the choices carefully and start to eliminate choices.
7. When you narrow your choices to two, go back and re-read the question, try each answer with the question to see which one makes most sense.
8. If the multiple choice questions are based on a reading selection, do not rely on your memory, especially if you think that more than one answer is a possibility. Re-read part or all of the reading selection to help you choose.
9. If the multiple-choice questions are based on a reading selection and the options are names, events, dates, or numbers, you must re-read the passage carefully to find the correct information.
10. If you are stumped about a word, look at it closely. Are there parts of the word that you recognize from other words? Use your knowledge of vocabulary to help you make a good guess about meaning and then go back and re-read to see if the word you are thinking of fits in this situation. Does it make sense?
11. Don't second-guess yourself. If you make an educated guess the first time around, don't go back and start changing your answers around.
12. Keep an eye on the clock to give yourself time to attempt every question.

Reading Informational Text: Real Life Narrative

Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to see which elements appear (such as headings, subheadings, illustrations and captions, etc.). These are helpful to the process of “making meaning” of the text.
- Examine the titles, headings, and subheadings, and scan for words that stand out.
- Look for words and phrases that might give you clues about how the information is organized.
- Read any overviews, summaries or questions. In a shorter piece, read the opening and concluding sentences or paragraphs.
- Examine each illustration and read the titles or captions.
- Recall what you already know about the topic.
- Record some questions you might have about the topic.

During Reading

- Divide the reading task into smaller chunks (chunking the text into paragraphs, chunking sections by sub-headings, etc.). Read a chunk, pause and think about what you read, and write a brief one-sentence summary or brief point-form notes to help you remember important and interesting information.
- Read once quickly, then a couple of more times, slowly. Skim the sections you think will support your finding of details relevant to the tasks in this section. When you find specific information you want, highlight it. You may need to reread the passage several times.
- Read the selection, highlight key words and phrases, and jot down thoughts and questions that occur to you.

After Reading

- Extend your thinking, by making connections to what you already know about the topic. How does the information you have read add to or alter what you knew about the topic?
- Refer to the text to find evidence to support your response to the text.

Adapted from “Think Literacy – Cross-Curricular Approaches Grades 7-12”

Read the selection below and answer the questions in *Answer Booklet*

An Animator from Scarborough

Over 1500 applications from around the world flood George Lucas's animation academy each year (Lucas created the *Star Wars* films), but only four applicants are selected for internships. Randolph Lizarda, 21, from Scarborough, was one of them.

"I'm very excited. I'll be working in the LucasArts division animating video games, although I don't know what we're working on. They wouldn't tell me—it's confidential," Lizarda said on a break from his Sheridan College class.

As a child, Lizarda liked to draw cartoons. Now he is learning to transfer his drawing ability to the computer.

"I was into [art] when I was little; then I got more into it in high school. In Grade 10, I took one of those career surveys to find out where you fit in. I fit into the animation industry," he said.

Lizarda aspires to one day work for an animation company such as Pixar or DreamWorks.

"He's an excellent student," said Dave Quesnelle, who teaches animation and is one of Lizarda's professors. Lizarda stood out after handing in his first assignment, a 10-second action sequence of a muscular circus performer balancing on a ball before jumping through a hoop of fire. This clip was the first segment on the demo reel he submitted to Lucasfilm.

"I had a really good sense of his storytelling. He had the basic principles of animation [but] it was also comical. And that's our job. Anyone can make a picture move, but to make it entertaining, that's the craft of an animator."



ANSWER BOOKLET – PAGE 3

Multiple-Choice Questions

- 1** What will the focus of Lizarda's internship be?
- A films
 - B cartoons
 - C video games
 - D action sequences
- 2** Which word is closest in meaning to "confidential" as used in paragraph 2?
- F secret
 - G personal
 - H confusing
 - J professional
- 3** According to Quesnelle, what ability is most important for an animator?
- A creating characters
 - B pleasing an audience
 - C developing a demo reel
 - D programming computers
- 4** What do Quesnelle's quotes indicate about him?
- F He knows a lot about internships.
 - G He focuses on technical aspects of animation.
 - H He recognizes skill and creativity in his students.
 - J He suggests interesting storylines to his students.
- 5** Which paragraph presents information in chronological order?
- A paragraph 2
 - B paragraph 4
 - C paragraph 5
 - D paragraph 7

Open-Response Question

- 6** Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Sentence Fragments: Sentences with Missing Parts

Sentence fragments are incomplete sentences because they are missing a necessary part of the sentence. Sentence fragments often *look* like regular sentences because they begin with a capital letter and end with a period. Study the examples below to see if you can identify the correction needed – what is missing?

*Example: **Ran like the wind, towards the finish line.***

(**Who** “ran like the wind?” This is a fragment because it is missing the **subject** of the sentence.)

*Example: **By the time Thomas found out how little money he had.***

(**What** happens when “Thomas found out he had little money”? This is a fragment because it is missing the **main action** of the sentence.)



Activity: Study the pairs of “sentences” listed below, and identify the one that is a sentence fragment. Indicate your choice by writing “**S**” beside the sentence and “**F**” beside the fragment. Good luck!

1. Finding a parking space is usually easy during the week.
Driving in the city during the morning rush hour.
2. When Shane borrowed Stephanie’s car Saturday night.
The twenty-year-old looked out of place next to the other students.
3. While living there, he made very few friends.
After he went to all the trouble of fixing up his apartment.
4. By the time Gina found out how expensive the painters would be.
After getting three estimates, she decided to do the painting herself.
5. Because she didn’t want to tell where she had bought that strange dress.
We finally realized that she had sewn the dress on her own.

Your score: /5

ANSWER BOOKLET – PAGE 7

Multiple-Choice Questions

- 1** Choose the sentence that does not belong in this paragraph.

(1) Traffic is busy on city streets. (2) Cars, pedestrians and cyclists must share them. (3) Pedestrians often cross the street where it is convenient but not always where it is safe. (4) Tall buildings often line the streets. (5) Navigating city streets can be a challenge.

- A sentence 2
- B sentence 3
- C sentence 4
- D sentence 5

- 2** Choose the best place to insert the following sentence.

They were originally chew sticks made from twigs, feathers, bones and even porcupine quills.

(1) The first toothbrush dates back over 3000 years. (2) In the 1700s, bristled toothbrushes began to appear. (3) Today, they come in all shapes, sizes and colours. (4) With so many choices, it is easy to have good dental hygiene.

- F after sentence 1
- G after sentence 2
- H after sentence 3
- J after sentence 4

- 3** Which of the following sentences needs revision?

(1) The Tri-Town Snow Travellers is a snowmobile club in Ontario. (2) When the club was formed in 1968, it focuses on teaching safe driving on snowmachines. (3) Since then, it has raised money to purchase two snow groomers. (4) Now, club members maintain the snowmobile trails so that everyone can ride safely.

- A sentence 1
- B sentence 2
- C sentence 3
- D sentence 4

- 4** Which sentence is written correctly?

- F Ice fishing, a popular activity in northern regions, requires skill.
- G First, you need to drill a hole, in the ice on a lake using an auger.
- H Some avid anglers, use an ice shack, while waiting for the fish to bite.
- J Ice fishing in the north requires patience a stool to sit on and warm winter clothing.

ANSWER BOOKLET – PAGE 7

5 Choose the sentence that is written correctly.

- A What time is it in Sao Paulo, Brazil!
- B Put the wrapper in the recycling bin.
- C I am so tired that I could sleep in class?
- D Will the hockey game be over in an hour.

Short Writing Tasks

Writing Task: What do I have to do?

Examine the exemplar question in the textbox below. It is a sample question from a former OSSLT.

Short Writing Task (Answer in full and correctly written sentences.)

What is the best advice you have ever given to someone? Use specific details to explain your answer.

DO NOT WRITE IN THIS AREA

What information in the question helps us to know how to answer the question?

- *Highlight or underline key words and useful information.*
- *Don't forget to look at BOTH the instructions and the question.*
- *What does the amount of space provided tell you?*
- *What format should the answer take?*
- *How long should the answer be?*
- *What should the topic be?*
- *Do you need to offer support for your answer? What kind of support?*
- *What can you use from the question to help you to form your answer?*
- *How will you be sure to know what you want to say?*
- *Write YOUR response in the ANSWER BOOKLET pg. 9*

How is the short writing task marked?

Scoring Guide for Short Writing Topic Development Section III Short Writing

Writing Prompt: What is the best advice you have ever given to someone? Use specific details to explain your answer.

Code	Description
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read. The response <u>comments on the task</u> (e.g., I don't know.).
Off topic*	response is off-topic or irrelevant to the prompt A typical <u>off-topic</u> response is not related to the topic of giving advice. A typical <u>irrelevant</u> response comments on the topic or simply restates the question.
Code 10	response is not developed or is developed with irrelevant ideas and information The response <ul style="list-style-type: none"> identifies or gives an example of a piece of advice the student has given to someone but does <u>not provide an explanation</u> for why it was the best OR <ul style="list-style-type: none"> identifies or gives an example of a piece of advice the student has given to someone but provides an <u>irrelevant explanation</u> for why it was the best OR <ul style="list-style-type: none"> provides a general comment about giving advice.
Code 20	response is developed with vague ideas and information; it may contain some irrelevant ideas and information The response identifies or gives an example of a piece of advice the student has given to someone and provides a <u>vague</u> explanation for why it was the best. The response often requires the reader to make the connection between the support provided and what is intended to prove.
Code 30	response is developed with clear, specific and relevant ideas and information The response identifies or gives an example of a piece of advice the student has given to someone and uses <u>specific and relevant details</u> to <u>clearly</u> explain why it was the best.

Sample Answer

2 What is the best advice you have ever given to someone? Use specific details to explain your answer.

The best advice I have ever given to someone was
telling my sister to apply for a job that she didn't think
she would be good at. She is still working at this job
three years later, and is constantly telling me how
much she loves it. She tells me of the many friends
she has made and the pleasure of going in to work.

Be an OSSLT marker:

1. Is the response area left blank? _____
2. Is the response legible? _____
3. Is it on topic? _____ Proof: _____

4. Are the ideas and information:
 - a. Clear? _____ Give an example: _____

 - b. Specific? _____ Give an example: _____

 - c. Relevant? _____ Give an example: _____

ANSWER BOOKLET – PAGE 10

Short Writing Task

- 1** Identify an important environmental issue. Use specific details to explain why it is important.

Do not write in this area.

INFER THE DETAILS OF THE NEWS REPORT BY CONNECTING THE HEADLINE AND THE PHOTOGRAPH!

- Who is in the photograph?
- What is happening in the photograph?
- Where and when did the incident or event happen?
- Why did the incident or event happen?

**LEAD
SENTENCE**

Essential Information

- Who?
- What?
- When?
- Where?
- Why?
- How?

Background
Information

Quotations

Remember:

- develop the story based on the headline and photograph
- write in the past tense
- identify key people and places in the lead
- write an “attention grabbing” lead sentence
- write in short paragraphs
- maintain a formal tone

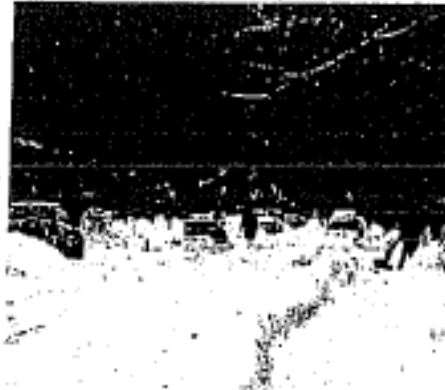
Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code	Descriptor
Blank	The page is blank with nothing written or drawn in the space provided.
Illegible	The response is illegible or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to headline and/or photo but is not a news report.</p> <p>OR</p> <p>The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.</p>
Code 20	<p>The response is related to headline and/or photo but only partly in the form of a news report.</p> <p>OR</p> <p>The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.</p>
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

News Report Exemplar

Storm Shuts Down Region

It is a nice, quiet town in city, Ontario, hundreds are left stuck in their homes due to heavy overnight snowfall on December 27th 2010.



Most residents of the town are unable to leave their property because of the two feet of snow holding their vehicles hostage!

Joe, seen clearing snow from his driveway stated, "We have not seen such a bad storm since 1991!"

Most residents of the town are expected to be house bound for the next few days because the roads aren't expected to be cleared until December 30th, just in time for New Years.

I think this exemplar is a Code _____.

I think this because:

To improve this draft the writer could:

ANSWER BOOKLET – PAGE 13

Students Participate in Important Election



1 Task:

Write a news report based on the headline and picture above.

- You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?
- You must relate your news report to both the headline and the picture.

Purpose and Audience:

to report on an event for the readers of a newspaper

Length:

The lined space provided in the *Answer Booklet* for your written work indicates the approximate length of the writing expected.

BE AN ACTIVE READER!

PRACTISE THESE COMPREHENSION STRATEGIES AS YOU READ!

CODE FOR COMPREHENSION

- * beside a statement or section of the text you think is important
- ? beside a statement or section of the text which you find confusing
- ! beside a statement or section of the text which surprises you
- + beside a statement or section of the text with which you agree

When you have finished reading the selection go back and place

- ** beside the statement or section of the text you think is the most important

TALK TO THE TEXT or MARK THE TEXT

1. Know what you are looking for as you read. Are you looking for the answer to a question? Do you need to summarize what you have read? Will you be writing about something you are reading?
2. Engage in a dialogue with the text by marking it with questions, comments, observation, etc. as you read
3. Use highlighters, sticky notes, pen or pencil to help you “make meaning” of the text as you are engaged in the reading

MONITOR YOUR READING AND USE “FIX-UP” STRATEGIES WHEN YOU GET LOST OR STUCK

When you notice that you have lost the meaning of the reading:

- Go back and reread.
- Read ahead to clarify meaning.
- Identify what it is you don’t understand: word, sentence or concept.
- If it is a word, read beyond it and see if its meaning is clarified later in the text, or think about the content so far and predict what word might make sense, If those approaches don’t work, ask someone what it means or look it up in a dictionary.
- Read to the end of a sentence to provide greater context for decoding single words.
- Reread the sentence to double-check understanding of meaning and syntax to help in decoding words.

SUMMARIZE AS YOU READ

- underline the topic sentence in the introductory paragraph
- underline the topic sentence in the rest of the paragraphs
- make a point form note in the margin for each paragraph
- use these notes to write a summary paragraph of the main idea in the reading

Read the selection below and answer the questions in *Answer Booklet*

Polar bear survival in the wild may be in danger because of climate change. Climate change is lengthening the ice-free period in southwestern Hudson Bay and thus the polar bear fast. During the Arctic spring, the bears build up their fat by eating seals that they hunt from the ice. Warming temperatures are reducing the ice. For the estimated 2000 polar bears in the region, this has serious implications. The sea ice melts completely each summer, stranding the marine creatures on land and away from their normal diet of seal meat. Although many polar bears do consume lots of blueberries and black crowberries on land, the bears lose almost a kilogram of weight a day for at least four months and as long as eight months in the case of pregnant females. Canadian wildlife biologists have been trying for decades to determine whether polar bears can better endure their months of fasting on land by eating berries. Biologists in the past have tried using measurements from muscle and blood, without success. More recently, researchers applied masks to 300 tranquilized bears and gathered samples of their breath. They found no significant differences between bears that had recently eaten berries (detectable from tell-tale stains on teeth and backsides) and those that hadn't. Can a berry diet reduce the polar bears' dependence on their fat reserves? The answer is no. Unlike that of the brown bear, polar bear metabolism cannot extract sufficient energy from berries alone.



ANSWER BOOKLET – PAGE 18

Multiple-Choice Questions

- 1** What is the best meaning of “endure” as used in line 10?
- A start
B enjoy
C tolerate
D prevent
- 2** Which option best describes how the information in lines 4 to 7 is presented?
- F chronologically
G by cause and effect
H as a problem and solution
J by similarities and differences
- 3** How did the biologists determine which bears had recently eaten berries?
- A They tested blood samples.
B They looked for stained teeth.
C They measured their muscles.
D They used masks to capture breath.
- 4** What is set off by the comma in the final sentence of the selection?
- F a contrast
G a definition
H items in a list
J a repeated detail
- 5** Which of the following is likely to occur if the average temperature continues to rise in the Arctic?
- A The polar bear population will rise.
B Polar bears will consume less seal meat.
C Polar bears will spend less time on land.
D Polar bears’ dependency on berries will decrease.
- 6** Which is compared in this selection?
- F blueberries and crowberries
G tranquilized and awake bears
H past and more-current research
J muscle measurements and blood samples

Open-Response Question

- 7** State a main idea of this selection and provide one specific detail from the selection that supports it.

TIPS FOR WRITING A SERIES OF PARAGRAPHS SUPPORTING AN OPINION

Before Writing:

- Read the prompt carefully.
- Determine your opinion about the issue.
- Use the *Rough Notes* to prepare a brief outline of your essay. Make point form notes and generate specific examples you can use to support your opinion.

During Writing:

- State your opinion clearly in one sentence.
Example Prompt: Should students have homework?

Examples of One Sentence Statement of your opinion:

Students should have homework because doing homework helps students to learn and to become more responsible.

OR

Students should not have homework because they should have the time and opportunity to develop other interests such as sports or hobbies.

- Write an introductory paragraph to state your opinion and provide an outline of your argument.
- Write body paragraphs to develop your argument and support your opinion.
- Refer to your rough notes and introductory paragraph to make sure you stay on topic and use sufficient, relevant examples to support your opinion.
- Write a concluding paragraph to summarize your opinion and your main arguments.
- Connect sentences and paragraphs with the use of transition words. (Examples: also, in addition to, secondly, finally, etc.)

After Writing:

- Ensure that you have written in complete sentences, using correct grammar, spelling and punctuation.
- Reread your essay and check for CUE (outlined below).

Ask yourself these questions:

Coherence – Is my meaning clear?

Can my reader follow my argument?

Unity –

Is everything in my essay relevant to my argument?

Is it all on topic?

Emphasis –

Have I stated my opinion forcefully?

Have I used language effectively to persuade and convince my reader?

Transition or Linking Words

Transition words, when used properly, help readers better understand your work. Your thoughts and ideas are connected through the use of well-placed transition words. They help to organize and clarify the sequence or order of your writing.

Consider using some of the following transition words in your responses:

Cause and Effect	as a result consequently for this reason however in addition in other words	since therefore moreover
Compare and Contrast	also although but by contrast compared with (to) different from even though	however like on the other hand similarly still yet
Examples and Emphasis	again and besides for example for instance	in addition in particular since specifically such as
Order or Sequence	to begin with first then secondly thirdly	finally in conclusion most importantly next lastly
Relationship of Time	before once now during after later	next meanwhile at the same time finally
Space/Location	ahead around behind below	beside beyond inside underneath

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

Code	Descriptor
Blank	The pages are blank with nothing written or drawn in the space provided.
Illegible	The response is illegible, or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	The response is related to the prompt but does not express an opinion. OR The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.
Code 20	The response is related to the prompt, but only part of the response expresses and supports an opinion. OR The response is related to the prompt, and expresses and supports an opinion, but the opinion is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent demonstrating a thoughtful progression of ideas.

Series of Paragraphs Supporting an Opinion

Exemplar

Is participation in extracurricular activities an important part of secondary school life?

Participation in extracurricular activities are important part of secondary school life because. It is a way to meet new people, To make some new friends. It can be a lot of fun; and it deffennatly keeps you out of troubles. Extra circular activities are a great way to get out of class a lot of the time. It is also a great way to become a lot better at what ever extracurricular event that you are participating in. Extracurricular activities are just an amazing way to have fun and just to fully expeirience Highschool. It has been proven that kids that participate in a fair amound of extra curricular activities are more likely to stay out of drugs, smoking, and other mischeif.

I think this exemplar is a Code _____.

I think this because:

To improve this draft the writer could:

ANSWER BOOKLET – PAGE 22

1 Task:

Write a **minimum of three paragraphs** expressing an **opinion** on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.).

Audience:

an adult who is interested in your opinion

Length:

The lined space provided in the *Answer Booklet* for your written work indicates the approximate length of the writing expected.

Topic:

Is it a good idea for high school students to have a part-time job?

Do not write in this area.

Read the selection below and answer the questions in *Answer Booklet*

A Stunning Comeback to an Elite Sport

The official line on Marie-Eve Chainey in the women's high jump read "NH"—shorthand for "No Height"—not exactly a fitting designation for an athlete who truly soared. 1



For some athletes at the Canadian track and field championships in August 2010, a triumphant return meant posting fast times after a slow season. For Chainey, it meant returning to elite competition after a nine-year battle with kidney disease. Three years ago, she was unable to walk and even lacked the strength to wash her hair. 2

As a 14-year-old, Chainey would often travel 820 kilometres from Kapuskasing to Toronto to train under coach Gary Lubin at York University. At 18, Chainey went to Spain to learn the language and continue her high-jump training. While there, she became so dizzy she had to be hospitalized. That's when she got the news: Her kidneys were no longer working. She hasn't known life without dialysis since. 3

Healthy kidneys filter waste products from the blood. In dialysis treatment, a machine cleans the blood at regular intervals, for example, three times a week. Chainey has been using nocturnal dialysis, which works while she sleeps. 4

Since her original diagnosis, Chainey has had to overcome four relapses and countless other obstacles, including going blind for two months. She was told over and over she'd never jump again because her muscles were too damaged. But for Chainey, jumping is like breathing. 5

"From when I got sick, the goal that I had was to just be back jumping," she said. "Jumping was basically my happy place. Even now more so. Because I'm sick and there's so much going on, when I go to high jump, I don't think about anything else than just high jump and enjoying it. It is definitely my getaway. I feel normal because I don't have to think about anything else." 6

So on the eve of the national championships, the 27-year-old was not about to be deterred by a difficult night of dialysis. "I'm very stubborn, I'm very hard-headed ... I just had to find a way that I would be able to jump, no matter what." 7



Chainey certainly felt jittery at the championships; her hands wouldn't stop shaking once the competition began. She didn't clear the starting height of 1.50 metres, which she had managed to get over in practice. Still, you'd be hard pressed to find a happier last-place finisher anywhere.

"Just being out there, especially when they lined us up and they introduced us to the crowd, it was a special moment that I'll always remember," she said. "I didn't feel comfortable at first because I didn't feel I belonged. But although I didn't get a height, I still feel I belonged there. It felt awesome just to have the opportunity and experience this."

Chainey says kidney disease has cured her of her perfectionism. "I've always been a straight A student, always done well in sports and piano," she said. "So when I got sick, my life wasn't perfect anymore. I had to learn how to live with what you have, that I had limits. That was a very good lesson for me, to know that things aren't always perfect but you can still make the best of it."

Lubin is not surprised by her determination. "She used to come down from Kapuskasing, a 12-hour train ride ... in order to train. When I talk to my athletes about dedication, I say, 'Don't tell me you came from Burlington. You think that's far? How about Kapuskasing?' This is the type of person she is."

There are comebacks, and there are *comebacks*.

ANSWER BOOKLET – PAGE 28

Multiple-Choice Questions

- 1** Where was Chainey living when she was diagnosed with kidney disease?
- A Spain
B Toronto
C Burlington
D Kapuskasing
- 2** Early on, how did Chainey demonstrate her dedication to high jumping?
- F She went to Kapuskasing to train competitively.
G She competed at the Canadian track and field championships.
H She competed even though she had received dialysis treatments.
J She frequently travelled long distances to train at York University.
- 3** How is the information in paragraphs 1 to 3 organized?
- A present to past
B cause and effect
C similarities and differences
D more important to less important
- 4** What is the purpose of the dashes in paragraph 1?
- F to set off an explanation
G to replace quotation marks
H to indicate a change in topic
J to separate an idea and an example
- 5** Why is paragraph 5 important to the selection?
- A It reveals Chainey's determination.
B It describes the dangers of dialysis.
C It proves that Chainey should not compete.
D It explains why high jumping is an elite sport.
- 6** Which word is closest in meaning to "deterred" as used in paragraph 7?
- F stopped
G punished
H confused
J exhausted

ANSWER BOOKLET – PAGE 28

7 What impact did kidney disease have on Chainey?

- A** Chainey became dissatisfied with anything less than a win.
- B** Chainey stopped using jumping as an escape from her troubles.
- C** Chainey valued her fellow competitors as encouraging supporters.
- D** Chainey no longer expected to be flawless in what she attempted.

8 Why was Chainey satisfied with her finish at the national championships?

- F** She had jumped her personal best.
- G** She had met her coach's expectations.
- H** She had defeated her closest competitor.
- J** She had returned to the sport she enjoyed.

9 What idea connects the introductory paragraph to the conclusion?

- A** Chainey is a champion high jumper.
- B** Chainey's last place finish is a victory.
- C** Chainey's kidney disease is a curable illness.
- D** Chainey has qualified for the national championships.

Reading Literary Text and Punctuating Dialogue

Reading Literary Text: Use ACTIVE READING Strategies!

Before you begin reading the literary text which follows, study the tips on “Active Reading” strategies, listed below. Using such strategies will help increase your:

- ✚ literal (“word-for-word”) comprehension of the passage
- ✚ inferring skills (ability to read between the lines of the passage for additional information)
- ✚ ability to extend your thinking about the passage, and connect it to the modern-day world, or to your own personal experiences.

Active Reading Strategies:

Make a prediction:

Read the first paragraph and try to determine what will happen next...

**WRITE YOUR PREDICTION IN THE MARGIN
BESIDE PARAGRAPH #1**

Question the text:

Write questions on sticky notes, tab lines / pages of the text

WRITE THEM IN THE MARGINS

Summarize key ideas:

Use a graphic organizer to record key points of plot, theme, or character development in the story...

WRITE THEM IN THE WHITE

Visualize the text:

Let the words help you create images about the characters and actions occurring in the story...

KEEP THE PICTURES IN YOUR HEAD ☺

Monitor & clarify your understanding:

Re-read portions of the text to search for important details, and to locate key words, literary devices, symbolic images, etc.

**USE A CHECKMARK (✓) OR A QUESTION MARK (?)
TO SHOW WHERE YOU UNDERSTOOD AND
WHERE YOU REREAD TO DOUBLE CHECK THE
MEANING**



Punctuation

Punctuation is key to helping readers make sense of the text that they are reading. Here are some examples of punctuation marks and their common uses:

Punctuation	Common Uses
Apostrophe (')	<ul style="list-style-type: none"> to show possession (Ali's boat) to indicate a contraction (don't; can't; she's) to replace missing letters in speech (How is it goin'?) to show the plural of letters or symbols (There are three a's in Saskatchewan)
Colon (:)	<ul style="list-style-type: none"> to introduce a list to express time (8:00 a.m.)
Comma (,)	<ul style="list-style-type: none"> between compound sentences when you say someone's name to address them with words, phrases or clauses that interrupt a sentence between items in a series to set off clauses starting with <i>which</i>
Ellipsis (...)	<ul style="list-style-type: none"> can also be used to indicate an unfinished thought or, at the end of a sentence, a trailing off into thought and silence a series of dots that usually indicates that something has been left out intentionally (words, a section, etc.) calls for a slight pause in speech or any other form of text
End Punctuation	<ul style="list-style-type: none"> Exclamation Mark (!) gives emphasis, and expresses surprise, delight or alarm Period (.) are used at the end of a sentence or after initials and abbreviations Question Mark (?) indicates a direct question or interrogative statement.
Parentheses ()	<ul style="list-style-type: none"> to set off comments or asides in a sentence to insert additional information to clarify meaning
Quotation Marks (“ ”)	<ul style="list-style-type: none"> for titles of works that are usually contained within a longer work, collection or anthology (i.e. poems) for direct quotations in dialogue in place of italics or underlining to indicate a word that is being defined or explained
Semi-Colon (;)	<ul style="list-style-type: none"> to separate two related sentences to separate items in a list when one or more of the items contains a comma

Read the selection below and answer the questions in *Answer Booklet*

"Is tomorrow the big day?" asked Hanna. Her father was lost in thought. "Dad?" 1

"Sorry." Gerry snapped out of his reverie. "I can't focus. Nerves, I guess." 2

"Don't be nervous," said Hanna. "You're a fantastic chef!" 3

"Thanks. It's not the cooking that I'm worried about—it's the pace. 'Go! Hurry!' People yelling ... getting annoyed." 4

Hanna could see his anxiety. "But we have given you lots of practice dealing with impatient, noisy people," she said. "You have an advantage over the 20-year-old apprentices! They haven't been cooking for five kids for 18 years." 5

"True," acknowledged Gerry. "It's just scary trying a new career at 44, even with the help from the Second Career program." 6

"Remember the night before I started that lifeguarding job? I was a wreck, and you and Mom gave me great advice." 7

"What?" 8

"Take a deep breath," she replied. "Go for a walk." 9

Gerry exhaled loudly. "That helps. Any other tips?" 10

"You distracted me with a funny story—remember your lab partner who used salt instead of sugar?" 11

"Poor Steve," recalled Gerry, chuckling. "Let's hope I don't make mistakes like that!" 12

"You won't," said Hanna reassuringly. "And Mom suggested that I visualize the end of my first day. Picture yourself cleaning your station after your shift and imagine the feeling of accomplishment." 13

Gerry closed his eyes and swished his hands out in front of him, wiping an imaginary counter. 14

They burst out laughing. "Feeling of relief, or maybe exhaustion," added Gerry. "Forget visualization, how about that walk?" 15

ANSWER BOOKLET – PAGE 30-31

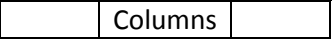
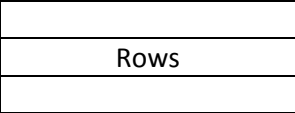

Multiple-Choice Questions

- 1** What would be the most appropriate title for this selection?
- A A New Start
B A Chef's Special
C Father Knows Best
D Practice Makes Perfect
- 2** What is indicated by the single quotation marks in paragraph 4 around "Go! Hurry!"?
- F Gerry is talking to himself.
G Two people are talking at the same time.
H Gerry is speaking someone else's words.
J The words are thoughts, not conversation.
- 3** What does Hanna mean when she says "I was a wreck" (paragraph 7)?
- A She was exhausted from lifeguarding.
B She feared starting a new lifeguarding job.
C She was injured while she was on the job.
D She needed help from the Second Career program.
- 4** How does Gerry feel when he exhales loudly in paragraph 10?
- F He is beginning to relax.
G He is exhausted with worry.
H He is impatient with his children.
J He is irritated to receive so much advice.
- 5** In which paragraph is a general idea supported with specific information?
- A paragraph 3
B paragraph 9
C paragraph 11
D paragraph 14

Open-Response Questions

- 6** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.
- 7** What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

FEATURES OF GRAPHIC TEXT

Techniques and Signposts	Purpose and Effect
font style and size	Headings are largest, subheadings are medium and text is smallest. Thus headings capture the reader's eye first. Consistency for each of these three types is key; an element of script that is not consistent with these types would draw the reader's attention
 Columns	Organize information so that the reader scans information from top to bottom
 Rows	Organize information so that the reader skims information from side to side
upper left corner	Typically contains the most important information because this is usually what the reader reads first
<input type="checkbox"/> bullets, also known as nuggets / points	Draw the reader's attention to a list of special features or examples
Boldface	Used to highlight specialized terms, key words or words used for the first time: Words in bold allow the reader to skim and scan easily and quickly: Words in bold allow a reader to locate information without having to read an entire text
reversed type	White type on a black background provides greater impact than the usual black type on a white background
white space	A picture or a piece of text draws the reader's attention if it is surrounded by white space – the more space surrounding it, the more attention it receives
 enlarging	The enlargement of shapes, logos, clip art and pieces of text will draw the attention of the reader because of their dominance: To surround a large image or block of text with smaller ones, as with word webbing, creates a central focus and a sense of balance for the reader
<i>Tilting and curving</i>	These techniques attract the reader's attention because they are out of the ordinary
Textboxes	Organize, separate and differentiate blocks of text
A chart, graph or table	Condenses information to allow for quick reference by the reader
patterned vs. random layout	Arrangement of visual elements in either orderly or abstract fashion can either create a soothing or jarring effect on the reader
Tinting and shading	Allow the reader to readily differentiate adjoining boxes or cells containing text
Symmetrical vs. asymmetrical.	The balanced versus imbalanced placement of images on the left versus the right sides of a page
Asterisks	Alert the reader to view a footnote containing special conditions, restrictions, a definition or an explanation of material just read

How to Read Graphic Texts

Before Reading:

- ✓ Look over the text to determine what type it is and which elements are used.
- ✓ Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text.
- ✓ Recall what you already know about the topic or subject.

During Reading:

- ✓ Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- ✓ Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- ✓ Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- ✓ Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- ✓ Identify the relationships among the visuals and information presented.

After Reading:

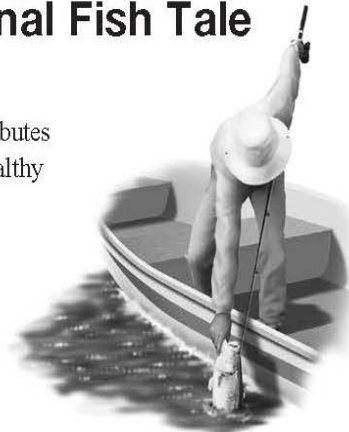
- ✓ Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- ✓ Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.

Adapted from “Think Literacy – Cross-Curricular Approaches Grades 7-12”

Read the selection below and answer the questions that follow it.

Canada's Recreational Fish Tale

The recreational fishing industry in Canada, which contributes billions of dollars each year to the economy, relies on healthy freshwater ecosystems. Studies done every five years by Fisheries and Oceans Canada show that, while the number of anglers (people who fish) has dropped dramatically, fishing-related spending has remained relatively steady. Here's a look at recent statistics.



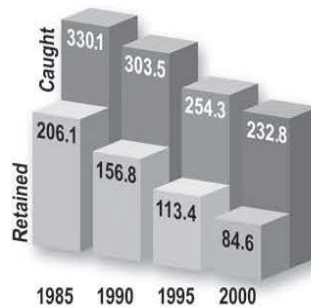
Total number of anglers

Shown in millions of resident and non-resident anglers



Total fish caught and retained

Shown in millions of fish



Direct fishing-related expenditures*

Shown in billions of dollars



*Direct fishing-related expenditures include food and lodging, transportation, fishing services and fishing supplies.

Why are anglers releasing so many more fish?



Barbless hook

In 1985, anglers released fewer than 38% of all fish they caught. By 2000, that number had climbed to 64%. In part, this is because many recreational anglers have adopted the “catch and release” approach to fishing. By using barbless hooks and carefully releasing fish, they help to ensure the continued sustainability of Canada’s recreational fishing industry.

Source: "Canada's recreational fish tale," http://www.ec.gc.ca/water/images/info/facts/e-Canada_recreational_fishing.htm. © Environment Canada, 2004. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2008.

Canada's Recreational Fish Tale: Answer Key (☆ indicates correct answer)

Skim and Scan:
Go back to the text and locate the paragraph where barbless hooks are mentioned. "b", "c" and "d" can fairly easily be ruled out as the angler is not keeping the fish.

Re-read: review the graphs, they provide a good visual reference. Note that the first two graphs show a decreasing trend, therefore "b" and "d" can be ruled out as they suggest an increase. The third graph indicates the dollars spent has been consistent. Therefore a drop in spending suggest by "c" is incorrect if the trends continues.

What does the increasing use of barbless hooks suggest about anglers?

- a They want to help maintain fish populations. ☆
- b They want to retain as many fish as possible.
- c They want to make a lot of money selling fish.
- d They want to make sure the fish are securely hooked.

What do the trends shown in the graphs continue, and what is a logical prediction?

- a The number of fish caught decreases. ☆
- b The number of anglers rises to 1985 levels.
- c In 2005, anglers spend less than one billion dollars on fishing.
- d In 2005, the number of retained fish reaches 150 million.

What is the purpose of the asterisk (*) beside "Direct fishing-related expenditures"?

- a to direct the reader to the graph
- b to indicate the importance of the section
- c to connect the heading to other information ☆
- d to emphasize the amount of fishing-related expenditures

Re-read: locate any asterisks (there are only 2). Read the headings and information associated with the asterisks and see how they relate.

4 Which part of the selection relates most closely to the final paragraph?

- a the introductory paragraph
- b the "Total number of anglers" graph
- c the "Total fish caught and retained" graph ☆
- d the "Direct fishing-related expenditures" graph

Re-read: The final paragraph to determine what is mentioned. You may need to re-read the introductory paragraph as well just to rule it out.

5 What is the meaning of "adopted" as used in the final paragraph?

- a used ☆
- b noticed
- c suggested
- d abandoned

Skim and Scan: Locate the word "adopted". **Re-read:** Read the surrounding text as needed to find a context for the term "adopted". Read the text again substituting the options in place of "adopted" and see which makes the most sense.

6 Which part of the recreational fishing industry contributes to the economy?

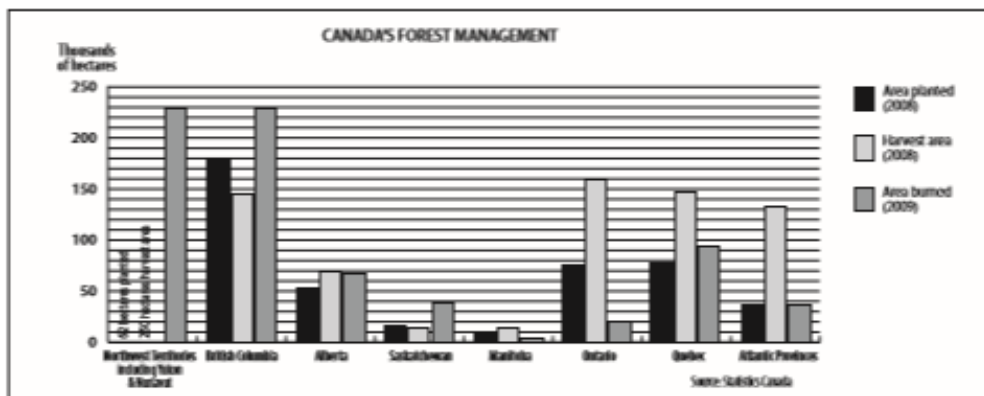
- a the picture of the angler
- b the "Total number of anglers" graph
- c the "Total fish caught and retained" graph
- d the "Direct fishing-related expenditures" graph ☆

Access Prior Knowledge: Identify what the term "economy" refers to (money which is spent by individuals and goes in some portion to support the country's finances). **Re-read:** Review the suggested parts of the selection and determine which relates to the idea of spending money.

Read the selection below and answer the questions in *Answer Booklet*

Canada's Forests

Canada is the world's leading exporter of softwood lumber, panels, pulp and newsprint, and the third largest exporter of printing and writing paper. Canada's forest management includes sustainable harvesting of forests, replanting of harvested areas and tracking threats to forests, including damage due to fires.

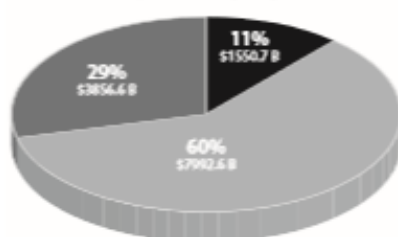


Ontario's Forest Industry

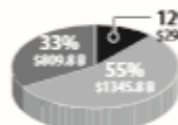
Ontario's forest industry contributes substantially to the provincial economy. The three major sectors of the forest industry in Ontario are represented in the pie graphs below.



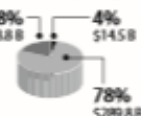
REVENUE FROM ONTARIO'S FOREST-INDUSTRY-MANUFACTURED GOODS
\$13.4 trillion (2008)



WAGES AND SALARIES IN ONTARIO'S FOREST INDUSTRY
\$2.446 trillion (2008)



NEW INVESTMENTS IN ONTARIO'S FOREST INDUSTRY
\$373 billion (2009)



Main sectors of the forest industry:

- Forestry and logging
- Pulp and paper product manufacturing
- Wood product manufacturing

ANSWER BOOKLET – PAGE 28

Multiple-Choice Questions

- 1** What word is closest in meaning to “exporter” as used in the paragraph below the title?
- A investor
B purchaser
C distributor
D manufacturer
- 2** Why is a bar graph appropriate for the forest management data?
- F It shows decreasing size.
G It shows changes over time.
H It shows increasing importance.
J It shows a comparison of categories.
- 3** How is the “Canada’s Forest Management” graph organized?
- A by degree of success
B by size of production
C by changes over time
D by geographic location
- 4** What was true about British Columbia’s forest management in 2008–2009?
- F Less area was burned than planted.
G More area was burned than planted.
H Less area was planted than harvested.
J More area was harvested than burned.
- 5** What is an accurate conclusion that can be drawn from the information in the pie charts?
- A Wood product manufacturing generated the largest percentage of revenue but the smallest percentage of wages in 2008.
B The percentages of revenue and those of wages and salaries from the major sectors of Ontario’s forest industry were similar in 2008.
C The largest percentage of wages came from pulp and paper product manufacturing in 2008, even though that sector generated the smallest amount of revenue in 2008.
D The smallest amount of money was invested in forestry and logging in 2009, even though that sector generated the largest amount of revenue in 2008.
- 6** What conclusion can be supported by information in this selection?
- F The forest management of each region or province is unique.
G It is likely that Alberta’s forest industry is similar to that of Ontario.
H The pie charts suggest that forestry and logging in Ontario is the most profitable sector.
J Manitoba’s forest industry determines Canada’s international position as an exporter of forest products.