



Literacy Prep: Session #2

- **Introduction**
- **Reading Strategies**
- **Making Inferences (interpreting what you read)**
- **Open Responses (short answer writing)**

OSSLT

March 31st, 2020

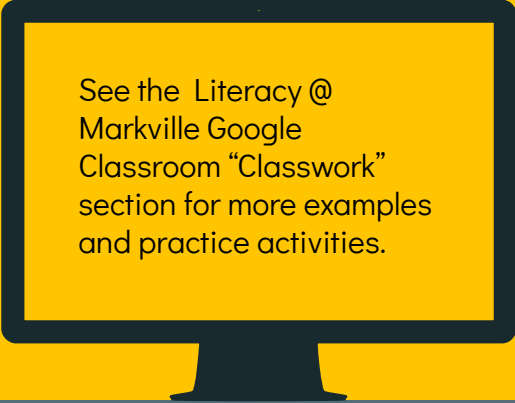
If you haven't
already...



Join the Literacy @ Markville Secondary School Google Classroom

Google Classroom Join Code:

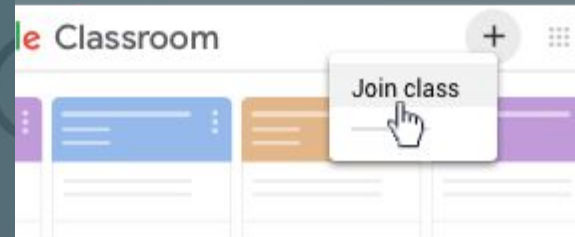
anc9xz



See the Literacy @
Markville Google
Classroom "Classwork"
section for more examples
and practice activities.

Literacy @ Markville Secondary School

Class code `anc9xz` [QR icon]





After School Literacy

The after school literacy program is an opportunity for students to work on the specific skills and to practice answering the types of questions that will be asked on the OSSLT.

The goal of the program is to reinforce the skills required and to help students feel more comfortable for the writing of the OSSLT this spring.

[Link to After School Literacy Program Information](#)

Starting Wed. November 13th 2019 & ending Thursday. November 12th 2019. There are 10 sessions in total and will run every Wednesday & Thursday between these times in room 224.

Reading

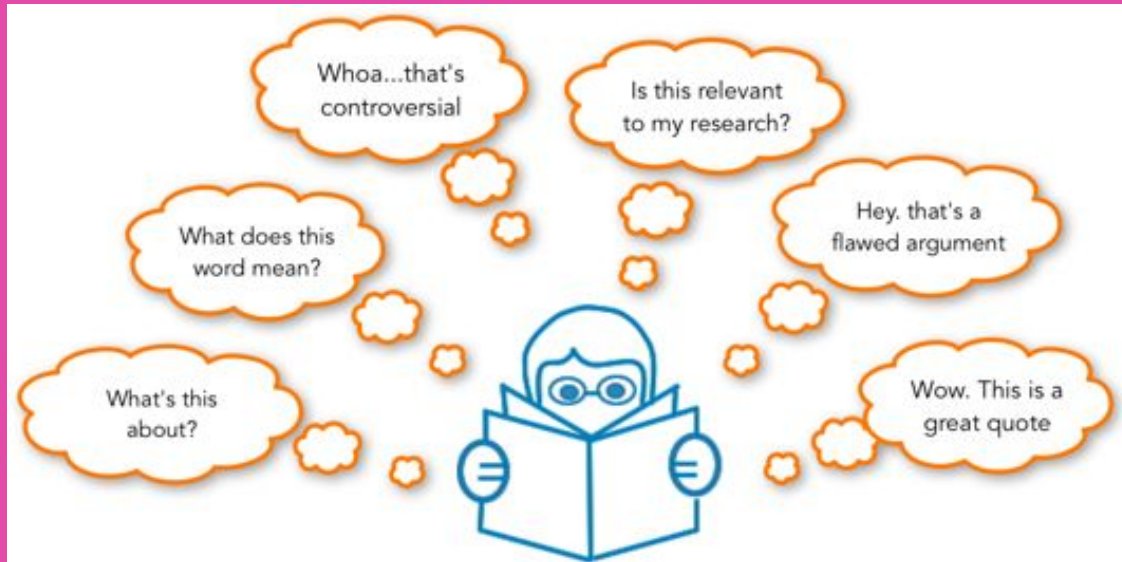


Strategies

Objective: To learn valuable active reading strategies to help you understand what you are reading which will be evaluated on the OSSLT.



What does it mean to be an active reader?



Reading selections in the OSSLT

Tips for reading

2. Skim the selection and then read it closely.

3. Underline or highlight important information and ideas as you read.

4. As you read, think about what you are reading and ask yourself questions about it.

5. Try to "see" what you are reading; some readers say this is like running a video or movie in their heads.

6. Look for links between what you are reading and experiences you have had.

Greasing the Wheels of Change

After reading their road trip to British Columbia on October 1, 2008, Che Whiteaker and Tyson Jarry have posted a video [YouTube](#) comment. But the [video](#) [comment](#) is the most useful to watching the trip.

Under the name "Whiteaker & Jarry" the two young environmentalists are sharing their road progress. Jarry and Che are in Canada and the U.S. and their first mission is a run-around by regulatory red. The two are about 8 km on a loop of this trail.

The couple offers each of their first-hand experiences, saving hundreds of dollars and carbon emissions. "People tended to say the two models like hardware, but in fact, it is not an obvious difference," Whiteaker said.

The pair hope to set a world record for the longest practice for our only alternative fuel, with a goal of covering 10 000 kilometers in three or months.

The duo recently talked to the *GreenSource* who drove 10 000 kilometers on natural gas one year ago.

Growing up around Georgian Bay inspired Jarry's interest in nature. He worked as a tree planter while studying environmental management. Whiteaker gave up camping in the province. She finished her degree in waterparking and environmental studies a year ago. The pair also had a career and worked their shared goal for sustainable living.

"We're not looking to become famous," Jarry said.

"We want to inspire the idea that people have a choice. We have the technology, technology like the car, but really, change has to come from people's motivation," Whiteaker said after meeting with the student ecological club at an Ottawa high school.



[Source page](#)





Some students may rush through the reading to get to the questions where they think “the marks come from” ...but on the OSSLT, you are marked on how well you understood what you read.

Understanding what you read is where the marks are!

Take your time, read the selection, go back to it when needed.

[More Active Reading Strategies Here!](#)

How many of these active reading strategies do you use already?

Types of Readers

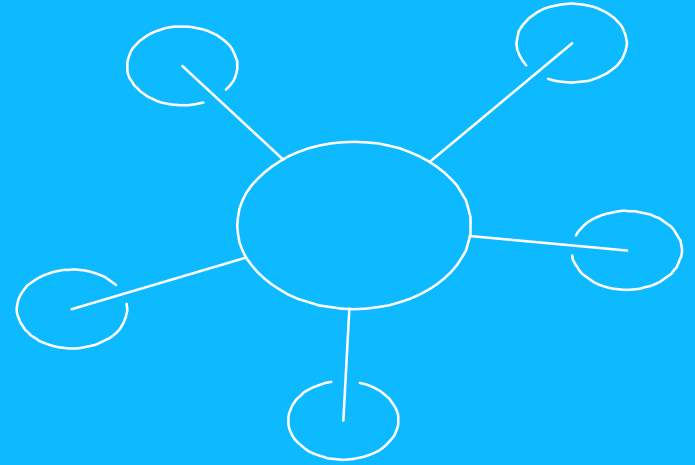
• Passive

- Page flippers
- Appear to be reading
- Cannot remember what they read
- Words get read but bounce off, do not get absorbed

• Active Readers

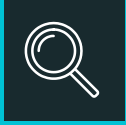
- Preview Text
- Set a purpose
- Connect personally
- Use prior knowledge
- Predict
- Visualize
- Monitor
- Make Inferences

Making



Inferences

Objective: To learn what the word inference means and identify that you already do it all the time. Now you need to think about how you can infer when reading a selection.



Inference is using observation and background to reach a logical conclusion. You probably practice **inference** every day. For **example**, if you see someone eating a new food and he or she makes a face, then you **infer** he does not like it. Or if someone slams a door, you can **infer** that she is upset about something.

what is an **INFERENCE?**

using what you already know

&

evidence from the text



to read “in between the lines”
and figure out what
the author is saying!





Make Some Inferences

1. What message is the husband trying to send Emma? How can you tell?
2. How is Emma feeling about her husband's interference with her tasks? How can you tell?
3. What message is Emma trying to send her husband at the end with the ipad? How do you know?
4. How do you think the husband felt in response to Emma giving him the ipad at the end? How can you tell?



Let's Practice Inferencing from what we read

<https://forms.gle/Go9qh4gHQibBaiv66>

Open



Responses

Objective: To learn what is expected of students for an open response on the OSSLT in terms of structure and details.

An “open response” is a piece of writing that you produce after reading a passage or short story.

For an open response question, you will need to answer a specific question and provide evidence from the reading that supports your answer.


Code 30

I would like to go the Ed Sheeran concert in July. Firstly, this album, "Divide", released this year is one of the best overall albums that I have listened to. It has a large variety of amazing songs, from slow ballads to upbeat pop. Seeing these songs performed live would make for a heightened listening experiences. Secondly, this concert is convenient as it takes place over the summer, as well as the venue being located in Toronto, a city I live near. Overall, I believe this Ed sheeran concert would be a memorable, yet realistic, event to attend.

Annotation: The response identifies an event the student would like to attend (*the Ed Sheeran concert in July*) and provides specific and relevant details to explain why the student would like to attend the event (*Firstly, this album, "Divide"...slow ballads to upbeat pop...heightened listening experience...convenient, the venue being located in Toronto*).

School team qualifies for finals

High level basketball competition, Saturday, March 11th, the day of the... Ontario Regional Basketball Playoffs on the day their team would add them to play. Their hopes did not go unfulfilled!



According to Jay... long time coach of the... one of the previous first... all basketball teams, victory didn't come without a price. "So many of my players worked... therefore it didn't feel like a victory until it was over, giving up social... motivation, extracurricular, time with family, and more study time." He adds with a chuckle.

Such sacrifice truly gives the players extreme dedication to their sport. To many members of the team, it was far more than an after school sport. "It represents how goals, equality... that girls and guys can both be good at sports."... coaching partner, said in a post-game interview. "That's why it's so important to me."

The... started off slow with the opening from the... taking the lead 4-2... for the first half of the game. But the... stepped it up, pulling off some... gravity-defying shots and an amazing open shot by... The... and some were 19-9... which means the... game on to the National Playoffs, scheduled for June 3rd this year. "The competition will be fierce,"... "but we've come here for and found... has much adversity to give up some... National... but we come!"

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



1 Any followed her co-worker into the lunchroom. “Stop worrying. You can’t lose your job.”

2 She walked over to the staff bulletin board. “Look, it says so right here in this brochure about the *Occupational Health and Safety Act*. Any worker can say no to work if ‘the physical condition of the workplace or the part thereof in which he or she works or is to work is likely to endanger him or her.’”

3 “And what exactly does that mean in everyday language?” asked Joe.

4 “It means that any worker has the right to refuse unsafe work. The shift supervisor asked you to clean the equipment with solvent in an unventilated space. That storeroom doesn’t even have a window to open. If you had obeyed her, you would have breathed harmful


fumes. So you were right to say no. Because Shauna is a supervisor, she really needs to know about what’s in the Act.”

5 “I’ve only worked here three weeks. I don’t want Shauna to think I’m a troublemaker,” Joe blurted in a rush. He collapsed into a chair.

6 “When I did a research project at school, I found out that an average of 42 young workers are harmed on the job every day just in Ontario. You don’t want to be one of them.”

7 “I can see that knowing about workplace safety is essential for everyone.” Joe stood up with a smile. “Let’s talk to Shauna.”

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



Amy followed her co-worker into the backroom. "Stop worrying. You can't lose your job."

She walked over to the staff bulletin board. "Look, it says so right here in this brochure about the Occupational Health and Safety Act. Any worker can say no to work if the physical conditions of the workplace or the part thereof in which he or she works or is to work is likely to endanger him or her."

"And what exactly does that mean in everyday language?" asked Joe.

"It means that any worker has the right to refuse unsafe work. The shift supervisor asked you to clean the equipment with solvent in an unventilated space. That store room doesn't even have a window to open. If you had obeyed him, you would have inhaled harmful fumes. So you were right to say no. Because Shama is a supervisor, she really needs to know about what's in the Act."

"I've only worked here three weeks. I don't want Shama to think I'm a troublemaker," Joe blushed in a rush. He collapsed into a chair.

"When I did a research project at school, I found out that an average of 42 young workers are harmed on the job every day just in Ontario. You don't want to be one of them."

"I can see that knowing about workplace safety is essential for everyone." Joe stood up with a smile. "Let's talk to Shama."

Think about how you would answer this question on the OSSLT:

What is one character trait that describes Amy? Use specific details from this selection to support your answer.

Activity: In small groups, look at the rubric on slide 21 and the three example student answers on slide 22. Decide, which student answer on slide 22 you think got the highest mark and why?

**Scoring Guide for Reading Open-Response
Section IX Dialogue Question 6**

Q6: What is one character trait that describes Amy? Use details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read. A <u>comment on the task</u> (e.g., I don't know.).
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>irrelevant</u> response comments on the selection or topic (e.g., I do not have a job) or only restates the question. A typical <u>incorrect</u> response <ul style="list-style-type: none"> • provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection OR <ul style="list-style-type: none"> • states one character trait of Amy and provides <u>no support</u> from the selection (e.g. Amy is helpful).
Code 10	<ul style="list-style-type: none"> • response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection The response identifies or describes one character trait of Amy but provides <u>irrelevant</u> support from the selection (e.g., a retelling of events in the selection) to explain the response.
Code 20	<ul style="list-style-type: none"> • response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection The response identifies or describes one character trait of Amy but provides <u>vague</u> support from the selection to explain the response. The response often requires the reader to make the connection between the character trait and supporting detail(s).
Code 30	<ul style="list-style-type: none"> • response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection The response identifies one character trait of Amy and uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain the response.

Which answer do you think got the best mark?

6 What is one character trait that describes Amy? Use specific details from this selection to support your answer.

She seems to be A Very Caring person that doesn't want to see herself or one of her co-workers to get hurt on the job for something that shouldn't even be happening due to unsafe working environment.

One character trait that defines Amy is bold. Amy is bold because she stands up for what she knows is right and she is not afraid of speaking up against hazardous areas and workplace safety violations. She is even more bold because she is standing up for a colleague not just herself.

How do you know?

Remember, we are looking for specific and relevant details from the reading selection to support the answer.

Amy is an nervous person. When she refused to do what she was told by her supervisor she thought she was going to get fired. Also she was nervous that her supervisor would think of her as a trouble maker.

Code 30

- 6 What is one character trait that describes Amy? Use specific details from this selection to support your answer.

One character trait that defines Amy is bold. Amy is bold because she stands up for what she knows is right and she is not afraid of speaking up against hazardous areas and workplace safety violations. She is even more bold because she is standing up for a colleague not just herself.

Annotation:

This response identifies a trait of Amy (*bold*) and provides specific and relevant support from the reading selection (*she is not afraid of speaking up against hazardous areas and workplace safety violations. She is even more bold because she is standing up for a colleague not just herself to explain the response.*).

Student Activity: Using the same reading selection, answer the following question. Click on the link to below to record your answer.

Why should everyone learn about workplace safety? Use specific details from this selection and your own ideas to support your answer.

<https://forms.gle/uok8mq9uFxfmwW1H8>

SURVEY

A hand with light-colored nail polish is holding a blue marker, drawing a horizontal line across the page. The line starts under the 'S' of 'SURVEY' and extends to the right, ending under the 'Y'.

Exit Survey

<https://forms.gle/dAHJB1Zk2SMAnSH4A>

THANKS!

Any questions?

Contact me at michelle.e.wilson@yrdsb.ca