Wednesday, October 16, 2019 Period 3

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.

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.

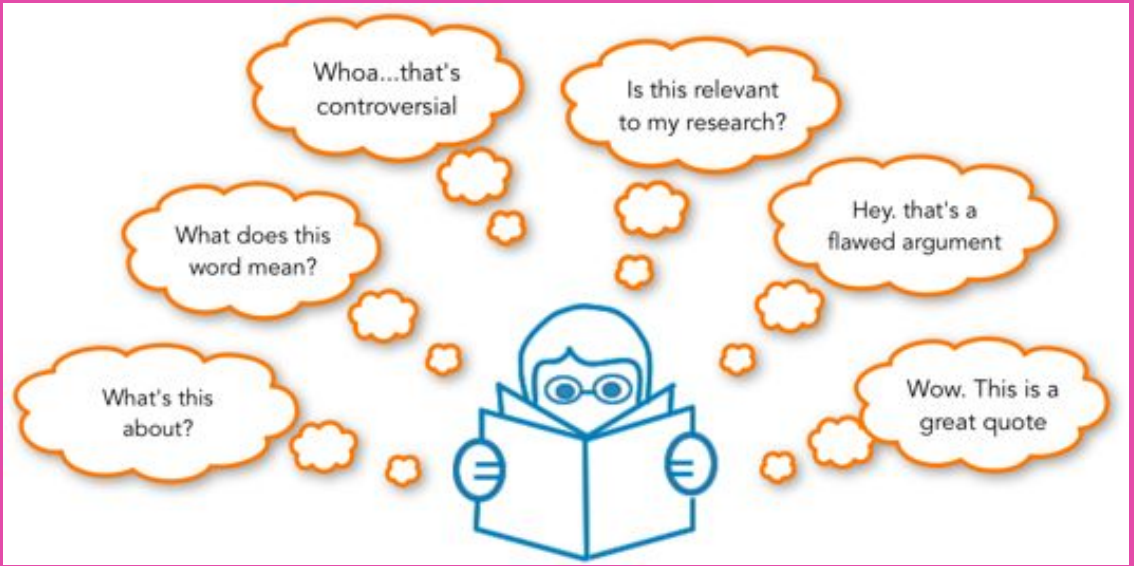
Link to After School Literacy Program Information

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

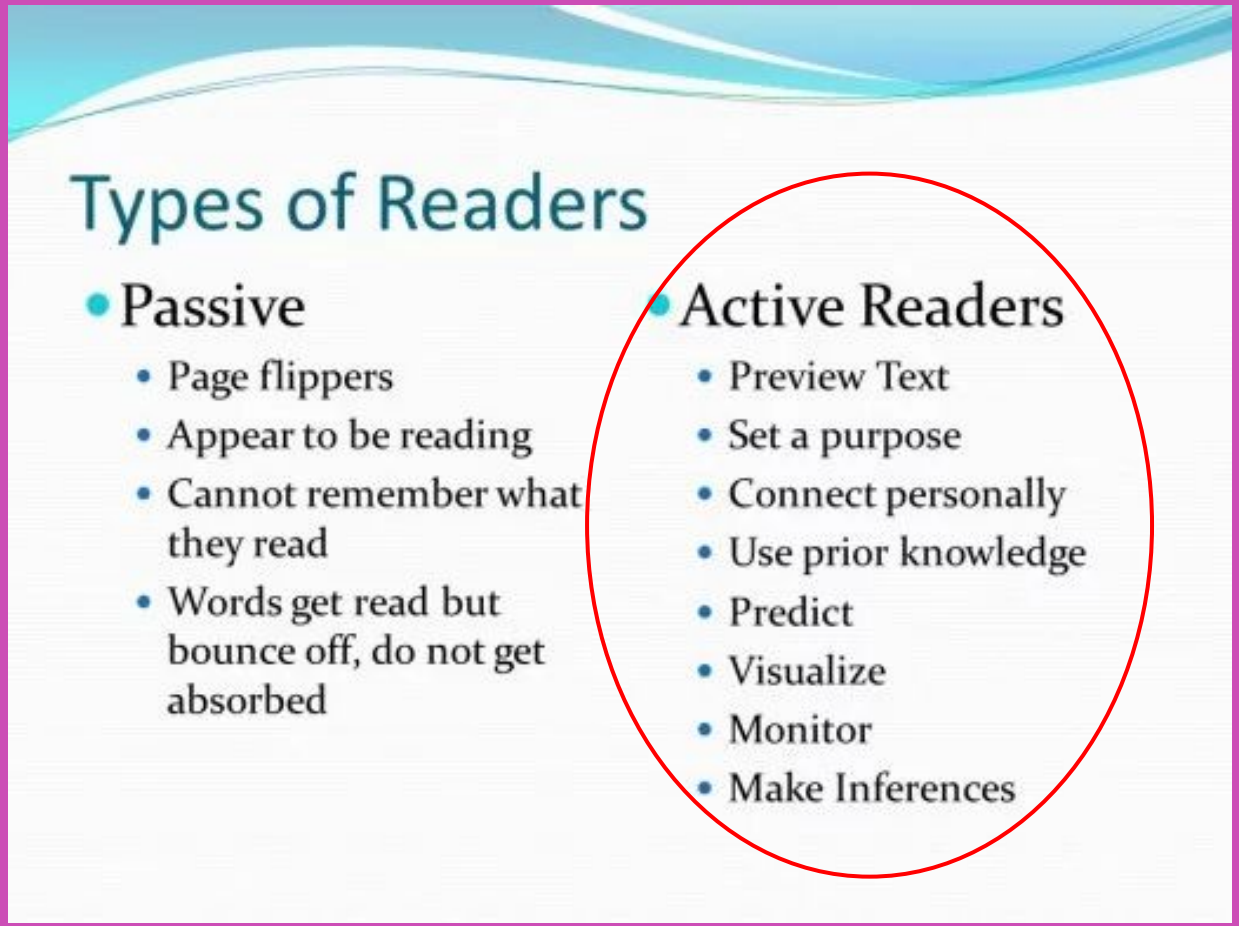
Some students may rush through the reading to get to the questions where they think “the marks come from”...but on the OSSLT, you are marked on how well you understood what you read.

Understanding what you read is where the marks are!

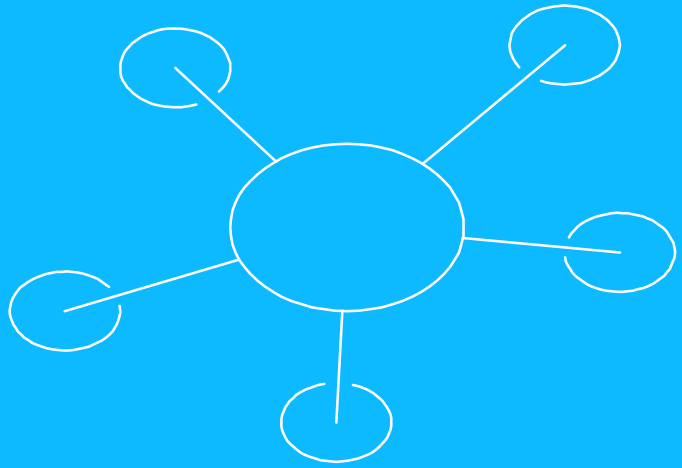
Take your time, read the selection, go back to it when needed.

More Active Reading Strategies Here!

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

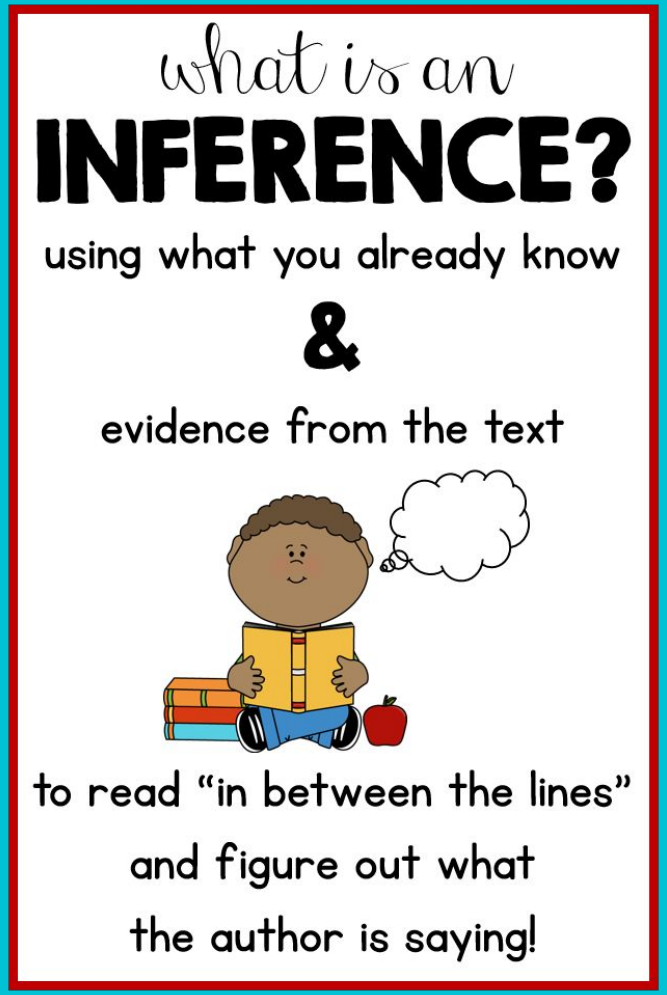


Making Inferences



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.



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

Tools Development
Scoring Guide Code 60

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

Amy followed her co-worker into the lunchroom. "Stop worrying. You can't lose your job." 1

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.'" 2

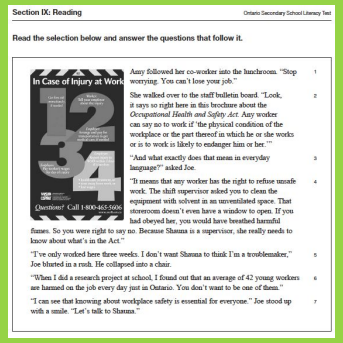
"And what exactly does that mean in everyday language?" asked Joe. 3

"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." 4

"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. 5

"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." 6

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



Section IX: Reading — Ontario Secondary School Literacy Test

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

In Case of Injury at Work

Question? Call 1-800-465-5606

Amy followed her co-worker into the lunchroom. "Stop worrying. You can't lose your job." 1

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.'" 2

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

"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." 4

"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. 5

"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." 6

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

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 illegible response cannot be read. A comment on the task (e.g., I don't know.).
Off topic/ Incorrect*	**response is off-topic, irrelevant or incorrect** A typical off-topic response has no connection to the selection or the question. A typical irrelevant response comments on the selection or topic (e.g.,I do not have a job) or only restates the question. A typical incorrect response • provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection OR • states one character trait of Amy and provides no support from the selection (e.g. Amy is helpful).
Code 10	• **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 irrelevant support from the selection (e.g., a retelling of events in the selection) to explain the response.
Code 20	• **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 vague 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	• **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 specific and relevant support from the reading selection to clearly explain the response.

Which answer do you think got the best mark?

5 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 a 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.

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

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

Exit Survey

https://forms.gle/dAHJB1Zk2SMAnSH4A

THANKS!

Any questions?

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