

# OSSLT Information and Book 1 Take UP

Newmarket High School  
Feb 26, 2019

# When and How?

- Date: Wednesday, March 27, 2019
- Time: Starts promptly at 8:30 a.m.
- How: Booklet 1 (75 min), Break (15 min), Booklet 2 (75 min)
- There are separate Question and Answer Booklets: Make sure you put your answers in the Answer Booklet!

# Where?



- You have an assigned location, seat and test package.
- Check the list of locations posted on the windows of the cafeteria on or before Tuesday, March 19.
- If your name is not on the list, see Mr. Gordon (principal) **immediately.**



# Why?

- In Grade 10, students take the Ontario Secondary School Literacy Test, which measures whether or not they are meeting the minimum standard for literacy across all subjects up to the end of Grade 9.



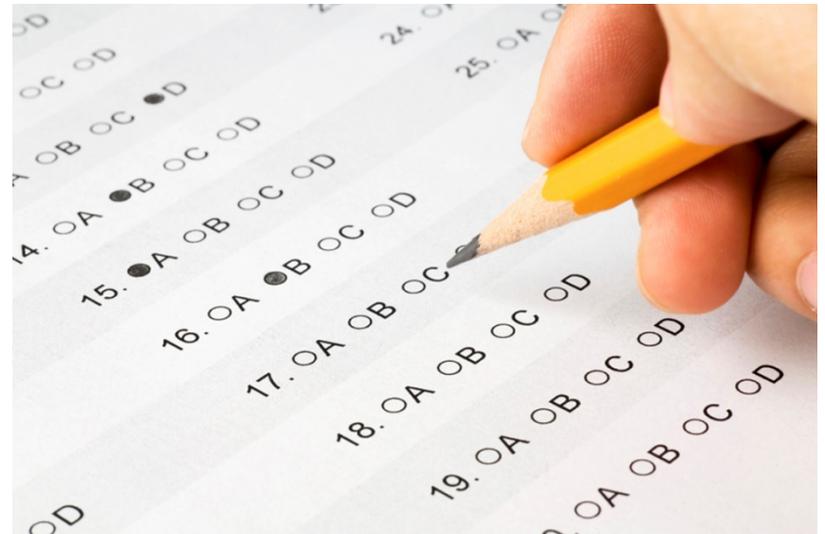
# Why?

- Successful completion of the literacy test is one of the 32 requirements students must meet to earn an Ontario Secondary School Diploma.



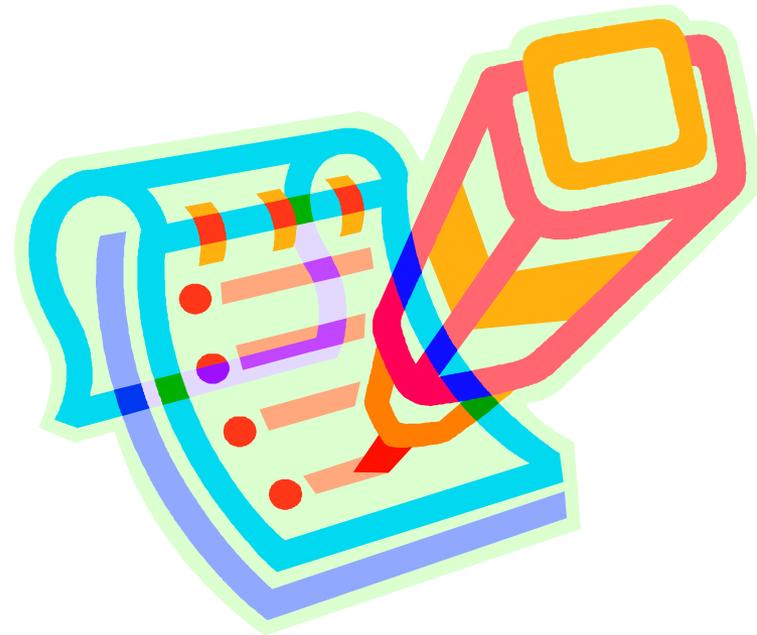
# Is the test hard?

The OSSLT is designed to reflect the requirements of *The Ontario Curriculum*. The test assesses literacy (reading and writing) skills students are expected to have acquired by the end of Grade 9.



# Who marks the test?

- The test is scored by qualified individuals (outside of our school) who have received special training for this purpose.



# Results in June

- A Student Report released in June will indicate whether you have been successful or unsuccessful

# What if I am not successful?

- You may retake the test the following year

OR

- You may enrol in the Ontario Secondary School Literacy Course (OSSLC)



# What am I expected to do?

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

# How can I prepare?

- MOODLE resource  
**Newmarket HS OSSLT:  
Targeted Extra Help**  
(*enrolment key is  
"literacy"*)
- In-class preparation  
sessions
- After School Literacy  
preparation sessions (every  
other week in 310, dates in  
your calendar)

***PRACTISE!***



# What's on the moodle?

## Newmarket HS OSSLT: Targeted Extra Help Sessions

You are logged in as [kathryn stewart: Student](#)([Return to my normal role](#))

[Home](#) ► [My courses](#) ► [Secondary](#) ► [North Area](#) ► [Newmarket HS](#) ► [OSSLT-NHS](#)

# Welcome!

### ***OSSLT: Tips and Practice Tasks for Students***

Welcome to the Newmarket HS OSSLT Targeted Extra Help Sessions. This is an independent program that can be used at home or with a tutor to provide tips and practice tasks for students as they prepare for the OSSLT. Each session contains a lesson plan, handouts and additional practice materials that can be used to develop the knowledge and skills that are required to be successful during the assessment.

### ***Course Navigation***

- [Useful websites](#)
- [Session 1 \(News Report\), Additional Practice](#)
- [Session 2 \(Series of Paragraphs\), Additional Practice](#)
- [Session 3 \(Reading Informational Text - Real Life Narrative\), Additional \(Reading Info Text - News Report\), Additional \(Reading Info Text - Information Paragraph\)](#)
- [Session 4 \(Reading Literary Text: Inferencing\), Additional Lessons](#)
- [Session 5 \(Reading Graphic Text\)](#)

# Rules and Reminders



- No cell phones, audio- or video-recording devices, pagers, digital music players or any e-mail or text-messaging devices will be permitted in the test room. You can't use them, even if you finish the test early!
- You may not leave early; use the time to check your work.



# Rules and Reminders



## Late policy

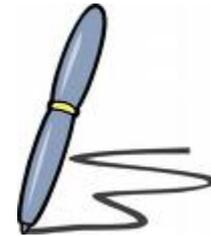
- If you are **late up to 10 minutes**, go to your scheduled classroom and you will be permitted to write the test there (without instructions).
- If you are **more than 10 minutes late**, go to the office.



# Rules and Reminders

## Supplies to bring

- **Dark blue** or black pen.
- Pencil with a good eraser.
- Highlighter (optional).



## Washroom

- Go to the washroom before the test begins.



# What if I need help during the test?

- “During the test, no one may explain, define or provide examples of reading vocabulary or writing terminology to students, including those with accommodations.”
- “During the test, nothing may be said or done to influence student responses, including, but not limited to, actions such as drawing a student’s attention to an unanswered question.”
- “At no point during or after the test may anything be said or done to encourage students to alter or revise their responses.”

# Book 1 Take Up

- You were to complete Book 1 last week and bring it with you today.
- If you do not have your Book 1, make notes of the ideas I tell you today on a separate piece of paper.
- Use the ideas we discuss today to do the tasks in Book 2 which you will write on Wed Mar 6 and take up the next day on Thurs Mar 7

# Acing the OSSTL



RULE #1 – NEVER, EVER, LEAVE IT BLANK!

RULE #2 - PROVIDE **SPECIFIC** DETAILS

RULE #3 – WHEN IT COMES TO WRITING  
TASKS, **MAKE UP** THE SPECIFIC  
DETAILS

(reading task details **MUST** be from the text)

RULE #4 –REPORT LIKE A REPORTER

# Section 1: Multiple Choice

# Section 1: Reading (News Report)

## Section I: Reading

Ontario Secondary School Literacy Test

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

### Romans putting a lock on love

In spring 2007, sweethearts in the Italian capital of Rome adopted a new ritual as a symbol of undying love: hanging a padlock on a lamppost on the city's most ancient bridge. Some couples write their names or a message on the lock. Then they throw the key over their shoulders into the Tiber River to avoid seeing where it falls.

It's quite a change for a bridge that has seen more war than love since it was built 2200 years ago. Ponte Milvio was the battlefield for rival Roman emperors and was the backdrop of Italy's struggle for independence in the 1800s.

The padlock fad was inspired by two best-selling novels (with combined sales of 2.5 million copies) and their movie adaptations, which depict an unlikely romance between Roman teenagers. The ritual has spilled into a music video and inspired a prize—the Golden Padlock—awarded to the best love message. In the process, tourists are being drawn to an area that is usually off the beaten track.

The craze has drawn hundreds of couples since it started, causing city officials to wonder whether the ancient Roman pedestrian bridge is suited to such an overwhelming display of emotion.

"The rite has reached a dimension that will be difficult to cope with. We must guarantee the bridge's decency while preserving this beautiful practice," says Marco Perina, a city official.



# Tips for Success MC - Reading

- ***Highlight*** important information as you read
- ***Read*** the question; then, ***reread*** the text to determine the most correct answer
- ***Eliminate*** answers that you know are wrong
- If all else fails, ***guess*** and come back to it later if you have time.

# Acing the OSSLT – Rule #1

**NEVER, EVER, LEAVE IT BLANK!**

There's no penalty for wrong answers.

*You miss 100% of the shots you don't take.*

~ Wayne Gretzky

The #1 strategy for success on multiple choice questions is to  
**REREAD!**

The multiple choice answers are tricky.  
Each answer is designed to look right.

# Romans putting a lock on love

## Answers:

1-B

2-C

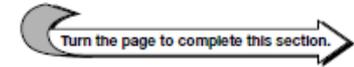
3-B

4-B

5-C

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** "Milvio" is the name of a
- a river.
  - b bridge.**
  - c city official.
  - d Roman emperor.
- 2** The "Golden Padlock" prize recognizes
- a music.
  - b movies.
  - c romance.**
  - d teenagers.
- 3** Which event occurred first in the development of the ritual?
- a Couples threw keys into the river.
  - b Two popular novels were published.**
  - c A Roman city official made a statement.
  - d Many tourists chose to visit the ancient bridge.
- 4** Describing the bridge as "off the beaten track" means it is
- a ancient.
  - b rarely used.**
  - c a site of battles.
  - d not used by trucks.
- 5** Which word is closest in meaning to "rite" as used in paragraph 5?
- a solution
  - b privilege
  - c ceremony**
  - d discussion



# How did you do?

- Remember that you can ask any of your teachers to help you understand why your answer was wrong.
- You can come to the After School Literacy prep course on Thursday in room 310 (Thursday Mar 7 and 22)

# Section 1: Open Response

# Acing the OSSLT - RULE #2

## **PROVIDE SPECIFIC DETAILS**

Any open response questions, for reading or writing, require an answer to the writing prompt followed by specific, relevant details clearly connected to the response.

# Section 1: Reading

## Section I: Reading

Ontario Secondary School Literacy Test

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### Written Answer

- 6** Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

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### Rough Notes

*Use the space below for rough notes. Nothing you write in this space will be scored.*

# Highlight what you need to specifically address:

Should *city officials in Rome*

be *worried or pleased* about

the fad of *putting locks* on the lamppost

- Explain your answer using *details from the selection* and your own ideas

# To answer this question you need to:

1. Clearly state your opinion (one side or the other, use words from the question)
2. Use specific, relevant support from the reading selection (quote)
3. Clearly connect quote to opinion

# Check your answer – 1-Clear opinion

*City officials in Rome* should be *worried* about the fad of *putting locks* on the lamppost because...

OR

*City officials in Rome* should be *pleased* about the fad of *putting locks* on the lamppost because...

# Check – 2, 3 – Specific, Relevant support from text, clearly explained

- Sample quote that could be used to support opinion “worried”

*(p.5) The rite has reached a dimension that will be difficult to cope with. We must guarantee the bridge’s decency while preserving this beautiful practice.*

- Clear connection you could make:  
*This fad is a worry for city officials because it is their responsibility to keep attracting tourists while keeping the bridge from being an eye sore.*

# Check – 2, 3 – Specific, Relevant support from text, clearly explained

- Some quotes that could be used for “pleased”  
*(p.3) tourists are being drawn to an area that is usually off the beaten track*
- Clear connection you could make:  
*This fad is a reason for city officials to be pleased because it is their responsibility to support the local economy and attracting tourists is one way to do that.*

# Acing the OSSLT

## Rule #3

reading comprehension  
details **MUST** be  
from the text

# Section 1: Scoring Guide

Code 20	<ul style="list-style-type: none"><li>• response indicates some reading comprehension</li><li>• response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</li></ul> <p>The response provides <b>vague</b> support from the reading selection to explain whether Roman officials should be worried or pleased.</p> <p>The response often requires the reader to make the connection between the main idea and supporting detail(s).</p>
Code 30	<ul style="list-style-type: none"><li>• response indicates considerable reading comprehension</li><li>• response provides accurate, specific and relevant ideas and information from the reading selection</li></ul> <p>The response uses <b>specific and relevant</b> support from the reading selection to explain <b>clearly</b> whether Roman officials should be <b>worried or pleased</b>.</p>

# Code 10 – own ideas (NOT from reading)

- 6 Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

I think they should be pleased about the fad of putting locks on the lamppost because it makes it look nicer.

## Annotation:

The response states an opinion (*they should be pleased about the fad*) and provides only the student's own ideas as an explanation (*it look nicer*).

# Code 20 – a vague explanation (and only own idea)

Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

They should be worried because in the future alot of people would visit that place and it would be crouded with people and locks.

## Annotation:

The response provides a vague explanation why city official should be worried (*alot of people would visit that place and it would be crouded with people and locks*).

# Code 30 – specific and relevant

Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

The city officials in Rome should be worried about the fad of putting locks on the lampposts. The bridge was built 2200 years ago, therefore, we don't know how stable it may be. The city officials have already begun to worry as they said "wonder whether the ancient Roman pedestrian bridge is suited to such an overwhelming display of emotion". Officials should be worried about the safety of the tourists visiting the site.

## Annotation:

The response provides a specific and relevant explanation why city official should be worried (*The bridge was built 2200 years ago ... we don't know how stable ... worried about the safety of the tourists*).

# Recap: Tips for Success – Short Write Reading

- ***Highlight*** the most important idea related to the question asked and use it to determine your answer.
- ***Clearly answer*** the question asked using the words from the question.
- ***Quote*** the part of the text that supports your answer.
- ***Clearly connect*** the answer you gave in the first sentence (your idea) and your supporting detail to the question asked.

# **Section 2: Multiple Choice (Writing Conventions)**

# Multiple Choice Writing

The #1 strategy for success on multiple choice questions is to

**REREAD!**

Reread each option and choose the *best*  
Substitute into the paragraph where  
appropriate

# Acing the OSSLT – Rule #1

**NEVER, EVER, LEAVE IT BLANK!**

There's no penalty for wrong answers.

*You miss 100% of the shots you don't take.*

~ Wayne Gretzky

# Section II: Writing MC

## Answers:

■ 1-C

■ 2-C

■ 3-D

■ 4-A

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Choose the best opening sentence for the following paragraph.

They have competitive and recreational sports for students who want physical activity. Trivia teams and yearbook committees offer opportunities to students who might not be interested in sports.

- a Schools offer opportunities for athletes.
- b School spirit is important for safe and successful schools.
- c Schools offer a variety of extracurricular activities for all students.
- d Schools can encourage better achievement by offering fun activities.

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

Unfortunately, it doesn't snow as much as it used to.

- (1) Winter in Ontario is a wonderful time.
- (2) There are all kinds of outdoor activities and sports for people to enjoy.
- (3) Many people enjoy skiing or snowshoeing.
- (4) Even without snow, people enjoy skating on outdoor ice rinks.
- (5) Winter can be a truly wonderful season.

- a after sentence 1
- b after sentence 2
- c after sentence 3
- d after sentence 4

- 3** Choose the sentence that is written correctly.

- a "Let's get the car packed," Rohan pleaded, or we'll never get going.
- b "Let's get the car packed, Rohan pleaded, or we'll never get going."
- c "Let's get the car packed" Rohan pleaded "or we'll never get going."
- d "Let's get the car packed," Rohan pleaded, "or we'll never get going."

- 4** Choose the sentence that is written correctly.

- a When Amit surprised the raccoon in the garbage, it ran away.
- b Jenny looks at the new catalogue and choosing a green sweater.
- c Sean quickly finishes his homework and then went to the hockey rink.
- d When Rhonda looked at the clay, she wonders how she should sculpt it.

**Section 3: Short Writing  
Task - Open Response  
(not based on reading)**

# Acing the OSSLT

## Rule #3

**When it comes to writing tasks,  
MAKE UP the specific details.  
(reading comprehension details  
MUST be from the text)**

You can pull from:

- Your personal experience
- Experiences you know about
- TV, Movies, Video Games, Books...

# Section III: Writing (Short Write)

## Section III: Writing

Ontario Secondary School Literacy Test

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

**1** What would be the ideal job for you? Use specific details to explain your choice.

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### Rough Notes

*Use the space below for rough notes. Nothing you write in this space will be scored.*

# Highlight what you need to specifically address:

What would be the *ideal*

*job*

for *you*

- Use *specific details* to *explain your choice*

# To answer this question you need to:

1. Clearly state your idea – identify a ***job***
2. Use specific ***details*** that are relevant to the job
3. Clearly ***explain*** why these specific details make it ***ideal*** for ***you*** (i.e. relevant to you)

# Check your answer – 1-Clear opinion

*Teaching Kindergarten* would be the ideal job  
for me .

# Check your answer – 2-Specific Relevant Details

Teaching Kindergarten would be the ideal job for me . Kindergarten teachers *work with 4 and 5 year olds. They set up play centers to help them learn their numbers and letters.*

# Check your answer – 3-Explain Relevance of Details

Teaching Kindergarten would be the ideal job for me .

Kindergarten teachers work with 4 and 5 year olds. They set up play centers to help them learn their numbers and letters. I *love working with young children and am very creative*, so Kindergarten teaching is ideal for me.

# Tips and Tricks: Short Writing Task

- Start with answering the question and using the words from the writing prompt. *E.g. The ideal job for me is...*
- Choose a specific example to illustrate your idea. *Use what you know from your own life, from school, from TV or movies to help you think of a good example*
- Make sure you close having clearly explained how your specific example supports your answer. *Don't make the reader have to connect the dots!*

# Caution!

- You only have six lines to write on. Words past the sixth line aren't read! Don't write so small that the reader can't make out what you've written!
- You need more than 20 words to get a score for writing conventions.
- Try to write on at least five of the lines.

# Rough Notes should look like

- **Idea**
- **Specific detail**
- **Connection of idea to detail  
(explains relevance of detail)**

# Tips for Success – Short Write Writing

- **Brainstorm** ideas that you could use to answer the question. **Create** a specific detail for each idea. **Choose** the idea with the most compelling detail.
- **Clearly answer** the question asked using the words from the question.
- **Tell about** the specific detail that you created. It might be an example or an explanation.
- **Clearly connect** your answer in the first sentence and your supporting detail to the question asked.

# Check your work

- Did you clearly **identify your ideal job** (either by name such as Kindergarten teacher or by description such as working with children with disabilities)?
- Did you give **one or two specific details** of what the job involves or why you want that job?
- Did you clearly explain why your details justify or explain why the job is **ideal for you?**

# Code 10 – only answers question (no details or explanation)

2 What would be the ideal job for you? Use specific details to explain your choice.

~~The owner of a world wide company~~  
~~and/or industry.~~  
The owner of a world wide company and/or  
Industry

## Annotation:

This response identifies a job (owner of a worldwide company and/or Industry) but does not provide an explanation for the choice.

# Code 20 – vague explanation and no connection (job and description)

2 What would be the ideal job for you? Use specific details to explain your choice.

My ideal job would be to work in a place that helps people, interesting, and always learning new skills. I would love to either work at a restaurant or a clothing store.

## Annotation:

This response identifies a job (work either at a restaurant or a clothing store). A vague explanation is provided (helps people, interesting, always learning new skills).

The reader must make the connection between the description of the work conditions and the identified jobs.

# Code 30 – specific, relevant details

2 What would be the ideal job for you? Use specific details to explain your choice.

The ideal job for me is to one day become a social worker.  
I believe that this job is meant for me because of all the experience  
that I've had. I come from a country where abuse is really high, and  
I've seen people getting hurt physically and mentally and I've  
always wanted a job where I can help people feel better and  
help them see what kind of life they deserve to have.

## Annotation:

This response identifies a job (*social worker*) and uses details that are specific and relevant to the job and the writer (*I come from a country where abuse is really high, and I've seen people getting hurt physically and mentally; a job where I can help people feel better*) to support the choice.

# Writing Conventions

## Scoring Guide for Short Writing Conventions Section III Short Writing

Writing Prompt: What would be the ideal job for you? Use specific details to explain your choice.

Code	Use of Conventions
Code 10	• errors in conventions distract from communication
Code 20	• errors in conventions do not distract from communication

Do you have more than twenty words?

Do you have a capital letter at the beginning of each sentence?

Silently read what you have written as if you were reading it to someone else, and listen to yourself in your mind.

Do you have a comma for each pause?

Do you have a period at the end of a complete thought?

# Code 10 – run-on, missing punctuation, wrong words

2 What would be the ideal job for you? Use specific details to explain your choice.

My ideal for a job will be a computer Engineer  
a like to become the one who makes the computer  
and people come and buy my computer. Why do I  
want to be a computer Engineer because I like to  
know a lot about other things about computer  
ENGINEER.

# Code 20 – small errors and run-on second half do not detract

2 What would be the ideal job for you? Use specific details to explain your choice.

The ideal job for me would have to be anything  
working with children. I absolutely love kids!  
And I've noticed when ever I'm with a  
child, they seem to like me, which is also  
why I think it would be a good job because  
I enjoy them and they enjoy me.

RUN-  
ON

# **Section IV: Writing A News Report**

# Acing the OSSLT

## Rule #4

### **REPORT LIKE A REPORTER**

The news report is NOT a morning announcement, an interview, a blog, nor science fiction/fantasy.

# Section IV: Writing a News Report

## Writing a News Report

- 1 Task:** Write a **news report** on the next page based on the headline and picture below.
- 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 newspaper 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 for your written work indicates the approximate length of the writing expected.

## Car wash a success



## Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

# What EQAO is looking for:

1. The response is a news report related to the headline and photo with a **clear and consistent focus** on an event.
2. There are **sufficient specific supporting details**, which are thoughtfully chosen to develop the news report.
3. The organization is **coherent** demonstrating a **thoughtful progression** of ideas.

# Check your work: Details: 5W+H

- Did you tell exactly WHY they had a car wash?
- Did you tell exactly:
  - Where it happened (school name, town)
  - When it happened (date and time)
  - Who organized it and participated in it (first and last names)
  - Who benefited from the car wash

# More about 5Ws and H

- Did you include specific details such as:
  - how many people (e.g. 15 students, over 100 cars...),
  - how much money raised (e.g. just over \$2000),
  - how much time (the first Saturday of each month)...
- Did you include quotes, citing first and last names, from each of the following people:
  - Someone in charge
  - Someone who participated
  - Someone who benefited or will benefit

# Check elements of the News Report

1. Is the news report in third person (no “I” except in quotes)? Ensure it’s not a narrative (like a story from a book).
2. Underline your clear, complete lead (factual statement of what happened).
3. Verify that you organized the report with recent news first, followed by factual information.

# Check elements of the News Report

4. Check that you used short paragraphs (1 or 2 sentences) for each detail and that the details are SPECIFIC.
5. Use quotations or attributions as supporting details. Quotations should be from at least two perspectives. Begin a new paragraph for each speaker.  
“Remember to use proper punctuation in the quotations,” said Mr. Gordon

# Check your work - organization

6. Check that
  - Each paragraph is a new detail (no repeated ideas)
  - Each paragraph is directly related to the heading and picture
  - Your argument comes to a logical conclusion in the final paragraph (opening lead connects to closing sentence – both tied to idea of success).

# Tips for Success – Long Writing

- ***Brainstorm ideas*** first
- ***Organize*** your ideas into paragraphs
- ***Elaborate/support*** your ideas
- Follow instructions ***carefully***

# **Section V: Multiple Choice (based on reading)**

# Section V: Reading (Information Paragraph)

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

A little-known but interesting example of Northern Ontario's history is the school on rails. By the 1920s, mining and forestry settlements were scattered along the network of railway lines of Northern Ontario. A few towns had grown large enough to pay for their own schools, but the outposts could not afford such "luxury." In 1922, a North Bay school superintendent pushed for an experiment to bring schools to these remote settlements by converting passenger rail cars into classrooms. These cars contained desks, blackboards and books and a small apartment for the teacher. After being on display at the Canadian National Exhibition (a major fall fair) in Toronto, the first two cars left for northeastern Ontario in 1926. For four days at a time, the cars rested at railway sidetracks in the tiny communities. Children hiked or came by horse and sled several kilometres for their education, and at night the school car became a place of learning and social activity for adults. The experiment was so successful that seven cars were in operation by 1938. However, during the 1950s extensive highway construction turned many trackside towns into deserted settlements. In 1967, one of the last school cars was shuttled into a Toronto rail yard. But that was not to be its final stop. The people of Clinton, Ontario, purchased the well-worn car to honour their fellow citizen Fred Sloman. Sloman, the car's last teacher, taught on railway cars from 1926 until his retirement in 1965. Today the restored car tells its story of Northern Ontario life, as a museum in Clinton.

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10

15



# Answers:

1-B

2-D

3-B

4-A

5-B

6-D

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

**1** In 1920, few mining and forestry settlements in Northern Ontario had schools, because the settlements lacked

- a roads.
- b money.**
- c children.
- d teachers.

**2** Using quotation marks around the word "luxury" (line 4) shows that schools

- a are more expensive today.
- b were more expensive in the past.
- c are not considered to be a necessity today.
- d were not considered to be a necessity in the past.**

**3** Which of the following was not served by a rail car classroom?

- a "forestry settlements" (line 2)
- b "few towns" (line 3)**
- c "remote settlements" (lines 5–6)
- d "tiny communities" (line 10)

**4** What supports the idea that the "experiment" was a success?

- a Children and adults showed up.**
- b Some towns opened their own schools.
- c Highways were built in Northern Ontario.
- d A passenger rail car was converted into a museum.

**5** What is the best meaning for the word "restored" as used in line 18?

- a resold
- b repaired**
- c replaced
- d reorganized

**6** Which is the correct order of uses of the rail car?

- a classroom, passenger car, museum
- b museum, passenger car, classroom
- c classroom, museum, passenger car
- d passenger car, classroom, museum**



**Section V: Summarizing  
Short Write  
(based on reading)**

# Section V: Reading (Summarize)

## Written Answer

- 7** Summarize this selection. Include a main idea and one detail that supports it.

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## Rough Notes

*Use the space below for rough notes. Nothing you write in this space will be scored.*

# Reading Open Response Example:

**Identify a main idea and support with a specific detail.**

Believe it or not, this innocent looking short answer question is **left blank** or completed poorly (**no specific details**) by many students.

# Tips and Tricks:

## Main idea with support

- Reread the first and last sentences to identify the main idea.
- Reread the text and find a specific detail (or two) that supports and further explains the idea you identified.
- Finish your answer by making sure you're explicit about how the detail supports the idea.

# Check your work – correct idea and detail (specific and relevant)

- Did you get at least one of the correct main ideas?
  - Rail cars were converted into schools/classrooms
  - Rail car classrooms provided education
- Is your detail specific e.g. a quote taken word for word from the text?
- Is your specific detail relevant?

# Code 10 – provides only the details so is more a retell than a summary

Summarize this selection. Include a main idea and one detail that supports it.

It is important that if kids can't get to school, the school comes to them. Since many towns couldn't afford to build their own schools, this was an easy way to still get their kids educated. Since the nearest schools were so far away, the kids had no way of getting here. But now, all it took them to get there were horses, sleds or their feet.

# Code 20 – correct main idea, vague supporting detail

Summarize this selection. Include a main idea and one detail that supports it.

main → Passenger Rail cars were converted to classrooms,  
idea they went from small town to small town to  
teach children and adults. It was a huge  
success.

vague ↗

## Annotation:

This response provides a correct main idea (*Passenger Rail cars were converted to classrooms*) with vague supporting details (e.g., *to teach children and adults; huge success*).

# Code 30 – correct idea, specific and relevant detail

Summarize this selection. Include a main idea and one detail that supports it.

In the 1920's, some Northern Ontario communities could not afford schools. A North Bay Superintendent came up with an idea to convert a passenger car into a classroom and bring the education to the adults and children.

## Annotation:

This response provides a correct main idea (*convert a passenger car into a classroom*) and a specific detail from the selection that is relevant to that idea (*In the 1920's ... A North Bay superintendent came up with an idea*).

**End of Book 1**

# Period 5 on Wed Mar 6 = Book 2

- It contains
  - Writing a series of paragraphs expressing an opinion
  - Writing conventions – Multiple Choice (grammar)
  - Real life Narrative - Multiple Choice
  - Dialogue – Multiple Choice and two Open Response questions
  - Short Writing Task – Open Response
  - Graphic Text – Multiple Choice

# Period 5 on Wed Mar 6 = Book 2

You have 75 minutes in this class to do an entire booklet.

- If 75 minutes is not enough time for you to answer all of the questions in the booklet, please tell your teacher.
- If you don't have a period 5 class, please do Book 2 at home and time yourself. Let the office know if you were unable to finish it in 75 min.

# **Series of Paragraphs Reminders**

# Acing the OSSLT – Rule #1 (Series of Paragraphs)

**NEVER, EVER, LEAVE IT BLANK!**

**If you don't know – MAKE IT UP**

It's not about truth

it's not about what you actually believe

it's about your ability to support an idea.

**Which side do you choose?**

**Always choose the side  
you can argue best!**

# Example:

## Section I: Writing

### Writing a Series of

#### 1 Task:

**Purpose and Audience:**

**Length:**

**Topic:**

This question was left blank by many students because they were not sure what “compulsory” meant.

length of the writing expected.

**Should any course be compulsory in high school?**

eracy Test, May 2013

n on the  
proof, facts,

pproximate

# Tips and Tricks: Series of Paragraphs Supporting an Opinion

## Should any course be compulsory in high school?

- If you don't know what "compulsory" means, think of a word to replace it that could make sense and explicitly write about that. They want to assess your ability to write, so show them what you can do!

# Tips and Tricks:

## Keep the scoring rubrics in mind

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- Clearly state your idea
- Consistent focus on the main idea
- Sufficient specific details
- Clear explanation of relevance of details to idea stated

# Tips and Tricks:

## Keep the scoring rubrics in mind

Summary of Scoring Guide for Long Writing Topic Development  
News Report or Series of Paragraphs

Criteria	Selected Codes				
	20	30	40	50	60
<b>Focus on an event:</b>	unclear <i>or</i> inconsistent	clear	clear <i>and</i> consistent	clear <i>and</i> consistent	clear <i>and</i> consistent
<b>Supporting details:</b>	insufficient too few <i>or</i> repetitious	insufficient <i>and/or</i> vague <i>or</i> not always clear	sufficient only some are specific	sufficient specific	sufficient specific thoughtfully chosen
<b>Organization:</b>	limited	some lapses distract	mechanical	logical	coherent thoughtful progression

# OSSLT Rules Recap

# Acing the OSSTL



RULE #1 – NEVER, EVER, LEAVE IT BLANK!

RULE #2 - PROVIDE **SPECIFIC** DETAILS

RULE #3 – WHEN IT COMES TO WRITING  
TASKS, **MAKE UP** THE SPECIFIC  
DETAILS

(reading task details **MUST** be from the text)

RULE #4 –REPORT LIKE A REPORTER

**Practice  
makes  
perfect!**

Good Luck  
Everyone!  
Go back to  
class 😊