

Graphic Text and Short Writing Task

Session # 2

Wednesday, September 28,
2016

Learning Goals: We are learning...

- to identify the features of a graphic text
- to use the text features to respond to multiple choice questions
- to use before, during and after reading strategies

Success Criteria: I know I have been successful if I...

- can identify and use the features of a graphic text for responding to multiple-choice questions
- use **before, during and after reading strategies for reading a graphic text**

❖ Based on these goals what do you think we will be learning about today

Minds On

Task Type Preview :

- Instruct students to skim and scan the selection, **“How an Eco-Friendly Fish Farm Operates”**

With an elbow partner answer the following questions and fill in your response on the t-chart:

- What type of text are you being asked to read here?
- What type of questions will you be asked to answer?

T Chart - Answers

Text Type and Related Strategies

Question Type (s)

Graphic Text

- Survey text features
- Annotated reading
- Determining importance

◆ Explicit (right there)

◆ Implicit (implied)

Activity

Turn to the reading “**How an Eco-Friendly Fish Farm Operates**” and let's brainstorm a list of the features found in this graphic text.

Students should star or highlight those used on their copy of *Features of Graphic Text*.

Let's Review any that were not used or highlighted by the students to ensure students have brainstormed all of the key features.

Application

Next, students will read independently, **10 Tips for Responding to Multiple-choice Questions.**

Choose two or three strategies and highlight them for use during this task.

➤ **This resource applies to all multiple-choice selections and should be referred to when multiple-choice questions arise.**

10 Tips for Responding to Multiple-Choice Questions on the Ontario Secondary School Literacy Test

1. Read and think about **all** of the alternatives first.
2. Realize that you can choose only one answer; therefore, only one answer is correct.
3. Rule out any answers that seem totally wrong, or that do not relate well to what you have read. Now you have fewer choices to consider. Look for the answer that relates to information stated explicitly (directly) in the text or implicitly (indirectly) in the text. Revisit the text to check your choice.
4. 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.
5. If a multiple-choice question has options that are names, events, dates, or numbers, be sure to re-read the passage to find the correct information.
6. Always answer the question based on the context or surrounding information in the reading passage. Return to the text to find the part the question refers to, and then consider the remaining options.
7. Sometimes a question asks you to complete a sentence. In this case try the answer you choose by connecting it to the stem. If it doesn't sound like it fits grammatically, it is probably the wrong answer. Try the other options.
8. When asked to indicate the best meaning of a word as used in a reading selection, go back to the selection and use the context of the sentence – the words before and after the word – to help you determine the meaning of the word. Make sure it makes sense in the passage as a whole.
9. Be aware that answers for multiple choice questions do not follow a set pattern; for instance, the answer is not always the first choice, the last choice, or the second choice. The answers are randomly distributed.
10. Some research shows that the first choice of a multiple-choice question is **least** often the correct choice, and that the longest answer may be the correct choice. Read carefully.



Application continued

- Using “**How an Eco-Friendly Fish Farm Operates**” let's work through the **before, during and after reading strategies** from **How to Read a Graphic Text** . Choose at least one strategy from each section that you will use to help you with the reading selection.
- Tell me what strategies worked best for you and why?
- Ensure that you highlight those that worked best for you.
- Now independently try the multiple choice questions.
- Let’s take up the multiple choice questions and discuss how you determined the answer.

How an Eco-Friendly Fish Farm Operates: Answer Key (★ indicates correct answer)

- 1** The arrows in this selection show that the water flows
- a through the ponds and out into the river.
 - b in a complete, closed loop throughout the farm. ★
 - c from the fish tanks directly into the aeration pond.
 - d from the filter tank directly back into the fish tanks.

Re-read:
follow all the
arrows
carefully.

- 2** Two separate ponds are needed on this fish farm, so that
- a fish have two areas in which to swim.
 - b there are two sources of fresh intake water.
 - c each pond can perform a different function. ★
 - d there are different habitats in which plants can grow.

Re-read:
Identify the
word "Pond"
in the titles
and notice
the call-out
describes
the ponds
differently.
Fish are not
mentioned in
either
description,
ruling out "a"
and plants
are only
mentioned in
one, ruling
out "d" and
finally "fresh
intake water"
is never
mentioned.

The purpose of the "shallow filtration pond" is to

- a grow water plants.
- b mix oxygen into the water.
- c drain solid waste from the water.
- d remove chemicals from the water. ★

A pump is necessary in the fish farm to make the

- a clean water flow faster.
- b fish move from tank to tank.
- c oxygen bubbles move around.
- d water move up into the fish tanks. ★

- 5** The effective operation of all components of the fish farm ensures that

- a solid waste is used to feed plants.
- b water in the filtration pond has sufficient oxygen.
- c new water is added to the system at several points.
- d the fish have a continuous supply of aerated water. ★

- 6** The fish farm in this selection is "eco-friendly" because

- a the farm reuses cleaned water. ★
- b the farm uses organic fish food.
- c gravity is the only source of power.
- d a blower mixes oxygen into the water.

Re-read: the description for the "Filtration Pond". Solid waste is not mentioned, but is included in the "Filtration Tank" description which could cause confusion. "Oxygen" is not mentioned in the description either. Another potential area for confusion is between "a" and the correct answer "d". The filtration pond does contain plants, the question however asks about the "purpose" of the pond. The plants serve the purpose of naturally removing chemicals from the water. A close re-read of both the question and pond description is necessary.

Application Continued

- Now independently complete the graphic text reading and answer the multiple choice questions for “**Canada’s Recreational Fish Tale**” in your booklets.
- Ensure that you go back and forth between the graphic text and the multiple choice questions using the reading strategies discussed in today’s lesson.
- Let’s take up the multiple choice questions and discuss how you determined the answer.

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 to suggest about the future? 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 selection relates most closely to the recreational fishing industry's contribution 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.

Exit Card and Additional at Home Support

Please complete the exit card with your elbow partner. Everyone is responsible for recording their own reflections. Reflect on today's learning targets while completing the exit card.

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Please note that extra multiple choice practice questions have been included for you to try if you have extra time in class or at home.