

Lit Blitz Session 1

Part 1

Orientation to the OSSLT
Wednesday, September 21, 2016

Learning Goals: We are learning...

- why students have to write the OSSLT
- what to expect before, during and after writing the OSSLT

Success Criteria: I know I am successful if I...

- can identify reasons why the literacy test is important
- can describe what I should expect before, during and after the OSSLT

“What is the purpose of the OSSLT? Why is it important that I try my best?”

Discuss with the person sitting next to you.

Why is the OSSLT important !

- It is a graduation requirement
- If I fail I need to rewrite or take the OLC course
- It enforces skills needed that I need to be successful in life

Think/Pair/Share
questions that
you have
regarding the
test.

Share your questions with the larger group, if your question were not answered by the end of this session please add it to the google document and they will be addressed.

Please cut and paste the URL below to add your questions.

https://docs.google.com/a/gapps.yrdsb.ca/document/d/152KxrZtK-NoQE--jAunlvFTrf49irtmEhn_QDY3mfQQ/edit?usp=sharing

Fill in the the section
regarding this year's
OSSLT information on
the **Key Reminders page**
with the following
information.

The online version of the test will take place on Thursday October 20th 2016. The test will be administered over a 2 period block (1 and 2 , or 4 and 5). Students will be sorted by alpha groups.

The room information will be given to you closer to the date of the test.

All students writing the test will have a period 3 lunch on the 20th.

PLEASE COMPLETE YOUR EXIT
CARD BY REVIEWING THE
LEARNING GOALS AND SUCCESS
CRITERIA FOR PART ONE OF THIS
SESSION.

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- why students have to write the OSSLT
- what to expect before, during and after writing the OSSLT

Success Criteria: I know I am successful if I...

- can identify reasons why the literacy test is important
- can describe what I should expect before, during and after the OSSLT

Lit Blitz Session 1 Part 2

Open Response Reading Questions

Learning Goals: We are learning to...

- Recognize the difference between successful and unsuccessful open response reading questions to establish the criteria for a good answer
- Apply the criteria to write an effective open response reading question

Success Criteria: I know I am successful if I...

- Can explain why an answer is scored a code 10, 20 , or 30 and how to move from one level to another
- Can write an answer that matches the criteria for an effective response

On the OSSLT there are some Open Response written questions that follow a reading selection. These readings also have multiple choice questions.

Today we are looking at how to answer the written questions. These questions need to be answered in a short 3-4 sentence paragraph.

Task Type Preview:

Students skim and scan the Sample Information Paragraph on “Hurricanes”.

Minds on

- Ask students the following questions and have them copy the answer in the T-chart found in their package.
- What type of writing are you being asked to do in question 7 of this task? What strategies might you use to do this?

T Chart

task-type preview

Writing type

- Full sentences
- Focused on the reading

Related Strategies

- *summarize a main idea
- specific details (from the reading)
- *shows understanding of the reading
- *repeats keywords from question

Action

- 1) Read the Sample Information Paragraph on “Hurricanes” together
- 2) Complete together **How Do I Find the Main Idea**
- 3) Have students read over How will the Open Response Question be marked? (the Scoring Guide for Reading: Open Response) looking for the difference between a Code 10, 20, and 30.

Action cont.

4) Next, students will read answers to the open response question following the reading selection found on: **What do some open response answers look like?**

5) With a partner, students will decide which of the open response answers is coded 10, 20, and 30. Tell the student they have to be able to explain the difference in their own words.

Remember that a code 30 goes back to the reading to pick out specific details as an example

When you are done look at the answers and compare them to your response.

Sample answer #1 Code 20

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

Hurricanes are named different things over time. Whenever a hurricane strikes, they always have to give a different name to it. Also, whenever they name a hurricane, they have to use all of the letters of the alphabet.

Annotation:

The response provides a correct main idea (*Hurricanes are named different things over time*) with vague detail (*they have to give a different name to it*). The reader needs to make the connection between the main idea and the details. The last sentence contains inaccurate information (*have to use all the letters of the alphabet*).

Sample answer #2 Code 10

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

The main idea of this selection is that naming hurricanes has become a challenge. Evidence to support my reasoning is from sentence 17 which summarizes the content of the selection. "This idea is the latest in a series of solutions to the challenge of naming hurricanes."

Annotation:

The response provides only a correct main idea from the selection (*naming hurricanes has become a challenge*). The last sentence restates the main idea.

Sample answer #3 Code 30

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

Naming Atlantic Basin hurricanes have varied over time. It had
become a problem, because there were too many. On September
13, 1876, (the day of San Felipe) a hurricane hit Puerto Rico.
50 years later, another hurricane hit the same place at the
same time. It was named San Felipe II. If they keep hitting
there, the name will have to be repeated over and over again.

Annotation:

The response provides a correct main idea (*Naming Atlantic Basin hurricanes have varied over time*) with specific and relevant details (*On September 13, 1876, (the day of San Felipe), ...50 years later*) to support it.

Action cont.

6) Let's fill in your blank flow chart found on How to answer an Open Response question.

Code 10 does:

- ✓ Give a main idea of the reading

For a code 10 to move to a Code 20 it needs to:

- Add a detail from the reading

Code 20 does:

- ✓ Give a main idea of the reading
- ✓ Give some detail of the reading

For a code 20 to move to a Code 30 it needs to:

- Add specific detail as support of the main idea

Code 30 does:

- ✓ Give a main idea of the reading
- ✓ Gives a detail from the reading
- ✓ Ensures that the detail is specific and supports the main idea

Action cont.

7) If time permits answer the multiple choice Questions for “How to name a Hurricane” and take up the answers.

Answer Key for the Multiple Choice Questions: (To be used if there is additional time)

1. Correct answer: b
 - All answers are ideas found in the paragraph therefore the answer can be confusing and they cannot rely on memory.
 - Students must return to the sentence that mentions 1979, which says that in 1979 men's names were added because of a need for gender equality.
 - Requests for equal treatment in this case means gender equality.
2. Correct answer: d
 - The paragraph mentions retiring names twice.
 - The first time it says that names of significant storms are retired to avoid confusion.
 - The second time it names two major storms as examples of names that have been retired.
 - The use of the words "significant" and "major" means that these must be destructive storms.
3. Correct answer: a
 - Have the students return to line 10 and read the sentence with each of the possible words to find the right answer.
 - In this case only "assigned" works without changing the meaning of the sentence.
4. Correct answer: c
 - Have the students return to line 11
 - In this case the italics are used so that the reader knows these letters are not trying to form words, but are being used as examples of letters.
5. Correct answer: d
 - Have the students reread the two sentences on lines 15 and 16
 - These sentences say "Hurricane activity has increased" and "the 2005 was the busiest season"
 - Therefore the sentences are emphasizing the increased number, or frequency, of storms
6. Correct answer: c
 - Have the students look at the first and last sentence
 - The first sentence talks about a problem and the last sentence talks about a solution; therefore the paragraph moves from problem to solution.

You Are Done!

Congratulations you have completed Lesson One: parts one and two. Enjoy the rest of your day!