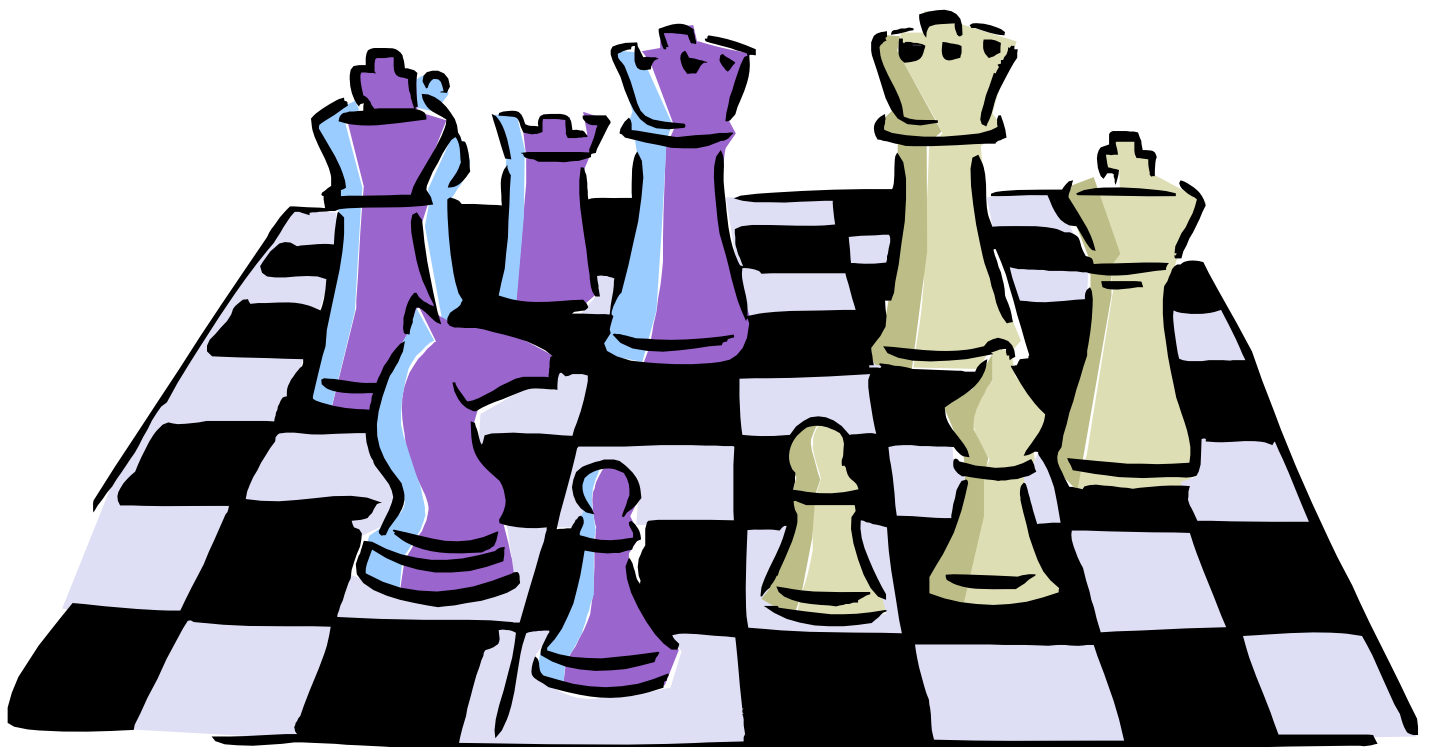


**GREATER ESSEX COUNTY  
DISTRICT SCHOOL BOARD**

# ***SPECIFIC STRATEGIC PREPARATION FOR THE OSSLT***



***GRADE 9 OSSLT STUDY GUIDE***

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***Acknowledgement***

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# **INTRODUCTORY WARM-UP ACTIVITY**

*How to Follow Instructions*

## **STRATEGY NOTE #1:**

*Highlighting, Underlining  
and Making Margin Notes*

## **STRATEGY NOTE #2:**

*Steps to Answering  
Multiple Choice Questions*



## ***How to Follow Instructions***

*Read the following set of instructions carefully and completely before doing anything*

1. Read all instructions first
2. Count to 5 silently
3. Write your name in the top left hand corner of the page
4. Circle the word ceiling in instruction #5
5. Stare up at the ceiling for 4 seconds
6. Write today's date in the bottom left corner of the page
7. Write the name of your favourite song here: \_\_\_\_\_
8. Turn your head to the left and the right
9. Cross out instruction number ten
10. Print your last name backwards here: \_\_\_\_\_
11. Turn your paper over for two seconds, and then turn it back to the instructions
12. In your head, sing the first line of *Oh Canada*
13. Ignore every instruction except #3 and #15
14. Only follow instructions numbers three and fifteen
15. If you finish before others do, sit silently and don't give away any hints

**How many people in the room can follow  
instructions properly and accurately?**

**Following instructions is important for success,  
especially on the OSSLT Grade 10 Literacy Test!**

**ANSWER: The only thing you should have done is write  
your name in the top left hand corner of the page.**





## Highlighting, Underlining and Making Margin Notes

You are allowed to highlight and/or underline key words or phrases on the reading selections and/or questions of the Grade 10 Secondary School Literacy Test.

The way to make highlighting/underlining useful as a tool for comprehension is for it to be **strategic, selective, and purposeful**.

With selective highlighting and underlining the idea is to mark only the key words, phrases, vocabulary, and ideas that are central to understanding the piece.

**For example, highlighting/underlining can be used to:**

→ Mark important information as you *read* selections, for example

A great deal about your personality can be read in your handwriting, according to graphologists. Such experts consider handwriting a kind of “brainwriting,” a direct expression of mental impulses in the brain transmitted through the writer’s hand to the paper.

Here are some suggestions to keep in mind when highlighting or underlining key words.

- Look carefully at the first and last line of each paragraph. Important information is often found there.
- Highlight only necessary words and phrases - not an entire sentence. Rule of Thumb: Do not highlight any more than one-third of the paragraph.
- Look for those *big ideas* that relate to or expand the main topic.

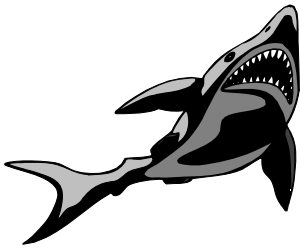
**Highlighting/underlining can also be used when reading the questions. For example:**

→ Identifying the *key words* in a question can help you find the answer. Consider the following:

You are reading an information piece on sharks. When you look at the question, highlight the word or words that offer information to narrow your search. You will keep those key words in mind when you return to the reading. You will search for those exact words – or words similar in meaning.

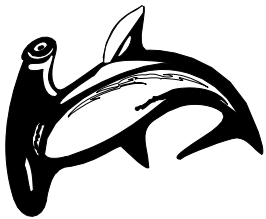
*Turn to the following page for a specific example.*

*For example*



**Q: How long is the life span of a Great White shark?**

Because it is a written piece on sharks, the word **shark** is probably repeated in a number of places – we don't need to highlight the word **shark**. But the words **Great White** and **life span** provide us with specific information to take back to the reading. We'll scan for those key words/ideas.



**Q: Are Great White sharks more dangerous than Hammerhead sharks?**

For this type of question, if the answer is not in the text, word for word, you may have to do some searching and pull your answer from a couple of places. Looking for these key words or ideas, you'll be able to compare how dangerous both these sharks are and draw a conclusion based on what you've read.

**Another strategy that will help you pass the OSSLT is asking yourself some questions before and during your reading and then making notes in the margins.**

- Good readers think of the following before, during and after they read. This can take two seconds or two minutes - either way, taking the time to think as you read will save you time when answering the test questions.
- Does this reading have a title? If not, can I get a sense of the topic from reading the first few lines and/or looking at the pictures/graphics?
- What type of reading is this? Informational? Narrative? Graphic?
- What do I already know about this topic, and about this type of text? Does a personal experience, a movie, a book or a lesson from school come to mind?
- As I read, I predict what information is coming and I ask myself, were my predictions correct? If not, how has my thinking changed?
- As I read, I use my understanding of what I am reading with my previous knowledge and experience to make conclusions. This is called making inferences. If I cannot follow the reading, I ask myself - what part of this is confusing me? Can I fix my confusion by rereading an earlier section, visualizing or rethinking what I know?

## STRATEGY NOTE #1: HIGHLIGHTING, UNDERLINING AND MAKING MARGIN NOTES

After considering the above questions, you can use the margins to record these key ideas.

Let's go back to that opening sentence about handwriting. Your margin notes might be as simple as the following:

*Info. Text...*

?

*FBI Profilers*

A great deal about your personality can be read in your handwriting, according to graphologists. Such experts consider handwriting a kind of "brainwriting," a direct expression of mental impulses in the brain transmitted through the writer's hand to the paper.

### Reasoning Behind Margin Notes:

- **Info. Text** because you can tell that this is an informational text
- **?** because you are confused by the idea of "brainwriting" and are hoping to understand more as you keep reading
- **FBI Profilers** because the idea that handwriting can reveal our personality reminds you of a movie you saw about these FBI agents who were analysing a criminal's handwriting.

### Remember !



As you work your way through this workbook, use your highlighter and/or pen to mark important information or to make notes in the margin. Keep this strategy in mind when you write the OSSLT next year.



# Steps to Answering Multiple Choice Questions

The Ontario Secondary School Literacy Test (OSSLT) consists of 58 test questions. Ten of these questions are written responses to be answered in complete sentences and scored with rubrics. The rest are multiple choice questions.

## What is a multiple choice question?

It is a question that lists possible answers and asks you to make a choice and select the correct one.

Many students like multiple choice questions because they think multiple choice questions are the easiest to answer. After all, the answer is right there on the page, so - how hard can that be?

You may be surprised to find out just how hard multiple choice questions can really be. You **know** that the correct answer is there, but all of your choices may sound correct. This is one of the things that makes multiple choice questions difficult to answer.

## How can you be sure of selecting the correct answer?

**Relax**, there is a very logical way to go about answering this very type of question. Use the steps below each and every time that you answer multiple choice questions and you will find that you greatly increase your chance of getting questions that you are not 100% sure of - correct!

Let's look at an example of a multiple choice question. Even if you know the answer to the question right away, read through the whole lesson. You might find that following these steps will help you to select the correct answer on other questions that you are not 100% sure of.

The multiple choice question will be based on the following first paragraph of a short story.

*He was clinging to a tree, about twenty metres from shore when I first spotted him. He was wearing a shirt and tie. Maybe he was a business man on his way home from work when somehow he fell into the river. Now he was only a handhold away from drowning.*

*Now turn to the question and follow the steps*

## STRATEGY NOTE #2: STEPS TO ANSWERING MULTIPLE CHOICE QUESTIONS

*Step 1*     **Read the question carefully!** Many students rush through this part and end up not understanding what the question is really asking you to do.

**Read! Read! Read!**

Even though this is a timed test - you will waste more time by not **reading** the question carefully. This is **very important!**

Look at the question below. Read it carefully. What is it asking you to do? What are the most important parts of this question? What is the question asking you to find?

Why is the first paragraph a **good introduction**?

- A. It begins the story.
- B. It introduces the narrator.
- C. It establishes the situation.
- D. It explains the weather conditions.

Look at the words - **good** and **introduction**. The question is not asking you to name just any reason - it wants you to name a **good** reason - and a good reason for what? A reason for why the paragraph is a good **introduction**. It is letting you know that there are many ways to introduce a piece of writing - and because you recognize that the paragraph is telling a story - you start thinking about the **good** ways to **introduce** a short story. Before you go back to the text, you need to think about everything you know regarding short stories. Why are they written? What are the qualities of a short story? And specifically, what makes some short story introductions better than others?

*Step 2*     Now that we understand what the question is asking us, take a moment to **think of the answer before you read the choices**.

*Step 3*     **Read all of the choices.** Compare the answers to the one already in your mind, and consider the following: **Do you see any answers that you know are wrong?** If so, cross them out.

- A. It begins the story.
- B. ~~It introduces the narrator.~~ (No, it introduces the man clinging to a tree, not the narrator.)
- C. It establishes the situation.
- D. ~~It explains the weather conditions.~~ (No, there is nothing specifically about the weather - we hear about the river and drowning.)

## STRATEGY NOTE #2: STEPS TO ANSWERING MULTIPLE CHOICE QUESTIONS

*Step 4*      Now look at your remaining two answers and think carefully before answering.

- A. It begins the story. (Yes, this paragraph begins the story, but this is not enough information. All introductions begin something. I need a detail that identifies why it is a good introduction/beginning.)
- C. It establishes the situation. (Yes, this is the answer. It not only fits with what is in the paragraph - the situation is a drowning man - I think that establishing the situation is an excellent way to start a story because it grabs the reader's attention.)

*Let's take a minute to review*

*Step 1*      **Read** the whole question. Take a minute to understand what the question is asking you to find.

*Step 2*      **Think of an answer** before you read the choices.

*Step 3*      **Eliminate** all of the choices you know are **wrong**.

*Step 4*      Look at your **remaining answers** and make a **choice**.

## STRATEGY NOTE #2: STEPS TO ANSWERING MULTIPLE CHOICE QUESTIONS

The Student Answer Sheet of the OSSLT looks like this

Be aware of the fact that test makers use the letters **A, B, C and D** on the multiple choice answer sheet.

Also be aware of the fact that the test will be divided into Sessions One and Two in order to mark the time for a break, and that each section is identified by the alphabet: Section A, Section B, etc. **Why is this important!** Make sure that you are recording the answer in the right section or all your answers will get *messed up*.

Ontario Secondary School Literacy Test  
March 2006  
EQAO  
Education  
Quality and  
Accessibility  
Office

Student Answer Sheet  
For Sample Test, Sessions 1 and 2

- To indicate your answer, use blue or black ink to fill in the circle completely, as shown below:  
Like this: ● Not like this: ○ ◐ ◑ ◒ ◓
- If you fill in more than one circle for a question, the question will be scored incorrect.
- If you wish to change your answer, put an X through the incorrect answer and fill in the circle for the correct one.  
In this example, C would be considered your final answer: ● ○ ● ○

SESSION 1	SESSION 2
<b>Section A</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○ 6. ○ ○ ○ ○ ○ 7. ○ ○ ○ ○ ○ 8. Respond in booklet. 9. Respond in booklet.	<b>Section H</b> 1. Respond in booklet.
<b>Section B</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○	<b>Section I</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○
<b>Section C</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○ 6. ○ ○ ○ ○ ○ 7. ○ ○ ○ ○ ○ 8. Respond in booklet. 9. Respond in booklet.	<b>Section J</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○ 6. ○ ○ ○ ○ ○ 7. ○ ○ ○ ○ ○
<b>Section D</b> 1. Respond in booklet.	<b>Section K</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○ 6. ○ ○ ○ ○ ○ 7. ○ ○ ○ ○ ○ 8. ○ ○ ○ ○ ○ 9. Respond in booklet. 10. Respond in booklet.
<b>Section E</b> 1. Respond in booklet.	<b>Section L</b> 1. Respond in booklet.
<b>Section F</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○	<b>Section M</b> 1. ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ 3. ○ ○ ○ ○ ○ 4. ○ ○ ○ ○ ○ 5. ○ ○ ○ ○ ○ 6. ○ ○ ○ ○ ○ 7. ○ ○ ○ ○ ○ 8. Respond in booklet. 9. Respond in booklet.
<b>Section G</b> 1. Respond in booklet.	<b>Section N</b> 1. a) ○ ○ ○ b) ○ ○ ○ ○ ○ 2. ○ ○ ○ ○ ○ ○ ○ 3. a) ○ ○ ○ ○ ○ b) ○ ○ ○ ○ ○ c) ○ ○ ○ ○ ○ d) ○ ○ ○ ○ ○ e) ○ ○ ○ ○ ○ f) ○ ○ ○ ○ ○ g) ○ ○ ○ ○ ○ h) ○ ○ ○ ○ ○ i) ○ ○ ○ ○ ○ j) ○ ○ ○ ○ ○ k) ○ ○ ○ ○ ○ l) ○ ○ ○ ○ ○ m) ○ ○ ○ ○ ○ n) ○ ○ ○ ○ ○ o) ○ ○ ○ ○ ○ p) ○ ○ ○ ○ ○ q) ○ ○ ○ ○ ○ r) ○ ○ ○ ○ ○ s) ○ ○ ○ ○ ○ t) ○ ○ ○ ○ ○ u) ○ ○ ○ ○ ○ v) ○ ○ ○ ○ ○ w) ○ ○ ○ ○ ○ x) ○ ○ ○ ○ ○ y) ○ ○ ○ ○ ○ z) ○ ○ ○ ○ ○ End of Test

Student Answer Sheet—Sample Test, Sessions 1 and 2



Remember to answer all multiple choice questions in this Study Guide on the Student Answer Sheet.

This Answer Sheet can be found at the end of this study guide and is made to mimic the one from the official OSSLT.



**PRACTICE:**  
*Reading Informational Text*  
*(Your Handwriting)*

**RECORD YOUR MARK:**  
*Multiple Choice / 5*



*Read the selection below and answer the questions that follow*

## **Your Handwriting**

A great deal about your personality can be read in your handwriting, according to graphologists. Such experts consider handwriting a kind of “brainwriting,” a direct expression of mental impulses in the brain transmitted through the writer’s hand to paper. Graphologists contend that each person’s handwriting contains characteristic strokes and flourishes that reveal personality traits of the writer. They have actually matched almost 300 writing characteristics to specific personality traits.

The belief that handwriting reveals personality dates back centuries. Chinese painter Kuo Jo Hsu noted, “handwriting can infallibly show whether it comes from a person who is noble-minded or one who is vulgar.” Graphologists also claim that a person’s writing reveals mood swings, vocational abilities, and such physical problems as heart disease and cancer.

Handwriting is also used in legal proceedings where handwriting experts may be asked to give their opinions on whether a signature or other writing sample matches that which is known to be done by a certain person. For this purpose, the testimony of handwriting experts is often admissible in court in cases involving alleged forgeries, disputed wills, false identities, or threatening letters. In essence, the courts seem to agree with handwriting analysts that a person’s handwriting has unique characteristics and thus is identifiably different from everybody else’s.

But graphology is still far from being an exact science, and psychologists caution that graphology should not be used as a sole standard to judge the integrity of an individual.



**Remember those strategies: highlighting, margin notes, asking questions, making connections.**



## PRACTICE: ANSWERING MULTIPLE CHOICE QUESTIONS

**Multiple Choice:** Record the best or most correct answer on the Student Answer Sheet (last page of this booklet).

1. What is one detail that could not be revealed by a person's handwriting?
  - A mood swings
  - B marital status
  - C vocational abilities
  - D health problems
2. Which group of professionals caution that **brainwriting** should not be used as a standard to judge the integrity of an individual?
  - A graphologists
  - B lawyers
  - C psychologists
  - D Chinese painters
3. Handwriting is used in legal proceedings because courts feel that handwriting
  - A reveals the unique characteristics that an individual has
  - B shows whether a person is noble-minded
  - C reveals mood swings
  - D is a sole standard to use when judging someone's integrity.
4. Why are quotation marks used in the second paragraph?
  - A indicates important information
  - B indicates dialogue
  - C indicates information provided by Kuo Jo Hsu
  - D indicates historical information
5. The word *admissible* in paragraph three is best defined as:
  - A helpful
  - B discouraged
  - C useful
  - D acceptable

**PRACTICE: ANSWERING MULTIPLE CHOICE QUESTIONS**

**STRATEGY NOTE #3:**  
*Understanding Different  
Types of Questions*

**STRATEGY NOTE #4:**  
*Explaining Your Answer*





## QAR: Understanding Different Types of Questions

There are four types of questions you will have to answer on the Literacy Test. These types of questions are called **Right There**, **Think and Search**, **Author and Me** and **On My Own**.

If you understand the relationship between the type of question, and the method to find your answer, it will help you to answer all the different questions on the Literacy Test.

The information below will help you to understand more about these different types of questions:

**Right There Questions** are questions where the answers can be found right in the text you are reading, usually in one sentence. For example: How many stepsisters did Cinderella have? → *(Two)*

**On the OSSLT:** Only a few of the multiple choice questions on the test will be **Right There** type of questions.

**Think and Search Questions** are questions where the answer is in the text, but you will need to look in several different places to find it. For example: What three wishes did the fairy godmother grant for Cinderella? → *(The fairy godmother made her a dress, turned a pumpkin into a coach and turned the mice into horses to take her to the ball.)*

**On the OSSLT:** Only a few of the multiple choice questions on the test will be **Think and Search** type of questions

**Author and Me Questions** are questions where the answer can be found by using your thoughts and knowledge as well as information in the text.

Sometimes you will relate the text to yourself, the text to another text, or the text to your knowledge of the world around you. For example: How did the Fairy Godmother know Cinderella needed help? → *(Cinderella's Godmother knew she needed help because fairies have magical powers and can be anywhere at any time.)*

**On the OSSLT:** Most of the Multiple Choice Questions and most of the Short Writing Task Questions on the test will be **Author and Me** type of questions.

# QAR

## Question-Answer Relationships

### On-the-Page

#### Right There

- The answer can be found in the text, usually in one sentence.

### On-the-Page

#### Think and Search

- The answer is in the text, but I need to look in several different places to find it.
- Make connections to formulate an answer.

### Off-the-Page

#### Author and Me

- The answer can be found using my own thoughts and knowledge as well as information in the text.

### Off-the-Page

#### On My Own

- The answer comes from my own experiences, beliefs and background knowledge.
- It does not require reading the text.

### STRATEGY NOTE #3: UNDERSTANDING DIFFERENT TYPES OF QUESTIONS

**On My Own Questions** are questions where the answer is not in the text at all.

Your answer must come from your own experiences, beliefs and background knowledge. For example, describe a time when you felt like Cinderella. → *(One time, my older sister got to go to the movies with her friends and I couldn't go. I thought it was unfair, just like when Cinderella thought it was unfair that she couldn't go to the ball.)*

**On the OSSLT:** None of the multiple-choice questions and only one or two of the short writing task questions will be **On My Own** type of questions



**Your turn!**

Let's return three questions (#1, #2 and #4) from the MC questions in the previous practice. We'll list these questions again and mark the correct answer with a ★. In the space provided beside each question - check the box to indicate whether or not you think it is a **Right There**, **Think and Search** or **Author and Me** type of question. Remember, there are no **On My Own Questions** in multiple choice.

- Right There  
 Think and Search  
 Author and Me

1. What is one detail that could not be revealed by a person's handwriting?
- a) mood swings
  - b) marital status ★
  - c) vocational abilities
  - d) health problems

*What type of question is this? Indicate your answer in the box beside the question.*

- Right There  
 Think and Search  
 Author and Me

2. Which group of professionals caution that "brainwriting" should not be used as a standard to judge the integrity of an individual?
- a) graphologists
  - b) lawyers
  - c) psychologists ★
  - d) Chinese painters

- Right There  
 Think and Search  
 Author and Me

4. Why are quotation marks used in the second paragraph?
- a) indicates important information
  - b) indicates dialogue ★
  - c) indicates information provided by kuo jo hsu
  - d) indicates historical information

*Check your answers on the following page ...*

### STRATEGY NOTE #3: UNDERSTANDING DIFFERENT TYPES OF QUESTIONS



*Let's check your answers*

1. What is one detail that could not be revealed by a person's handwriting?
  - b) marital status ★  
(This is an **Author and Me** question because I have to do some of my own thinking in order to answer the question - the answer is not directly stated anywhere in the text. When I reread the paragraph, I think about what *is revealed by a person's handwriting* and then determine the answer by process of elimination.)
2. Which group of professionals caution that "brainwriting" should not be used as a standard to judge the integrity of an individual?
  - c) psychologists ★  
(This is a **Right There** question because the answer is directly stated in the last line - "psychologists caution that graphology should not be used as a sole standard to judge the integrity of an individual.")
4. Why are quotation marks used in the second paragraph?
  - b) indicates dialogue ★  
(This is an **Author and Me** question because the answer is not directly stated anywhere in the text. I have to either rely on my knowledge of quotation marks or my ability to infer the answer by carefully rereading the paragraph and paying close attention to how the quotation marks are inserted.)



#### How will this help me?

Every time you read different questions, think about the relationship between the question and its answer - then decide what you will have to do to complete the answer correctly.

*Let's review*

Type of Question (QAR)	What you need to do in order to answer the question
Right There	Reread; scan for key words; recall key facts or figures
Think and Search	Reread; scan for key words; identify important information; summarize; identify text structure
Author and Me	Reread; make inferences; make text to self, text to text, and text to world connections

## Explaining Your Answers

On the OSSLT, the following question would come directly after the multiple choice questions #1- #5 from the Practice: Your Handwriting. For instructional purposes in this study guide, we have isolated this question.

6. Does the information in this reading make you want to have your handwriting analyzed? Explain why or why not?

Be careful with this type of question. You may think it is an **On My Own** question. In other words, a question that does not rely on the text but must come totally from your own experiences, beliefs and background knowledge. **But** read the beginning of the question carefully. “Does the information in this reading make you want to have your handwriting analyzed?” It specifically asks you to refer to the reading/text. It is, therefore, an **Author and Me** question. Use information from the reading combined with your personal connections to the topic to write a well structured paragraph.

It is also very important to understand what the **Explain why or why not** question means.

*To explain means*

- to write down the **thinking behind your answer** (e.g. Dogs are better pets than cats because...)

*Let's practice by identifying answers that contain explanations*

Read the following answers and circle the answers which include an explanation.

### Topic: The Three Little Pigs

1. The last pig built his house out of bricks.
2. The wolf represents the events in life which catch you off guard if you are not prepared. The pig who took the time and effort to prepare for hard times was successful in the end.
3. Each time the wolf approached one of the pigs' doors, he said, “Little pig, little pig, let me come in.”
4. The first two pigs were foolish because they did not build their houses out of bricks.
5. The moral of the story is that the more time and effort you put into something, the better it will turn out in the end. The first two pigs learned this lesson from their brother.

*Check your answers on the following page ...*

## STRATEGY NOTE #4: EXPLAINING YOUR ANSWERS



*Let's check your answers*

1.	The last pig built his house out of bricks.	This answer <b>does not</b> include an explanation. It states a fact directly from the story.
2.	The wolf represents the events in life which catch you off guard if you are not prepared. The pig who took the time and effort to prepare for hard times was successful in the end.	This answer <b>does</b> include an explanation. Not only does it tell you what the wolf represents, it explains why the student thinks so and gives evidence from the story.
3.	Each time the wolf approached one of the pigs' doors, he said, "Little pig, little pig, let me come in."	This answer <b>does not</b> include an explanation. It states a fact directly from the story.
4.	The first two pigs were foolish because they did not build their houses out of bricks.	This answer <b>does not</b> include an explanation. Although the word "because" is used, the student states a fact, rather than explaining the thinking behind it. An answer with an explanation would have explained why <b>not building</b> their houses out of bricks was foolish.
5.	The moral of the story is that the more time and effort you put into something, the better it will turn out in the end. The first two pigs learned this lesson from their brother.	This answer <b>does</b> include an explanation. It states the moral and the reason behind it.

*Before we turn your attention to the question, review some basic concepts in paragraph writing!*

Think about what you have been taught. You know that every good paragraph has an **opening sentence, a few supporting details, then a concluding sentence**. It's very much like a formula.

Opening Sentence \_\_\_\_\_ (using some of the language from the question) \_\_\_\_\_

\_\_\_\_\_ . Supporting Detail \_\_\_\_\_

\_\_\_\_\_ . Supporting Detail \_\_\_\_\_

\_\_\_\_\_ . Concluding Sentence \_\_\_\_\_

*Also remember to take a moment to reread your answer before moving on*

*Grammar and spelling will count!*

**PRACTICE:**  
*Open Response Questions*  
*(Your Handwriting)*

**ASSESS YOUR LEVEL USING THE  
SCORING GUIDE PROVIDED:**

**WRITING SCORE: CODE \_\_\_\_\_**





*Read the selection below and answer the questions that follow*



**Remember those strategies: highlighting, margin notes, asking questions, making connections.**

## **Your Handwriting**

A great deal about your personality can be read in your handwriting, according to graphologists. Such experts consider handwriting a kind of “brainwriting”, a direct expression of mental impulses in the brain transmitted through the writer’s hand to paper. Graphologists contend that each person’s handwriting contains characteristic strokes and flourishes that reveal personality traits of the writer. They have actually matched almost 300 writing characteristics to specific personality traits.

The belief that handwriting reveals personality dates back centuries. Chinese painter Kuo Jo Hsu noted, “handwriting can infallibly show whether it comes from a person who is noble-minded or one who is vulgar.” Graphologists also claim that a person’s writing reveals mood swings, vocational abilities, and such physical problems as heart disease and cancer. Handwriting is also used in legal proceedings where handwriting experts may be asked to give their opinions on whether a signature or other writing sample matches that which is known to be done by a certain person. For this purpose, the testimony of handwriting experts is often admissible in court in cases involving alleged forgeries, disputed wills, false identities, or threatening letters. In essence, the courts seem to agree with handwriting analysts that a person’s handwriting has unique characteristics and thus is identifiably different from everybody else’s.

But graphology is still far from being an exact science, and psychologists caution that graphology should not be used as a sole standard to judge the integrity of an individual.

**PRACTICE: OPEN RESPONSE QUESTIONS (YOUR HANDWRITING)**

Here is the Open Response question from the reading selection on handwriting that would normally appear directly after the multiple choice questions #1 to #5. If necessary, reread the selection on page 31.

**Written Answer (Answer in full and correctly written sentences.)**

- 6. Does the information in this reading make you want to have your handwriting analyzed? Explain why or why not?

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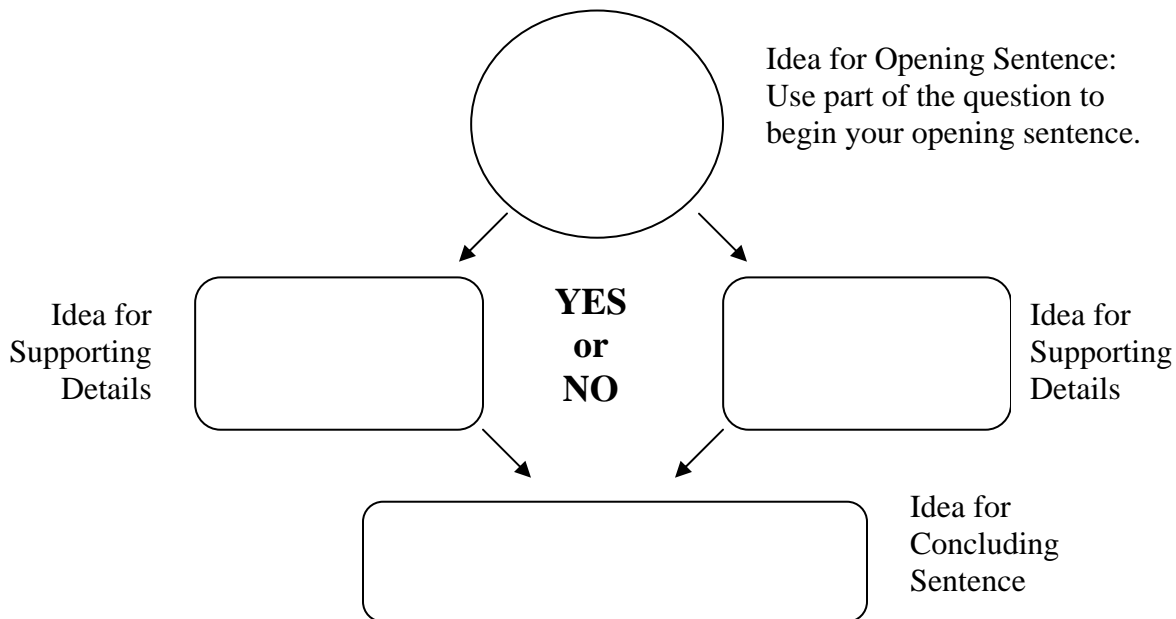
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**Rough Notes (Nothing written here will be evaluated.)**

Consider using this space to create a **Concept Map** to brainstorm the details of your answer. Circle *Yes* or *No* in the centre, use the two middle bubbles to record a few words that indicate your reasons for saying yes or no, and then use the last bubble to jot down an idea for a concluding sentence.



*Turn the page for additional support to write your answer*

**PRACTICE: OPEN RESPONSE QUESTIONS (YOUR HANDWRITING)**

*Before we turn your attention to the question, review some basic concepts in paragraph writing!*

Think about what you have been taught. You know that every good paragraph has **an opening sentence, a few supporting details, then a concluding sentence**. It's very much like a formula.

Opening Sentence \_\_\_\_\_ (using some of the language from the question) \_\_\_\_\_  
\_\_\_\_\_ . Supporting Detail \_\_\_\_\_  
\_\_\_\_\_ . Supporting Detail \_\_\_\_\_  
\_\_\_\_\_ . Concluding Sentence \_\_\_\_\_  
\_\_\_\_\_ .

*Also remember to take a moment to reread your answer before moving on.*

*Grammar and spelling will count!*

**PRACTICE: OPEN RESPONSE QUESTIONS (YOUR HANDWRITING)**

## SCORING GUIDE: OPEN RESPONSE QUESTIONS (YOUR HANDWRITING)

6. Does the information in this reading make you want to have your handwriting analyzed? Explain why or why not?

*Assess your level using the following rubric*

Code	Descriptor
<b>Blank</b>	Blank: nothing written or drawn in the lined space provided.
<b>Illegible</b>	An illegible response cannot be read. An inappropriate response comments on the task (e.g., I don't care).
<b>Off topic/ Incorrect</b>	A typical <u>off-topic</u> and <u>incorrect</u> response: <ul style="list-style-type: none"> <li>• provides an <u>incorrect answer</u> based on a misunderstanding of               <ul style="list-style-type: none"> <li>→ the question or</li> <li>→ the reading selection</li> </ul> </li> <li>• <u>restates the question</u></li> <li>• provides support/reason/explanation <u>not consistent with the reading selection</u></li> <li>• <u>comments on the topic</u> of the selection</li> </ul>
<b>10</b>	Response attempts to answer the question of whether or not to have your handwriting analyzed by providing <ul style="list-style-type: none"> <li>• <u>no opinion</u></li> </ul> or <ul style="list-style-type: none"> <li>• <u>no support</u> to explain the opinion</li> </ul> or <ul style="list-style-type: none"> <li>• <u>supports the opinion</u> with irrelevant reason/information from the selection and/or own ideas</li> </ul>
<b>20</b>	Response provides an opinion as to whether or not to have your handwriting analyzed that is consistent with the information in the reading selection, but provides <u>vague support</u> to explain the opinion. The response usually requires the reader to make the connection between the support and what it is intended to prove.
<b>30</b>	Response provides an opinion as to whether or not to have your handwriting analyzed and uses <u>specific and relevant support</u> from the selection to clearly explain the opinion.



**STRATEGY NOTE #5:**  
*How to Write a  
Summary Paragraph*





# How to Write a Summary Paragraph

On the OSSLT you will be given six lines to write a summary of a reading selection. Your task will be to:

1. Read through the entire passage of text to get a sense of what it's about and what the author's message or purpose is.
2. Go back and reread the text in sections, highlighting or underlining information you feel is important to the overall meaning.
3. Decide what the main idea of the passage is, and choose one point that supports it.
4. Write your summary, stating the main idea and one supporting detail clearly.

## What Is Summarizing?

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the *general idea in brief form*.

## What Are We Doing When We Summarize?

We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

## What are we not supposed to do when we summarize on the OSSLT?

- Copy from the reading selection word for word.
- Try to get all the information from the reading into the summary.
- Go over or under the six lines provided.

## What is the first step in writing the summary paragraph?

**Read through the entire passage of text to get a sense of what it's about and what the author's message or purpose is. In other words, determine the main idea.**

Again, the **main idea** of a passage is the big picture - a general statement about the topic. A **supporting detail** is something the author introduces in order to expand, illustrate or prove the main idea.

*Look to the following page for some practice in determining main ideas...*

## STRATEGY NOTE #5: HOW TO WRITE A SUMMARY PARAGRAPH

*Read this passage*

Wolves like company and live in family groups called packs. The wolf pack always has a leader. How can you tell which wolf is the pack leader? It is usually the biggest male. He stands proud and tall with his tail and head held high. He is the king, and he knows it. When he approaches another wolf in his pack, that wolf will hang its head down and put its tail between its legs. Then it will roll over on its back as if to say, "I give up. You are too strong for me!" That is why wolves seldom fight among themselves. The weaker ones almost always give in before a real fight begins.

*Now read it again, and notice the parts that are underlined*

Wolves like company and live in family groups called packs. The wolf pack always has a leader. How can you tell which wolf is the pack leader? It is usually the biggest male. He stands proud and tall with his tail and head held high. He is the king, and he knows it. When he approaches another wolf in his pack, that wolf will hang its head down and put its tail between its legs. Then it will roll over on its back as if to say, "I give up. You are too strong for me!" That is why wolves seldom fight among themselves. The weaker ones almost always give in before a real fight begins.

At this point, we can determine the main idea of this passage.

*Think*

- It's about wolves - living in packs.
- There's a pack leader.
- Lot's of info about the leader - no other information like hunting, sleeping, raising pups, etc.
- This is really about the fact that all packs have a leader - the author is describing who the leader is and why he's important.

*Decide on a Main Idea*

- Every pack of wolves has a leader.

**Your turn!**

*For each of the following, read the passage and identify the main idea*

1. Is there a hairy monster in the Pacific Northwest? Some people think so. They say it lives in the mountains. They call it "Bigfoot." No one knows for sure if Bigfoot is real. Hundreds of people say they have seen the monster, and many more claim to have seen its huge footprints. Reports state that Bigfoot looks like an ape. It doesn't run, but it walks very fast. Bigfoot is said to be a fast swimmer as well. Reports of the strange Bigfoot make the monster an interesting puzzle.

Is the main idea:

- a) The Pacific Northwest is a nice place to visit.
- b) Bigfoot looks like an ape.
- c) Bigfoot is still a mystery.

2. When a person decides to get a dog, he or she has many kinds to choose from. As a rule, short-haired dogs are best for cities. Beagles, Boston Terriers, and Dachshunds make good city pets. Great Danes are short-haired, too. However, they are too big for city living. It is hard in a city to give them all the exercise they need. Setters, Springer Spaniels, and Collies are especially good as country dogs.

Is the main idea:

- a) Dogs are good pets.
- b) Some dogs are better than others for city life.
- c) There are many kinds of dogs.

*Check your answers*

**ANSWERS: 1(c), 2(b)**

## STRATEGY NOTE #5: HOW TO WRITE A SUMMARY PARAGRAPH

*Let's take a moment to review*

Your task will be to:

1. Read through the entire passage of text to get a sense of what it's about and what the author's message or purpose is.
2. Go back and reread the text in sections, highlighting or underlining information you feel is important to the overall meaning.
3. Decide what the main idea of the passage is, and choose one point that supports it.
4. Write your summary, stating the main idea and one supporting detail clearly.

If you still find the summary task difficult, try using the following sentence starters:

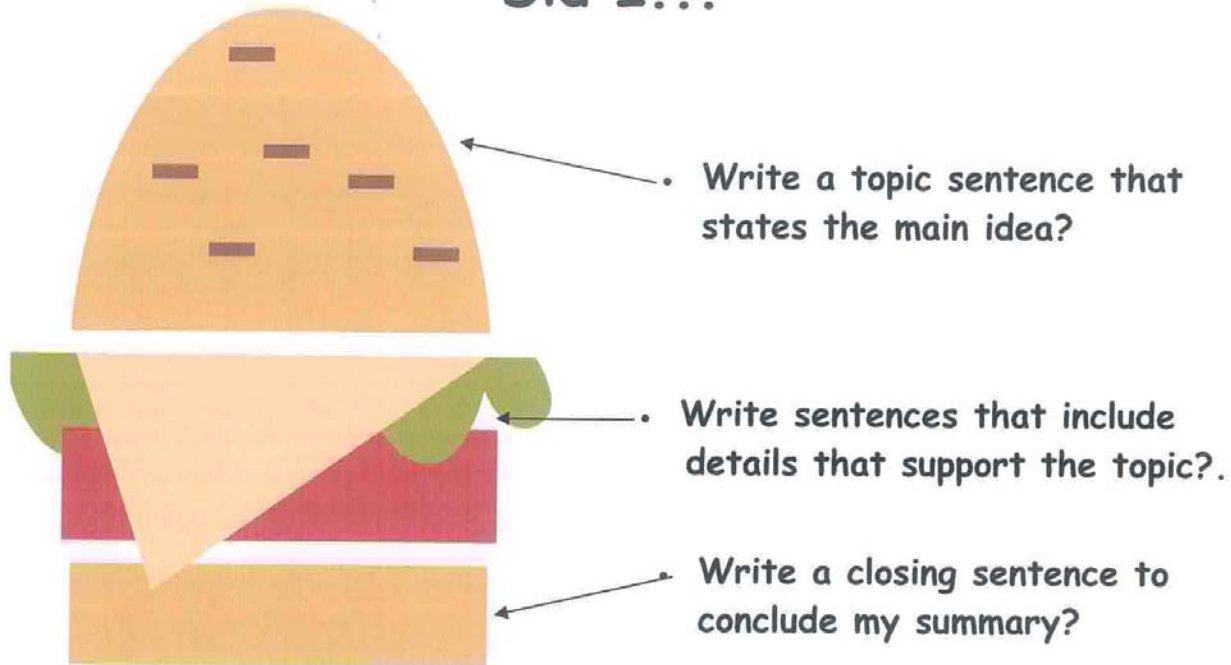
The main idea of this passage is \_\_\_\_\_. The author supports this main idea by \_\_\_\_\_. I learned that \_\_\_\_\_.

*Your paragraph would look something like this*

The main idea of this passage is \_\_\_\_\_. *(Remember to reread the passage again, paying close attention to the beginning and end.)* \_\_\_\_\_ The author supports this main idea by \_\_\_\_\_. *(Select one piece of information from the body of the passage that expands, illustrates, or proves the main idea. Remember to rewrite this in your own words.)* \_\_\_\_\_ In conclusion, I learned \_\_\_\_\_. *(Restate the main idea.)* \_\_\_\_\_

## CHoMP your Summary Sandwich

Did I...



## CHoMP

**C**—cross out unnecessary words

**H**—highlight essential information

**M**—make notes from highlighted information  
(don't worry about sentences, just notes)

**P**—put notes into your own words using  
sentences

**STRATEGY NOTE #5: HOW TO WRITE A SUMMARY PARAGRAPH**

**PRACTICE:**  
*Summary Paragraph*  
*(Your Handwriting)*

**ASSESS YOUR LEVEL USING  
THE SCORING GUIDE PROVIDED:**

**TOPIC DEVELOPMENT SCORE: CODE \_\_\_\_\_**

**CONVENTION SCORE: CODE \_\_\_\_\_**





*Read the selection below and answer the questions that follow*



**Remember those strategies: highlighting, margin notes, asking questions, making connections.**

## **Your Handwriting**

A great deal about your personality can be read in your handwriting, according to graphologists. Such experts consider handwriting a kind of “brainwriting”, a direct expression of mental impulses in the brain transmitted through the writer’s hand to paper. Graphologists contend that each person’s handwriting contains characteristic strokes and flourishes that reveal personality traits of the writer. They have actually matched almost 300 writing characteristics to specific personality traits.

The belief that handwriting reveals personality dates back centuries. Chinese painter Kuo Jo Hsu noted, “handwriting can infallibly show whether it comes from a person who is noble-minded or one who is vulgar.” Graphologists also claim that a person’s writing reveals mood swings, vocational abilities, and such physical problems as heart disease and cancer. Handwriting is also used in legal proceedings where handwriting experts may be asked to give their opinions on whether a signature or other writing sample matches that which is known to be done by a certain person. For this purpose, the testimony of handwriting experts is often admissible in court in cases involving alleged forgeries, disputed wills, false identities, or threatening letters. In essence, the courts seem to agree with handwriting analysts that a person’s handwriting has unique characteristics and thus is identifiably different from everybody else’s.

But graphology is still far from being an exact science, and psychologists caution that graphology should not be used as a sole standard to judge the integrity of an individual.

## PRACTICE: HOW TO WRITE A SUMMARY PARAGRAPH

On the OSSLT, the following open response question would come directly after the short written response question #6 on page 32. For instructional purposes in this workbook, we have isolated this question. It is asking you to write a summary paragraph for the reading selection it follows - which in this case is the informational text on handwriting, page 47.

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

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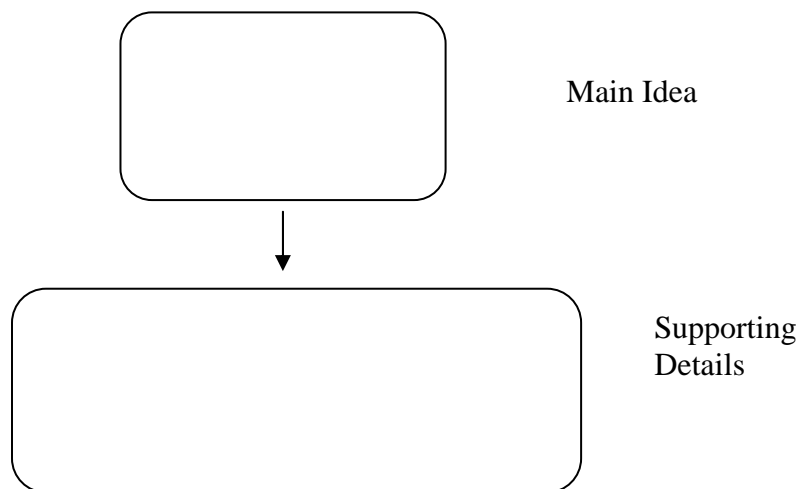
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### Rough Notes (Nothing written here will be evaluated.)

Consider using this space to create a **Concept Map** to brainstorm the details of your answer. Write down the topic of the passage - then a word or phrase to indicate what you consider to be the main idea. Beneath the main idea, record a word or phrase to indicate one detail from the passage that supports this main idea.

Topic: \_\_\_\_\_



## SCORING GUIDE: HOW TO WRITE A SUMMARY PARAGRAPH

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

*Assess your topic development score using the following rubric:*

Code	Descriptor
<b>Blank</b>	Blank: nothing written or drawn in the lined space provided.
<b>Illegible</b>	An illegible response cannot be read. An inappropriate response comments on the task (e.g., I don't know how to write a summary).
<b>Off topic/ Incorrect</b>	A typical <u>off-topic</u> and <u>incorrect</u> response: <ul style="list-style-type: none"> <li>• provides an <u>incorrect answer based on a misunderstanding of</u> <ul style="list-style-type: none"> <li>→ the question</li> <li>→ the ideas in the reading selection</li> </ul> </li> <li>• provides <u>information not in the reading selection</u></li> </ul>
<b>10</b>	Response answers only part of the question. The response provides <ul style="list-style-type: none"> <li>• <u>only a main idea</u> (e.g., handwriting can tell a great deal about a person) or</li> <li>• one or more <u>supporting details</u> only (e.g., handwriting can reveal the personality traits of the writer) or</li> <li>• a main idea with an <u>irrelevant or unconnected supporting detail</u>.</li> </ul>
<b>20</b>	Response provides a <u>correct main idea</u> , and one or more <u>vague details</u> from the reading selection to support it. The response usually requires the reader to make the connection between the supporting detail and the main idea.
<b>30</b>	Response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the reading selection as support for it.

*Assess your conventions score using the following rubric:*

Code	Use of Conventions
<b>10</b>	Errors in conventions distract from communication
<b>20</b>	Errors in conventions do not distract from communication

**Definitions:**

**Distract:** Reading rhythm is often interrupted but the information can be understood. Some parts of the response have to be reread, but there is still a sense of the whole piece of writing at the end.

**Do not distract:** Reading rhythm is not often interrupted; little rereading is required. There may be errors but they do not often slow down the reader. The errors do not impede the reader.



**STRATEGY NOTE #6:**

*How to Write a  
News Report*



# ***How to Write a News Report***

A news report is an **objective, factual** report about an **event**.

Objective: do not express personal opinions

Factual: include all of the facts

Event: write about something that happened

A news report also follows a **formula**. What is this formula?

**A news report begins with the most important information:  
Who does what? When? Where? Why? and How?  
Then additional (less important) details are added.  
These details provide extra information  
that could be deleted from  
the story if  
necessary.**

**Why is it organized this way?**

The least important details go at the end so that if the **editor** of the paper had to shorten an article, he or she could cut from the bottom without ruining the story.

**Your task on the OSSLT is to:**

- look at the picture and the headline
- imagine an event that may have taken place which logically connects to the picture and the headline
- think about the who, what, where, when, why and how of the event
- write your news report, making sure it is a report, not an interview, and that it does not include any personal opinion

**Also make sure:**

- Your ideas are clearly organized
- You have checked your work for any spelling, grammatical, or punctuation errors
- You have not told a story or described the picture

*Now let's take a closer look at what we mean by objective, factual and event ...*

## STRATEGY NOTE #6: HOW TO WRITE A NEWS REPORT

*A news report is objective ...*

The **third person** point of view is the perspective or viewpoint of someone outside the report. The writer does not use “I” because the report is **not** a personal one. On the OSSLT, use third person point of view to keep your report **objective**.

For example, look at the following sentences and compare the personal voice to the objective voice:

First Person (Personal)	Third Person (Objective)
I am tuning out the political process.	Young people are tuning out the political process.
My parents don't like photo radar.	Many people don't like photo radar.
I think photo radar cameras have been limited to small towns.	Photo radar cameras have been limited to small towns



**Your turn!**

**Change the use of the first person (personal) point of view to the third person (objective) in the following sentences.**

1. The kids at my school protested the proposal to ban unhealthy food from schools.
2. Not only does eating properly reduce obesity, but I think it makes people happier, healthier and productive.
3. I would like to eliminate junk food from my diet and have more energy.

*Check your answers...*

### ANSWERS:

1. Students at a local school protested the proposal to ban unhealthy food from schools.
2. Not only does eating properly reduce obesity, but it also makes people happier, healthier and productive.
3. Many people would like to eliminate junk food from their diets and have more energy.



## STRATEGY NOTE #6: HOW TO WRITE A NEWS REPORT

*A news report is factual...*

The purpose of a news report differs greatly from the purpose of a narrative; a news report provides information and facts, while a narrative tells a story. When writing a narrative, there is a lot more freedom to tell the story however you wish. **But**, when writing a news report for the OSSLT, you need to provide **facts** about an **event** in an **objective** way.

For example, look at the following information and compare the personal voice to the objective voice:

Narrative	News Report for the OSSLT
Can be subjective, personal	Is always objective, detached
Can use first person (I, me, mine, my, we)	Only uses third person (he, she, it, their)
Can be creative, fanciful, uses dialogue	Uses fact, statistics, eye witness accounts
Tells a story	Provides information about an event



**Your turn!**

**For each of the following passages, circle the one which would belong in a news report.**

- About 150 people heeled and wheeled their way along the city's north-south trail yesterday afternoon for the local leg of the Third Annual Greater Niagara Circle Trek.
  - Joanna woke up refreshed. It was the day of the Third Annual Greater Niagara Circle Trek and she was ready for it.
- I watched the final game of the Stanley Cup Playoffs with much excitement. My cousin was leading the scoring for the team I was sure would win.
  - All of Prince Edward Island watched the Stanley Cup Playoffs with much excitement. One of their own led the scoring for the winning team.
- "I couldn't breathe - there was so much smoke," Derek choked as the firemen rushed past him into the burning house.
  - Local resident Derek Jones was rescued from his burning home last night. When asked how he felt, Jones answered, "I couldn't breathe - there was so much smoke."

*Check your answers*

ANSWERS: 1. a) 2. b) 3. b)

## STRATEGY NOTE #6: HOW TO WRITE A NEWS REPORT

*A news report is about an event...*

On the OSSLT, the news report can not be in the form of an interview, and cannot include any personal opinions - it must focus on one **event** which logically connects to the picture and the headline.



**Your turn!**

**Take a look at the following picture and headlines and choose the best event on which to base a news report.**



If the title to this picture was, "Taking A Stand," which of the following would be an appropriate **event** on which to base the news report?

- a) Workers discuss safety issues
- b) Why I think we should have the right to strike
- c) Workers strike against their employer



If the title to this picture was, "A Bad Day for the Leafs," which of the following would be an appropriate **event** on which to base the news report?

- a) The Philadelphia Flyers need a new coach
- b) The Leafs lose an important playoff game
- c) I think the Leafs should win the Stanley Cup

*Check your answers*

ANSWERS: 1. c) 2. b)

**PRACTICE**  
*Writing a News Report*

**ASSESS YOUR WRITING USING  
THE SCORING GUIDE PROVIDED**

**TOPIC DEVELOPMENT SCORE: CODE \_\_\_\_\_**

**CONVENTION SCORE: CODE \_\_\_\_\_**



# ***Writing a News Report***

A news report is an **objective, factual** report about an **event**.

**Task:** Write a news report based on the headline and the picture below. You will have to make up the facts and information, answering some or all of the following questions: Who? What? When? Where? Why? How?

**Purpose and Audience:** To report an event for the readers of a newspaper.

**Length:** The lined space provided for your written work indicates the appropriate length of the writing expected.

**Students Unite**



**Rough Notes**

Use the space below for rough notes.  
Nothing you write in this space will be scored.  
An outline will not be provided on the actual test, but for the purpose of this workbook, we've provided a sample outline for you to fill out with "Made-Up" facts:

What happened?

To whom?

Why?

When?

Where?

How?

Quote to insert:

**PRACTICE: WRITING A NEWS REPORT**







## SCORING GUIDE: WRITING A NEWS REPORT

### *Scoring Guide for Topic Development – News Report*

Code	Descriptor
<b>Blank</b>	The page is blank with nothing written or drawn in the lined space provided.
<b>Illegible</b>	The response is illegible and irrelevant to the prompt.
<b>Off topic</b>	The response is off-topic.
<b>10</b>	The response is related to headline and/or photo but is not a news report. or The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
<b>20</b>	The response is related to headline and/or photo but only partly in the form of a news report. or The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details; too few or repetitious. There is limited evidence of organization.
<b>30</b>	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
<b>40</b>	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
<b>50</b>	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
<b>60</b>	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details which are thoughtfully chosen to develop the news report. The organization is coherent, demonstrating a thoughtful progression of ideas.

### *Scoring Guide for Conventions – News Report*

Code	Use of Conventions
<b>10</b>	There is insufficient evidence to assess the use of conventions. or Errors in conventions interfere with communication.
<b>20</b>	Errors in conventions distract from communication.
<b>30</b>	Errors in conventions do not distract from communication.
<b>40</b>	Control of conventions is evident in written work.



**STRATEGY NOTE #7:**  
*Writing a Series of Paragraphs  
Expressing An Opinion*



## **Steps to Writing a Series of Paragraphs Expressing An Opinion**

For this portion of the OSSLT, you will be asked to write a series of paragraphs (minimum three) expressing an opinion on a given statement.

Your task on the OSSLT is to:

- decide whether you agree or disagree with the statement
- think of reasons why you hold that opinion (try to come up with at least three), and an example from your own experience which supports each reason
- write an introductory paragraph, making sure it clearly states your opinion
- write at least one body paragraph which gives your reasons for your opinion and the examples from your own experience
- write a concluding paragraph which summarizes your opinion

Make sure:

- Your ideas are clearly organized
- You have indented (or left a space between) each paragraph
- You have checked your work for any spelling, grammatical, or punctuation errors

### *Let's practice*

For each of the following statements decide if you agree or disagree with comment and check the appropriate box.

	Agree	Disagree
1. School uniforms are a good idea.	<input type="checkbox"/>	<input type="checkbox"/>
2. Graduated licensing is effective.	<input type="checkbox"/>	<input type="checkbox"/>
3. Dogs make better pets than cats.	<input type="checkbox"/>	<input type="checkbox"/>
4. Downloading music from the Internet should be free and legal.	<input type="checkbox"/>	<input type="checkbox"/>

*Take one of the above four statements and complete the chart on the following page...*

## STRATEGY NOTE #7: WRITING A SERIES OF PARAGRAPHS EXPRESSING AN OPINION

Statement: (rewrite statement here)	
Circle one:    Agree            Disagree	
Reasons for my opinion	Examples from my experience
For example, <i>Dogs are friendlier than cats.</i>	<i>My dog greets me at the door every day, but my friend's cat just ignores him.</i>
1.	
2.	
3.	

*Here is one way you could organize your three-paragraph essay.*

*If there is time, find a partner and "talk-through" how you would write an opinion piece using the information from the above chart.*

**In my opinion, (clearly state your opinion here)**

**I have three reasons for my opinion. My first reason is that (state your first reason here). For example, (state your first example here). My second reason is that (state your second reason here). For example, (state your second example here). My last reason is that (state your third reason here). For example, (state your third example here).**

**So, as you can see, I strongly feel that (restate opinion here).**

*Final word of advice*

Don't forget to use **connecting words** between each paragraph. Use connecting words to make your ideas/writing flow. Here are a few samples to keep in mind when writing your opinion paragraphs:

*First...second...last*  
*Also*  
*As well*  
*Too*  
*Because*  
*Finally or In conclusion*

**PRACTICE:**

*Writing a Series of Paragraphs  
Expressing An Opinion*

**ASSESS YOUR WRITING USING  
THE SCORING GUIDES PROVIDED**

**TOPIC DEVELOPMENT SCORE: CODE \_\_\_\_\_**

**CONVENTIONS SCORE: CODE \_\_\_\_\_**





## **Writing a Series of Paragraphs Expressing An Opinion**

**Task:** Write a series of paragraphs (a minimum of three) expressing an opinion on the topic below. Develop your main idea with supporting details (proof, facts, examples etc.)

**Purpose and Audience:** An adult who is interested in your opinion.

**Topic:** Are sports celebrities paid too much money?

**Length:** The lined space provided for your written work indicates the approximate length of the writing expected.

### **Rough Notes**

Use the space below for rough notes. Nothing you write in this space will be scored.  
 ★ Consider using this space to create a **graphic organizer** (similar to the one from Strategy Note #7) to brainstorm the details of your answer. Turn the topic into a statement by answering the question - then jot down some points under **reasons** and **examples**.

<b>Statement:</b>		
<b>Circle One: Agree      Disagree</b>		
	<b>Reasons for my opinion</b>	<b>Examples from my experience</b>
1.		
2.		
3.		

**PRACTICE: WRITING A SERIES OF PARAGRAPHS EXPRESSING AN OPINION**





**SCORING GUIDE: WRITING A SERIES OF PARAGRAPHS EXPRESSING AN OPINION***Scoring Guide for Topic Development – Opinion Question*

<b>Code</b>	<b>Descriptor</b>
<b>Blank</b>	The page is blank with nothing written or drawn in the lined space provided.
<b>Illegible</b>	The response is illegible or irrelevant to the prompt.
<b>Off topic</b>	The response is off-topic.
<b>10</b>	The response is related to the prompt but does not express an opinion. or The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.
<b>20</b>	The response is related the prompt, but only part of the response expresses and supports an opinion. or The response is related to the prompt, and expresses and supports an opinion, but the opinion is unclear or inconsistent. There are insufficient supporting details – too few or repetitious. There is limited evidence of organization.
<b>30</b>	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
<b>40</b>	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
<b>50</b>	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
<b>60</b>	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent, demonstrating a thoughtful progression of ideas.

*Scoring Guide for Long Writing Conventions – Opinion Question*

<b>Code</b>	<b>Use of Conventions</b>
<b>10</b>	There is insufficient evidence to assess the use of conventions. or Errors in conventions interfere with communication.
<b>20</b>	Errors in conventions distract from communication.
<b>30</b>	Errors in conventions do not distract from communication.
<b>40</b>	Control of conventions is evident in written work.



**STRATEGY NOTE #8:**  
*Reading Graphic Text*





# Reading Graphic Text

## Scanning and Skimming

- Scanning and skimming are useful when you want to quickly find specific information in a text - and is especially useful when reading graphic text. Most readers move back and forth between scanning, skimming, and reading carefully, depending on what they are reading and what their purpose is.

## Scanning is Looking: Seeing What's There

- Your eyes move **all over the page** - up, down, across - rather than just left to right.
- Before reading, scanning the page allows you to take note of any titles, headlines, graphics, or words in bold (for example, when you scan the front page of a newspaper).
- You also scan when you are looking for a specific word, name, or date, without having to read or understand the entire text (for example, when you are looking up something in the phone book or in a dictionary).

## Skimming is Reading: Getting the Overall Meaning Quickly

- Your eyes move **left to right**, though more quickly than when reading carefully, and you do not have to read every word.
- Before reading, skimming the beginning and ending of the text helps you get a sense of what it is going to be about.
- Skimming is also useful when you want to find out if a piece of text has the information you are looking for, and should be read more carefully, or when you want to go back to a text you have already read and remind yourself of what it was about.

## STRATEGY NOTE #8: READING GRAPHIC TEXT



### Your turn!

For each of the following, identify whether you would need to scan, skim or read carefully.

- Text: A chapter of your History textbook  
Purpose: You need to find the date for the Battle at Vimy Ridge  
Do you: a) scan      b) skim      c) read carefully
- Text: A webpage on the life and works of Shakespeare  
Purpose: You are writing an essay on Romeo and Juliet, and want to include some biographical information on Shakespeare, but you don't know if this webpage has the information you are looking for  
Do you: a) scan      b) skim      c) read carefully
- Text: Your favourite magazine  
Purpose: You just got the newest edition, and are looking through it to see what's in it  
Do you: a) scan      b) skim      c) read carefully
- Text: Your Science notes  
Purpose: You are studying for your final exam  
Do you: a) scan      b) skim      c) read carefully
- Text: Chapter 1 of the novel you're studying in class  
Purpose: You have to read chapter 2, but you forget what happened in chapter 1  
Do you: a) scan      b) skim      c) read carefully
- Text: The school's yearbook  
Purpose: You just got it, and want to find your picture  
Do you: a) scan      b) skim      c) read carefully

*Check your answers*

ANSWERS: 1. a), 2. b), 3. a), 4. c),  
5. b), 6. a)

## STRATEGY NOTE #8: READING GRAPHIC TEXT

*More hints about reading graphic texts*

Most of the things we read every day have more than just words in them. We have to be able to get information from pictures, diagrams, charts, graphs, and maps; in other words, we have to know how to read **graphic texts**.

**When reading and answering questions on graphic texts, follow these steps carefully!**

1. Look at the **graphic text** first.

Read the title

Scan all headings in bold

Ask yourself what is the general topic of the text? (NBA scoring)

2. Read the **question**.

Identify and highlight or underline the key words in the question. (team; Pat Ewing; 1992)

3. Return to the **graphic text**.

Scan for the key words, and then read carefully to answer the question. (In 1992, Pat Ewing played for the New York Knicks.)

Past NBA Scoring Champs			
Player	Year	Team	Points
Michael Jordan	1990	Chicago Bulls	2400
Pat Ewing	1992	New York Knicks	1900
Karl Malone	1993	Utah Jazz	2000
Shaquille O'Neal	1996	Los Angeles Lakers	2200
<i>*not official NBA statistics</i>			
Question: What team did Pat Ewing play for in 1992?			

**Extra Hints:** Look for key words in columns, symbols and legends.  
Look for units of measurement when writing your answer.



**PRACTICE:**  
*Reading Graphic Text*

**ASSESS YOUR READING**

**MULTIPLE CHOICE: / 6**



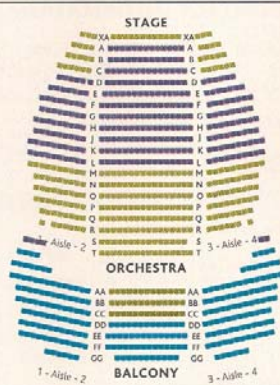
## Shaw Festival Brochure

### THEATRES



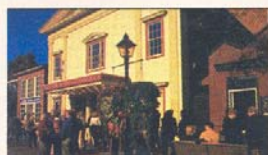
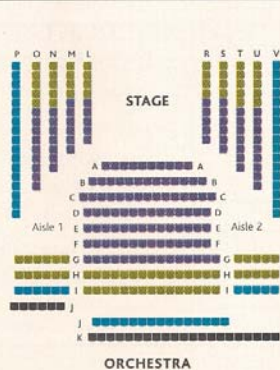
#### FESTIVAL THEATRE

This is our flagship theatre, where we present large-scale productions. The 869-seat Festival Theatre was refurbished in 2002 with comfortable new seating, and in 2003 we added a new Café and retail shop.



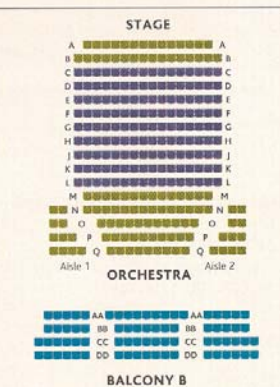
#### COURT HOUSE THEATRE

A national historic site dating from the 1840s, the Court House is where the Shaw Festival began in 1962. The building's upper level combines an intimate 327-seat auditorium with a thrust stage.



#### ROYAL GEORGE THEATRE

The Royal George presents a modest exterior, but inside it's all Edwardian gilt mouldings, red walls and golden lions! This 328-seat theatre was built as a vaudeville house to entertain the troops during World War I.



### TICKET PRICES

	ORCHESTRA A+ & BOXES	ORCHESTRA A & BALCONY A	BALCONY B & MEZZANINE
WEEKENDS & OPENINGS*	\$77	\$67	\$57
WEEKDAYS*	\$67	\$57	\$47
PREVIEWS	\$50	\$50	\$42

Restricted seats at the Court House Theatre \$28  
Prices are in Canadian dollars and include GST.

\*Weekend performances are Friday and Saturday evenings, and Saturday and Sunday matinees. Weekday performances are Tuesday through Thursday evenings, and Tuesday through Friday matinees.

*Man and Superman* including "Don Juan in Hell" – see page 26

**SUNDAY NIGHTS SS** June 27 to Sept 5 \$47

**SUNDAY NIGHTS S** before June 27 or after Sept 5 \$42

**SPECIAL MATINEES SM** Students \$20, Seniors \$30  
Non-seniors/non-students booking SM performances pay regular prices.

**LUNCHTIME ONE ACTS** \$20

#### MUSICAL READING SERIES

Vineyard Concert Aug 29 at Jackson-Triggs Winery \$25  
Lunchtime Oct 2 at the Royal George Theatre \$18

**BELL CANADA READING SERIES** \$15

### SPECIAL ACCESS

Please advise the Box Office of your special access requirements when you reserve your tickets. For complete details visit [www.shawfest.com](http://www.shawfest.com)

**SPECIAL ACCESS SEATING** is available at the Festival Theatre and Royal George Theatre

**ASSISTIVE LISTENING DEVICES** are available by reservation at all three theatres for a fee of \$2

**SIGN LANGUAGE (ASL)** interpreted performances will be given at the Festival Theatre on May 26 (*Pygmalion*) and October 7 (*Three Men on a Horse*). Call the Box Office for details.

**ACCESSIBLE NIAGARA** This is a useful website for information about accessible locations throughout the Niagara Region: [www.accessibleniagara.com](http://www.accessibleniagara.com)





## PRACTICE: READING GRAPHIC TEXT

**Multiple Choice:** Record the best or most correct answer on the Student Answer Sheet.

1. According to the brochure, which theatre is the “flagship” theatre?
  - A Festival Theatre
  - B Court House Theatre
  - C Trillium Theatre
  - D Royal George Theatre
2. Why do they provide the floor plan for each theatre?
  - A to list information about show times
  - B to indicate where seats are located
  - C to inform readers what the shows are about
  - D none of the above
3. How much would it cost to see a Friday matinee performance in Balcony A?
  - A \$20
  - B \$50
  - C \$57
  - D \$67
4. Which heading would be most important to you if you wanted to order theatre tickets?
  - A Ticket Prices
  - B Theatres
  - C Special Access
  - D Sunday Nights
5. For what date could a student in need of sign language attend Pygmalion at the Festival Theatre?
  - A October 7
  - B August 29
  - C May 26
  - D October 2
6. At which theatre could you enjoy lunch, a performance and purchase a souvenir?
  - A Court House Theatre
  - B Trillium Theatre
  - C Royal George Theatre
  - D Festival Theatre



**STRATEGY NOTE #9:**  
*How to Answer An  
On My Own Question*



## How to Answer An On My Own Question

One of the **Short Writing Tasks** on the OSSLT requires you to write a six-line response based on your knowledge and personal experience. Your response must be written in proper paragraph form: with an opening sentence, supporting details and concluding sentence. We gave you similar instructions with Strategy Note #4 on pages 27-28. The difference here is that the answer comes directly from you. There is no reading selection attached to this type of question. This is an **On My Own** question as defined earlier on in Strategy Note #3 on pages 23-26.

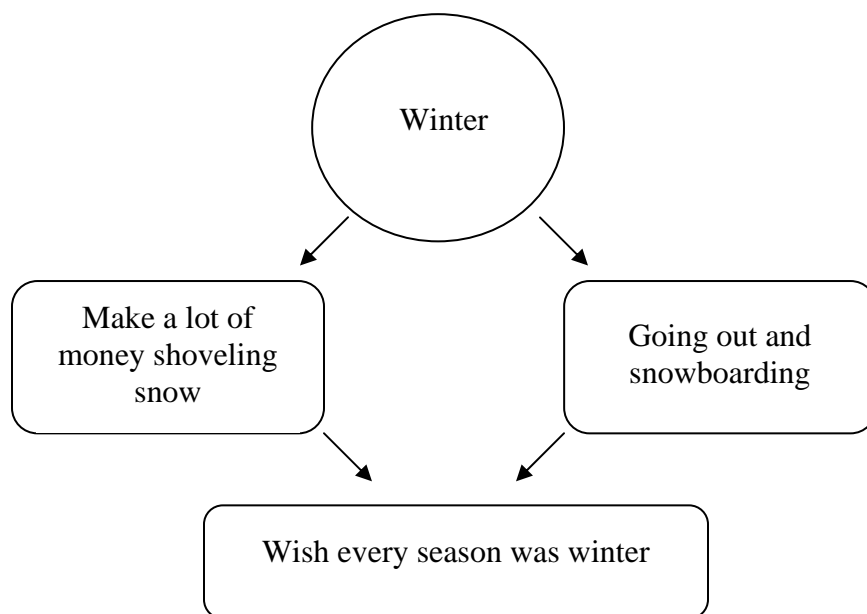
Here are some example questions:

- What was your favourite game as a child? Explain why you liked it.
- Name a person you admire and explain why.
- What is your favourite time of the year? Explain why.

Consider:

- deciding on two points to explain your answer
- creating a concept map similar to the one you created in Section A

*Here is a sample concept map using the topic, favourite time of year:*





**PRACTICE: SHORT WRITING TASK**

*An “On My Own”*

*Open Response Question*

**USING THE SCORING GUIDE  
TO ASSESS YOUR WRITING:**

**TOPIC DEVELOPMENT SCORE: CODE \_\_\_\_\_**

**CONVENTION SCORE: CODE \_\_\_\_\_**





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

1. Name your favourite holiday and explain why.

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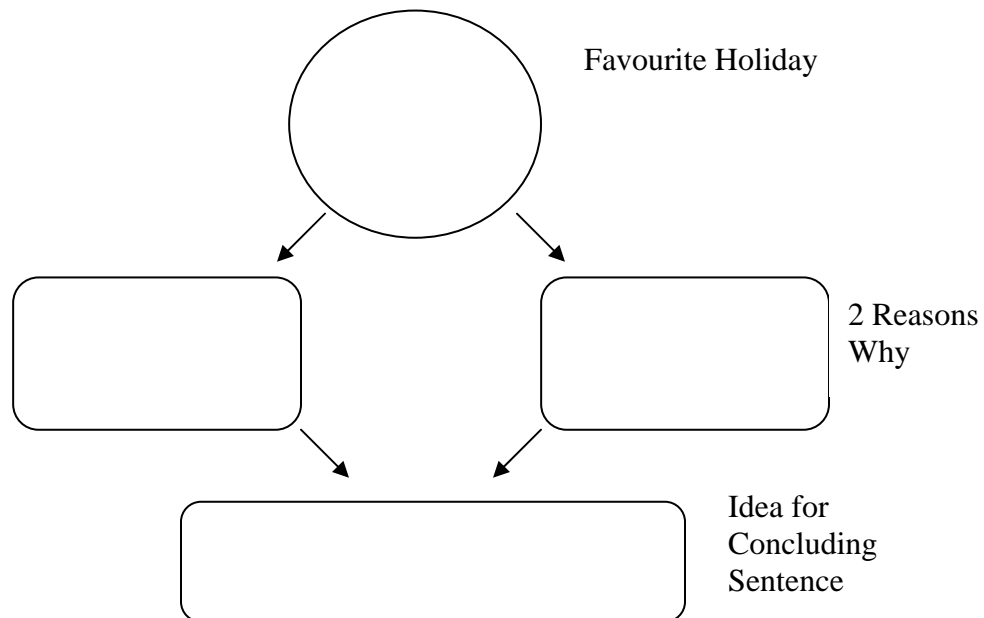
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**Rough Notes (nothing written here will be evaluated)**

Consider using this space to create a **concept map** to brainstorm the details of your answer. Write down the name of your favourite holiday in the centre, use the two middle bubbles to record a few words to explain **why** it is your favourite. Then use the last bubble to jot down an idea for a concluding sentence.



**PRACTICE: HOW TO WRITE AN ON MY OWN QUESTION**

## SCORING GUIDE: SHORT WRITING TASK - AN ON MY OWN QUESTION

### 1. Name your favourite holiday and explain why.

#### *Scoring Guide for Topic Development*

Code	Descriptor
<b>Blank</b>	Blank: nothing written or drawn in the lined space provided.
<b>Illegible</b>	An illegible response cannot be read. An inappropriate response comments on the task (e.g., I don't know).
<b>Off topic</b>	A typical off-topic response: <ul style="list-style-type: none"> <li>• does not identify an opinion in relation to the question</li> <li>or</li> <li>• is not specific to the question</li> <li>or</li> <li>• comments on the topic of the question</li> </ul>
<b>10</b>	Response provides at least one reason as to why it is important to learn about other cultures, but <ul style="list-style-type: none"> <li>• does not provide an explanation of the reason</li> <li>or</li> <li>• the explanation of the reason is irrelevant</li> <li>or</li> <li>• the explanation of the reason is not unique to the situation.</li> </ul>
<b>20</b>	Response provides at least one reason, but the explanation is vague. The response usually requires the reader to make the connection between the main idea and the support.
<b>30</b>	Response clearly explains at least one reason as to why it is important to learn about other cultures by providing specific and relevant details as support.

#### *Scoring Guide for Conventions*

Code	Use of Conventions
<b>10</b>	Errors in conventions distract from communication
<b>20</b>	Errors in conventions do not distract from communication



**STRATEGY NOTE #10:**  
*Testing Writing Skills  
With Multiple Choice*



## ***Testing Writing Skills with Multiple Choice***

The OSSLT tests your writing skills in two ways:

- Through an evaluation of your short and long written responses
- Through a series of multiple choice questions

The types of writing skills tested through multiple choice are:

- your ability to combine information
- your ability to use certain words correctly
- your ability to identify the sentence in a paragraph that doesn't belong
- your knowledge of punctuation (using commas, semi-colons, colons, etc.)
- your knowledge of grammar (using capitals, writing in full sentences, etc.)

*Review your knowledge of punctuation rules by matching the following words with their definition (record the matching letter in the box provided beside each word)*

<input type="checkbox"/>	1.	Comma	a.	is used to separate two contrasting parts of a sentence
<input type="checkbox"/>	2.	Colon	b.	connects two or more words that form one idea
<input type="checkbox"/>	3.	Semicolon	c.	separates items in a series
<input type="checkbox"/>	4.	Quotation Marks	d.	separates a word or phrase from the rest of a sentence (is often used near the end of a sentence to summarize an idea)
<input type="checkbox"/>	5.	Hyphen	e.	is used to introduce explanations, long quotations or a series
<input type="checkbox"/>	6.	Dash	f.	separates extra information from the rest of the sentence
<input type="checkbox"/>	7.	Parentheses	g.	are used to show what someone said

*Check your answers...*

<b>ANSWERS: 1c, 2e, 3a, 4g, 5b, 6d, 7f</b>
--

## STRATEGY NOTE #10: TESTING WRITING SKILLS WITH MULTIPLE CHOICE

*Because it is difficult to review each of the writing skills tested on the OSSLT, the best advice we can give you is to*

- A. **Read** the sentence or paragraph in your mind and listen to the way it sounds. Hear yourself saying the sentence/paragraph as though you were speaking out loud and ask yourself these types of questions:
- ✓ Does this sound right?
  - ✓ Does this make sense?
  - ✓ Where is the best place (the most logical place) for a pause?
- B. **Look** carefully at the sentence and ask yourself:
- ✓ What do I know about using capitals?
  - ✓ Does this look right?

*and*

- C. **Remember** those steps to answering Multiple Choice Questions!

- |               |  |
|---------------|--|
| <i>Step 1</i> | <b>Read</b> the whole question. Take a minute to understand what the question is asking you to find. |
| <i>Step 2</i> | <b>Think of an answer</b> before you read the choices.   |
| <i>Step 3</i> | <b>Eliminate</b> all of the choices you know are <b>wrong</b> .                                      |
| <i>Step 4</i> | <b>Look</b> at your <b>remaining answers</b> and make a <b>choice</b> .                              |



**PRACTICE:**  
*Multiple Choice Questions*  
*Testing Writing*

**RECORD YOUR MARK:**

**MULTIPLE CHOICE:    /5**



## PRACTICE: MULTIPLE CHOICE QUESTIONS TESTING WRITING

**Multiple Choice:** Record the best or most correct answer on the Student Answer Sheet.

- 1) Choose the sentence that uses punctuation correctly.
- A The cat jumped on the table over the vase and into the fishbowl.
  - B The cat jumped, on the table over the vase and into the fishbowl.
  - C The cat jumped on the table, over the vase and into the fishbowl.
  - D The cat jumped on the table over the vase and, into the fishbowl.
- 2) Choose the option that best combines all the information in the boldfaced sentences.
- the drama club performed  
the show was last Tuesday  
the play won an award**
- A The drama club performed a play that won an award.
  - B Last Tuesday, the drama club performed their award-winning play.
  - C The drama club performed a play and it was an award-winning play and they performed it last Tuesday.
  - D The play last Tuesday won an award.
- 3) Choose the best closing sentence for the paragraph.
- By September 15th, 2009, anyone who operates a boat will be required to carry a Pleasure Craft Operator Card. In the last ten years, more people drowned in boating accidents than in other water-related accidents. The Pleasure Craft Operator Card proves that the owner understands the rules and regulations of Canadian waterways. By requiring the Pleasure Craft Operator Card, Transport Canada is taking steps to reduce the number of boating related accidents in Canadian waters.
- A People who want a Pleasure Craft Operator Card can take a course online.
  - B Other causes of drowning include swimming, wading or playing near unprotected waters.
  - C Be boat smart! Always wear a lifejacket or PFD when boating.
  - D Make sure, if you operate a boat, that you get your Pleasure Craft Operator Card on time!
- 4) Choose the correct option to fill in the blank.
- We use the recycling box program \_\_\_\_\_ we want to reduce landfill waste.
- A because
  - B unless
  - C however
  - D while
- 5) Choose the sentence that uses capitalization correctly.
- A My relative from toronto, who we call uncle Jim, works as a reporter for the globe and mail.
  - B My relative from Toronto, who we call Uncle Jim, works as a reporter for the Globe and Mail.
  - C My Relative from Toronto, who we call Uncle Jim, works as a Reporter for the Globe and Mail.
  - D My relative from Toronto, who we call uncle Jim, works as a reporter for the Globe and Mail.

Turn to the following page to assess all of your Multiple Choice questions.



**MULTIPLE CHOICE ANSWERS**

**SCORE SUMMARY SHEET**

**STUDENT REFLECTION**



## MULTIPLE CHOICE ANSWERS

*Look to your Student Answer Sheet to correct the following Multiple Choice questions*

### **Section A: Information Text (Your Handwriting)**

**Answers: 1B 2C 3A 4B 5D**

**\*Record this mark out of 5 on your Practice Summary Sheet!**

### **Section D: Graphic Text (Shaw Festival)**

**Answers: 1A 2B 3C 4A 5C 6D**

**\*Record this mark out of 6 on your Practice Summary Sheet!**

### **Section F: Multiple Choice Questions Testing Writing**

**Answers: 1C 2G 3D 4F 5B**

**\*Record this mark out of 5 on your Practice Summary Sheet!**

*Turn the page for the Practice Summary Sheet*

**MULTIPLE CHOICE ANSWERS**



# ***Practice Summary Sheet***

Reading Informational Text (Your Handwriting)	MC	/5
Open Response Short Writing (Your Handwriting)	Code	_____
Open Response Summary Paragraph (Your Handwriting)		
Topic Development	Code	_____
Use of Conventions	Code	_____
Language Writing Task: News Report		
Topic Development	Code	_____
Use of Conventions	Code	_____
Long Writing Task: Series of Paragraphs Expressing Opinion		
Topic Development	Code	_____
Use of Conventions	Code	_____
Reading Graphic Text	MC	/6
Open Response On My Own		
Topic Development	Code	_____
Use of Conventions	Code	
Testing Writing Skills with Multiple Choice		/5

**PRACTICE SUMMARY SHEET**

## STUDENT REFLECTION SHEET

Your Name: \_\_\_\_\_

1. Look to your Practice Summary Sheet. Total your number score for the multiple choice questions here:

/ 16

2. Look over the scores you assigned yourself (or were assigned by a peer) for the writing tasks. What skills do you feel you need to work on?
3. Think about your above answer. How will you go about practising and/or learning these skills?