

Wexford Collegiate School for the Arts

OSSLT Preparation Booklet



Name: _____

OSSLT:

Fall 2024

Created and assembled by V. Reid

Ontario Secondary School Literacy Test (OSSLT)

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Some key points to remember:

Although the layout of the printed booklets may differ from the layout of the electronic version, the content is the same.

Guidelines for the length of your typed responses are provided.

Section A: Reading

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

A Huge Mural Marks a Graffiti Philosophy in Montreal

They are graffiti artists. They spray-paint buildings. And they are paid by taxpayers. 1

Their latest work, *Our Lady of Grace*, unveiled in November 2011, transformed a dingy, beige brick wall in Montreal’s west end into a six-storey canvas that hundreds now stop to admire.

While Montreal can be tough on illegal graffiti and tagging, the city has developed a relationship 3 with graffiti artists, who are adamant that their genre is legitimate. “It’s the same as a paintbrush, and we are showing our talent,” said the artist who only gave his name as Fluke.

Beginning in 2006, Montreal budgeted \$1.2 million to attack the problem of graffiti. That includes 4 about \$150 000 for murals. The *Our Lady of Grace* fresco cost the city \$26 000 and took 400 cans of spray paint to complete. The mural shows the lady in a flowing robe, surrounded by scenes of the urban landscape and reminders—such as Caribbean birds—of the multicultural character of the area.

New murals are going up regularly in Montreal. In August and September 2011, walls honouring 5 singer, songwriter and actor Raymond Levesque and jazz artist Oscar Peterson went up.

“We turn an energy that might be negative into one that’s positive,” said an executive from the 6 mayor’s office.

Still, Fluke worries about his art form. Old factories are turning into condos. Politicians crack down 7 looking for votes. “Graffiti as a subculture is growing dramatically, but we have less space to do it. [Murals] like this allow our voice to be heard,” he said.



Answering Multiple-Choice Questions

1. Scan the MC questions quickly to get a sense of what information you are looking for before carefully reading the selection. Any numbers on the side/margins of the reading selection indicate paragraph numbers - use these numbers to help you find your answers when appropriate. Read the paragraph before and after for additional related information.
2. When answering, try reading the questions BEFORE you start reading the article. This will help you set purpose when reading. Study the title and images, if included.
3. Look over the possible answers before reading the article, if that helps you find the correct response.
4. When answering, eliminate answers you know are wrong. This improves your odds of success because you have narrowed your choice.
5. When answering multiple choice questions on the OSSLT, trust your first instinct. Doubt is your worst enemy. Only change your answer after you have **discovered new information**.
6. When answering multiple choice questions, there is no pattern. Checking and re-reading the is often be required. Use the notepad to cut and paste information into for responses.
7. Highlight keywords in the question for clues of where to find the answers from the reading and what information you are looking for.
8. As a last resort, make your best guess. Never leave a multiple-choice question blank. You have at least a 25% chance of being right.

Section A: Multiple-Choice Questions

1 Why did Montreal establish a relationship with graffiti artists?

- a to deal with vandalism
- b to help politicians gain votes
- c to honour famous entertainers
- d to introduce citizens to local art

2 Which word is closest in meaning to “adamant” as used in paragraph 3?

- a critical
- b insistent
- c annoyed
- d surprised

3 What feature of *Our Lady of Grace* reflects an aspect of the neighbourhood’s diverse population?

- a the work’s title
- b the urban location
- c the Caribbean birds
- d the use of spray paint

4 How is the information in paragraph 7 organized?

- a cause and effect
- b question and answer
- c comparison and contrast
- d statement and explanation

5 What is the main idea of this selection?

- a Artwork is very expensive.
- b Artists require lots of space.
- c Co-operation reduces conflict.
- d Interest groups block progress.

In newer formats, multiple choice options have been changed to:

- Multi Selects
- Drag and drop
- Drop down menu

Answer accordingly on the test. The skills are still reading for information, making connections, and inferencing

Open-Response Question

6 Explain why Montreal’s approach to graffiti is beneficial. Use specific details from the selection to support your answer. (approximately 4 typed lines)

Plan your work here!

You are allowed to plan before you write on scrap paper. Foolscap and pencils will be provided for you on test day. Jot down ideas or write a rough copy, if you have the time!

Short Answer for Reading Comprehension

1. This type of written response is based on what you have read in the passage. When responding to a reading, you will ONLY be scored on topic development, NOT CONVENTIONS (language, spelling and punctuation).
2. Be sure to include information taken directly from the text, as well as your own ideas. You may paraphrase or take words and sentences from the reading.
3. State the main idea or topic sentence by rephrasing the question in the response to ensure you are answering the question fully.
4. Use several ideas, items, or examples to prove your idea. This support is often taken directly from the article, and should be a minimum of two. Always try for three supporting details, whenever possible.
5. Include a short concluding sentence.

<p>Check your work:</p>

Checklist for a Successful Response:

- ✓ States the main idea
- ✓ Is in an organized format and has a logical sequence
- ✓ Has a clear opening sentence
- ✓ Supporting details (reasons and explanations)
- ✓ When asked, provides several supporting details (3) that back up the main idea
- ✓ Concluding sentence that connects to the topic sentence
- ✓ Uses transitional words and phrases to join ideas (firstly, secondly, etc.)

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. *Open-Response*

EQAO OSSLT March 2015
Scoring Guide for Reading Open-Response
Section I News Report Question 6

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). A <u>comment on the task</u> (e.g., I don't know).
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>irrelevant</u> response comments on the topic or only restates the question with no support. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.
Code 10	• response indicates minimal reading comprehension • response provides minimal or irrelevant ideas and information from the reading selection The response provides <ul style="list-style-type: none"> • minimal and/or irrelevant information from the selection OR <ul style="list-style-type: none"> • a reason why the approach is beneficial with no supporting details, irrelevant details, from the selection or details from the student's own ideas The response provides <ul style="list-style-type: none"> • minimal and/or irrelevant information from the selection OR <ul style="list-style-type: none"> • a reason why the approach is beneficial with no supporting details, irrelevant details, from the selection or details from the student's own ideas OR <ul style="list-style-type: none"> • a retelling of events or listing of details from the selection.
Code 20	• response indicates some reading comprehension • response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection The response provides some details from the selection that explain why Montreal's approach to graffiti is beneficial. The <u>reader must make the connection</u> between the supporting details and why or how the approach is beneficial. The reason is implied and only vaguely expressed. OR The response provides a reason from the selection supported by limited or vague details.
Code 30	• response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection The response <u>clearly explains why</u> Montreal's approach to graffiti is beneficial and provides <u>specific and relevant</u> support for that reason.

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

Code 10

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Montreal's approach to graffiti is beneficial. It is beneficial because graffiti artists help politicians get votes. Also, Montreal's graffiti artists turn "negative energy into positive energy". Finally, old factories are turning into condos which are being put back into use. That is why Montreal's approach to graffiti is beneficial.

Annotation: The response shows minimal reading comprehension. It includes one correct reason or benefit ("negative energy into positive energy") with no supporting details. It also includes an incorrect detail (graffiti artists help politicians get votes) and an irrelevant detail (old factories are turning into condos which are being put back into use).

Code 20

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Montreal's approach to graffiti is beneficial because it allows the community to have a voice. Montreal has had a lot of troubles with vandalism but by ~~not~~ ~~graffiti~~ ~~or~~ creating a relationship with graffiti artists, they were able to come to ~~peace~~ a peaceful agreement. This agreement let the community come together as a whole strengthening Montreal.

Annotation: The response indicates some reading comprehension. It provides reasons (allows the community to have a voice; let the community come together as a whole strengthening Montreal) supported by vague details (creating a relationship with graffiti artists, they were able to come to a peaceful agreement). The exact nature of the relationship or agreement is unclear.

Code 30

Q6: Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer.

Montreal's approach to graffiti is beneficial because it turns an energy that might be negative into one that's positive. Graffiti art gives artists the chance to show off their talents, and give the area a multicultural character that people can admire. For example, graffiti artists "transformed a dingy, beige brick wall in Montreal's west end into a six-storey canvas that hundreds now stop to admire." Overall, it is beneficial as it allows voices to be heard.

Annotation: The response indicates considerable reading comprehension. It provides reasons why Montreal's approach to graffiti is beneficial (*turns an energy that might be negative into one that's positive; Allows voices to be heard*) supported by specific and relevant details ("*...transformed a dingy, beige brick wall...into a six-storey canvas that hundreds stop to admire*").

Metacognitive Moment:

What the difference between a 10 and a 20?

What sets a Code 30 apart from the others?

Section B: Writing

Multiple-Choice Questions

1 Choose the best place to insert the following sentence.

Industrialization was one cause of these changes.

(1) In 1900, more than 85% of the world’s population farmed their own food. (2) However, several developments led people to move from the country to the city. (3) This new type of economy depended on factories that were located close to raw materials, power and transportation. (4) These sites attracted many workers. (5) Hence, there was a shift from rural settings to urban centres.

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

2 Select the best option to complete the sentence below.

The menu offers _____ soup _____ salad with a meal for an additional \$1.99.

- a both, or
- b maybe, or
- c either, or
- d neither, or

3 Which option shows how to make the following sentence correct?

Halifax’s Pier 21, the former point of arrival for most new immigrants to Canada is now a museum and historical landmark.

- a Add a colon after “arrival.”
- b Add a comma after “Canada.”
- c Remove the capital on “Pier.”
- d Remove the apostrophe in “Halifax’s.”

4 Which sentence is correct?

- a My father is feeling better for two weeks.
- b I don’t remember how long I’ve had my car.
- c I will be going on a bike ride, when I changed my mind.
- d I promise Michael that I would pick him up at 10:00 p.m.

<p>Check your work: Multiple Choice Answers</p>
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- 1. (a) (b) (c) (d)
- 2. (a) (b) (c) (d)
- 3. (a) (b) (c) (d)
- 4. (a) (b) (c) (d)

How did you do?

- ✓ Change up your approach by reading all the possible options and eliminating those that are incorrect.
- ✓ Once you are down to the last two options, do your best to recall where you have seen this rule before.
- ✓ Try to think about where you have seen these rules before and what makes sense in your head

Section C: Writing

Short Writing Task

1 If your school could offer a new course, what would you want it to be? Explain your answer using specific details. (approximately 4 typed lines)

Plan your work here!

It won't be scored, but it's a great place to jot down ideas or write a rough copy, if you have the time!

The Six-Line Answer:

- ✓ All short responses are written on 6 lines. The length provided is the length you are expected to write.
- ✓ The grader can only evaluate written work on the lines, so plan before you write in the space below, where nothing can be scored.
- ✓ A scorer may read up to the first period below the line.
- ✓ Repeat the question in the response to create a main idea.
- ✓ Supply one or two details, taken specifically from the reading or your life, as support. Make a connection between the details and the topic sentence.
- ✓ If, beside the letter at the top, the task is identified as “Writing” it has an additional points associated with language, spelling, grammar, and punctuation. EDIT these for conventions.

How to tell a 30 (Reading) from a 50 point (Writing) question:

Section I: Reading

Ontario Secondary School Literacy Test, April 2013

Written Answer

- 6** Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Section III: Writing

Ontario Secondary School Literacy Test, April 2013

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

- 1** Identify an important environmental issue. Use specific details to explain why it is important.

REMEMBER:

- Plan before you write.
- Make sure you have a clear introduction and concluding sentence
- Make sure you have several different reasons to prove your main idea
- Make sure each reason is connected to the main idea.
- Make sure you reinforce the main idea in your concluding sentence

EQAO OSSLT March 2015
Scoring Guide for Short Writing Topic Development
Section III New Course

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

Code	Description
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know.).</p>
Off topic*	<p>response is off-topic or irrelevant to the prompt</p> <p>A typical <u>off-topic</u> response does not answer the question of the prompt. A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<p>response is not developed or is developed with irrelevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> • identifies or describes a new course but does <u>not provide an explanation</u> OR • identifies or describes a new course but provides an <u>irrelevant or generic explanation</u> OR • provides a negative opinion (e.g., we don't need a new course) but does <u>not provide an explanation</u>.
Code 20	<p>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> • identifies or describes a new course and provides a <u>vague</u> explanation and/or <u>vague</u> details OR • provides a negative opinion (e.g., we don't need a new course) and provides a <u>vague</u> explanation and/or <u>vague</u> details. <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>
Code 30	<p>response is developed with clear, specific and relevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> • identifies or describes a new course and provides a clear explanation using <u>specific and relevant details</u> OR • provides a negative opinion (e.g., we don't need a new course) and provides a clear explanation using <u>specific and relevant details</u>.

*Responses considered to be illegible or off topic must be shown to the Scoring Supervisor.

EQAO OSSLT March 2015
Scoring Guide for Short Writing Topic Development
Section III New Course

Code 10

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

A New course I would offer to the school would be a course where you study a different country/Province/territory/state each day. Then at the end of the week you pick one food from one of the places you studied that week and you eat the food in class.

Annotation: The response describes a course (*study a different country...eat the food*) but does not provide an explanation for why the course was chosen.

EQAO OSSLT March 2015
Scoring Guide for Short Writing Topic Development
Section III New Course

Code 20

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

If my school can offer a new course I would want it to be Hairstyling. Hairstyling is a course for me to show my talent and be creative, when I do hair this is a way for me to express my feelings and also myself.

Annotation: The response identifies a new course (*Hairstyling*) and provides a vague explanation (*...to show my talent and be creative, when I do hair this is a way to express my feelings*) for why the course was chosen. The reader needs to make the connection between the support provided and what it is intended to prove.

EQAO OSSLT March 2015
Scoring Guide for Short Writing Topic Development
Section III New Course

Code 30

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

If my school was going to offer a new course I would want it to be a cooking/baking class. I would hope it would be this because I love to cook and have a great interest in learning more recipes and cooking techniques. I also think this class would be helpful because cooking helps with math skills (measurement, unit conversion), and comprehension skills (understanding a recipe).

Annotation: The response identifies a new course (*cooking/baking*) and provides specific and relevant details (*helps with math skills (measurement, unit conversion, and comprehension skills understanding a recipe)*) to clearly explain why the course was identified.

Metacognitive Moment:

What if you struggle to respond to open ended questions on the OSSLT?

Is the person scoring this going to know if you are being truthful?

Is there a way to get creative and **imagine** a response? How might this help?

**EQAO OSSLT March 2015
Scoring Guide for Short Writing Conventions
Section III New Course**

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

Code	Use of Conventions
Insufficient	Insufficient <ul style="list-style-type: none"> • response provides insufficient evidence to assess use of conventions
Inadequate	Inadequate control of conventions <ul style="list-style-type: none"> • serious errors in syntax, grammar, usage, spelling and/or punctuation prevent communication
Code 10	Limited control of conventions <ul style="list-style-type: none"> • rules of syntax, grammar, usage, spelling and/or punctuation are applied without accuracy and/or consistency
Code 20	Competent control of conventions <ul style="list-style-type: none"> • rules of syntax, grammar, usage, spelling and punctuation are applied with accuracy and consistency

Clarification of Descriptors for Conventions

- **Insufficient evidence:** The response is fewer than 15 words not including the repetition of the prompt.
- **Control** reflects the standard of written communication expected by the Ontario Curriculum to the end of Grade 9.
- **Conventions** refer to syntax, grammar, usage, spelling and punctuation.
 - **Syntax** refers to the rules that govern the ways words are combined and ordered to form meaningful phrases, clauses, and sentences.
 - **Grammar** refers to the set of rules governing the use of language. These include correct use of verb tense, subject-verb agreement, pronoun use, etc.
 - **Usage** refers to the correct use of words and phrases.
 - **Spelling** refers to the forming of words with letters in an accepted order.
 - **Punctuation** refers to the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.

EQAO OSSLT March 2015
Scoring Guide for Short Writing Conventions
Section III New Course

Inadequate

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

Studing other cultre and lerining new things
because we like lerned a little more about
differet cultre like what they do they food
and many and also field trip and visted
so of there cultre.

Annotation: Serious errors prevent communication: syntax and usage (*we like lerned...what they do they food...visited so of there cultre*); spelling (*studing, lerining, differet, cultre, visted*); grammar (sentence structure).

EQAO OSSLT March 2015
Scoring Guide for Short Writing Conventions
Section III New Course

Code 10

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

I would want a course where the class
just did work from other there
other classes trough out the day I would
want this course because it would give
me more free time because I wouldn't
be doing home work.

Annotation: The response shows limited control of conventions. Syntax (*trough out the day I would want; from other there other classes*) and spelling (*there, trough*) are applied without accuracy.

EQAO OSSLT March 2015
Scoring Guide for Short Writing Conventions
Section III New Course

Code 20

Writing Prompt: If your school could offer a new course, what would you want it to be? Explain your answer using specific details.

If the school could introduce a new course, I would want a "first-aid" course. Firstly, it would allow students to study various injuries and become more educated on what to do in an emergency. Secondly, it allows for students interested in becoming fireman, paramedics, police officers etc, to get a clear idea of what they're getting into. Therefore, I would want a "first-aid" course.

Annotation: The response shows competent control of conventions (e.g., correct sentence structure, correct use of commas) despite minor errors (*on what, allows, fireman*).

The 50 Point 6-Line Answer

- ✓ If the 6-line answer is **not** connected to a reading, then it is scored for 'Conventions,' as well. Check at the top for the words "Reading" or "Writing." Only Writing tasks will be scored for Topic Development **and** Conventions. That means spelling, grammar and punctuation count, as well as the quality of your ideas.
- ✓ This is a much more valuable response – at 50 points - so never leave any blank. It is scored separately for content and form.
- ✓ Spend time after revising your responses for writing quality. Is it clear? Does the scorer have to make any connections between the ideas and the example? If so, then the response will only earn 20 points for topic development.
- ✓ Once you craft an opinion, make sure to use detailed personal support. The best answers create a strong personal narrative, or tell a story.
- ✓ If you don't have a connected personal experience, make it up!



The Main Idea

- ✓ Read the question first, study the image and any title or extra information under the photo
 - ✓ Read the question again – look for key words in the text and details from the image or photo provided
 - ✓ Writing the main idea involves choosing and relaying ONLY the most important part of what you read
 - ✓ Imagine this was assigned as a reading from a textbook – what might the section be entitled?
 - ✓ Writing a MAIN IDEA involves identifying what the author says about the topic
 - ✓ Make sure you follow the writing prompt and add a supporting details directly from the passage, in either your own words or in quotations
 - ✓ There are 6 lines to write. Write at least 4 sentences.
-

Section E: Reading

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



Ice sculpting has been called a “sport”—part sport, part art. Like athletes, ice sculptors vie for medals at international competitions. Ice carving has been a Cultural Olympiad event at the Olympic and Paralympic Arts Festival since the 1988 Calgary Winter Games. The tools and the ice are heavy, so sculptors need endurance and strength. “It’s physically demanding working non-stop under a time constraint,” says Dan Rebholtz, who has been carving for 22 years. He is a veteran of 100 competitions, a three-time world champion and a certified judge with the National Ice Carving Association. Most North American ice carvers have art training. Their tools include chainsaws, carving chisels, electrical sanders and torches, but most important, an imagination. “Our favourite word is ‘wow,’” says Rebholtz. It’s the word most people say when they see sculptures such as *Surfacing Kingfisher* by the team of Junichi Nakamura (Japan) and Suguru Kanbayashi (Canada). Although ice sculptures are beautiful and their creation time-consuming, carvers must accept the potential for tragedy and the certainty of impermanence for their masterpieces. Melting can be a

threat, but so too is crashing. Nakamura’s team, which included Rebholtz, worked almost 20 hours a day for six days on *The Birth of the Bluebird*, a gigantic sculpture of a reclining woman, her arm reaching up to a bird. Just before the judging, it toppled, when its last supporting pillar was cut—a spectacle viewed over 10 000 times on YouTube. Sport? Art? With its challenge, skill, beauty and risk, ice carving is both.

Multiple-Choice Questions

1 In what way is competitive ice sculpting different from an Olympic sporting event?

- a The winners receive medals.
- b The judges rate a created object.
- c The competition requires strength.
- d Each team includes representatives of only one country.

2 What does Rebholtz's quotation in lines 4 and 5 contribute to the selection?

- a an expert opinion
- b a specific example
- c a contrasting opinion
- d a link between two topics

3 Why do *Surfacing Kingfisher* and *The Birth of the Bluebird* appear in italics?

- a to highlight their success
- b to signify their importance
- c to show that they are artworks
- d to indicate they are winning entries

4 What purpose does the phrase “but most important” serve in line 9?

- a to highlight an item in a list
- b to exclude an item from a list
- c to emphasize balance in a list
- d to establish time order in a list

5 Which event occurred first with respect to *The Birth of the Bluebird* sculpture?

- a It was judged.
- b Its last pillar was cut.
- c It crashed to the ground.
- d Its collapse was shown on YouTube.

6 What is the best meaning for “spectacle” as used in line 17?

- a artwork
- b celebration
- c competition
- d phenomenon

Open-Response Question

- 7 State a main idea of this selection and provide one specific detail from the selection that supports it. (approximately 4 typed lines)

Rough Notes

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

Plan your work here!

It won't be scored, but it's a great place to jot down ideas or write a rough copy, if you have the time!

Check your work!

MC Answers:

Section V

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). OR The response <u>comments on the task</u> (e.g., I don't know how to answer this.).
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.
Code 10	response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection The response provides <ul style="list-style-type: none"> only a <u>main idea</u> (vague or specific) from the selection. OR <ul style="list-style-type: none"> only one or more <u>details</u> from the selection or a <u>summary</u> of the selection <i>without a correct main idea</i>. OR <ul style="list-style-type: none"> a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection The response provides <ul style="list-style-type: none"> a <u>correct main idea</u> and one or more <u>vague details</u> (e.g. "endurance and strength", "imagination", "challenge, skill, beauty and risk") from the selection to support it. OR <ul style="list-style-type: none"> a <u>vague main idea</u> and one or more <u>specific or vague details</u> from the selection to support it. The response often requires the reader to make the connection between the main idea and supporting detail(s).
Code 30	response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the selection to support it clearly.

- Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

Metacognitive Moment:

What makes a Code 20 different that a Code 30?

Although they asked for one detail, is this accurately represented in the rubric? How many should you use?

Code 10

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

One of the Main Idea's would be that, Ice carving has been a Cultural Olympiad event at the olympics and parlympic Arts Festival Since 1988 Calgary winter games.

Annotation: The response provides one specific detail (*Ice carving has been a Cultural Olympiad event...since 1988*) without a correct main idea.

Code 20

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

A main idea of this selection is that ice sculpting is considered to be both a sport and an art. As the selection states, "Sport? Art? With its challenge, skill, beauty and risk, ice carving is both." (line 18).

Annotation: The response indicates some reading comprehension. It provides a correct main idea (*ice sculpting is considered to be both a sport and an art*) supported by vague details (*"Sport? Art? With its challenge, skill, beauty and risk, ice carving is both"*).

Code 30

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Ice sculpting is a physically demanding form of art that is also viewed as a sport due to the endurance and strength needed. Ice is heavy and the tools used such as: chainsaws, carving chisels, electrical sanders and torches are also very heavy. Junichi Nopamura's team worked 20 hours a day for 6 days only to see his sculpture collapse. Ice sculpting is hard work that needs to be appreciated.

Annotation: The response indicates considerable reading comprehension. It provides a correct main idea (*ice sculpting is a physically demanding form of art that is also viewed as a sport*) clearly explained (*endurance and strength needed; Ice is heavy and the tools used...are also very heavy; Ice sculpting is hard work*), and supported by specific details (*the tools used such as: chainsaws, carving chisels, electrical sanders and torches are also very heavy*) related to the sport aspect of the activity.

The Main Idea is a good indicator for success on the OSSLT. If you can answer this correctly, statistically, you have a greater chance of passing the Literacy Test.

Try to imagine what the title of this passage may be, if you found it in a textbook.

Try to include the following into one sentence, in your response: The subject is doing what? Where? Why? When? Then in a separate sentence, add a detail from the reading – either quoted or paraphrased.

Booklet #2

Section F: Writing

Writing a Series of Paragraphs

1. **Task:** Write a **minimum** of **three paragraphs** 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

Length: The lined space provided for your written work indicates the approximate length of the writing expected. (approximately 36 typed lines)

Topic: **Do students benefit from the two-month summer break?**

Write your series of paragraphs on the following two pages.

Rough Notes

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

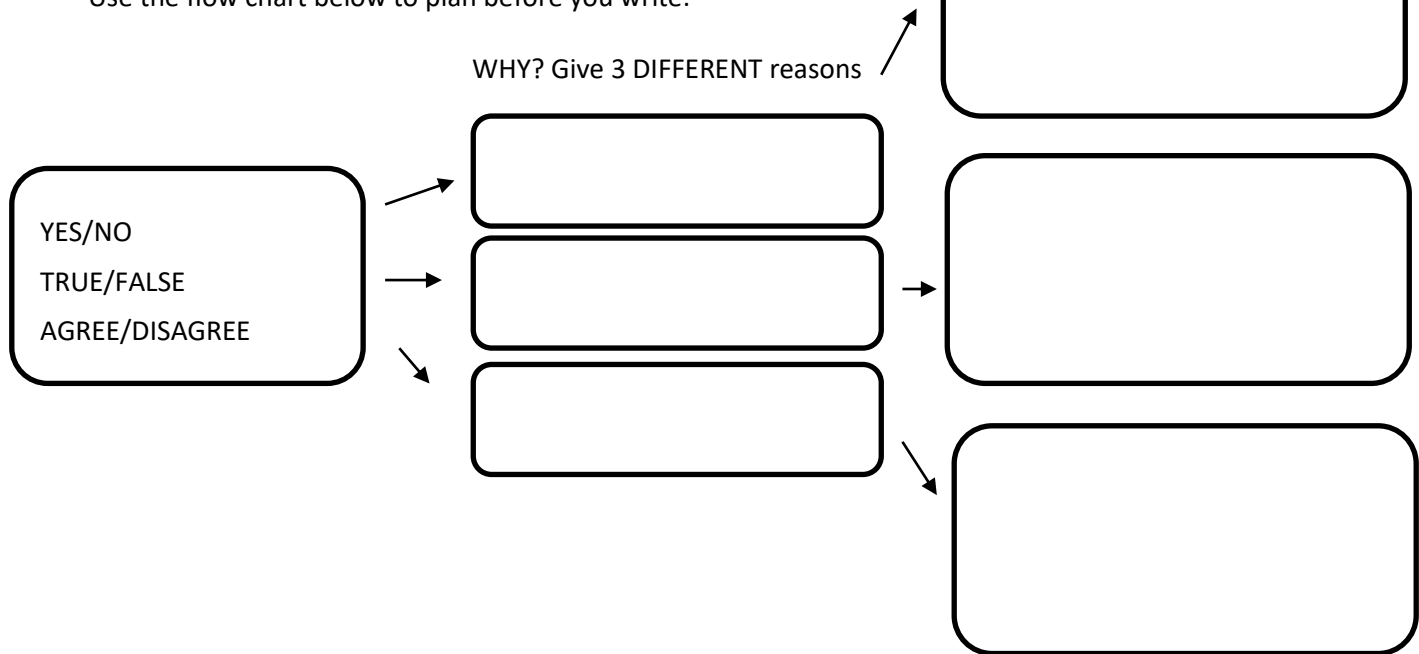
Although no high school course curriculum is associated with the OSSLT, this task most closely resembles an essay you might write for English. Please plan accordingly, and add different reasons in each body paragraph. Use the space provided on test day to write a quick mind map.

REMEMBER, if you change your opinion half way, you will not pass this section. Maintaining a consistent opinion is important. If you do not, the highest possible mark for Topic Development is 20/60.

Change the question to be “Yes/No”, “True/False” or “Agree/Disagree.” The level of writing is end of grade 9 expectations, so please do not invest a great deal of time on an elaborate introduction or conclusion.

PLAN BEFORE YOU WRITESupport with 3 DIFFERENT
EXAMPLES

Use the flow chart below to plan before you write:

**Requirements for an OSSLT Opinion Essay:**

1. The question will ask you for your opinion about an issue relevant to teenagers, as decided by adults.
2. The report must be written in the style of an OSSLT Opinion Essay:
 - a. The instructions will ask for a minimum of three paragraphs. You should plan to write **FIVE** paragraphs: an introduction paragraph, three body paragraphs, and a concluding paragraph.
 - b. The introduction paragraph explains your answer to the question. Pick **ONE** side. Identify three reasons why your answer to the question is correct.
 - c. Each of the three body paragraphs needs an example that supports the reason. This should be made up or taken from personal experience. You might use an anecdote, an example, a comparison, or a series of details to explain why your answer is correct.
 - d. Your opinion must be based on reasonable facts. Your writing skills are being evaluated, not your knowledge of the topic.
 - e. The fifth (final) paragraph concludes your essay by restating your opinion and summarizing why your answer is correct.
 - f. The response is written in the first person with a formal, decisive, strong voice.
3. The essay should fill the space provided (two pages).

SEE THE SAMPLE ON THE NEXT PAGE FOR A 40/60 "Pass" essay.

Is it a good idea for high school students to have a part-time job?

I think that it is a good idea for students to have a part time job.

One reason is because you have money, then you don't have to ask your parents for money whenever you want to buy something you can buy it yourself.

Another reason is you don't waste time. Lets say you have no homework one day and all you do at home is waste time watching tv. so if you have a job you don't waste time.

A final reason is that it teaches you how to be responsible. If you have a job and you are not responsible you will get fired, so it teach you how to responsible.

That is why I think students should have a part-time job.

Metacognitive Moment:

Does this look like an essay you would submit to an English or Language class? Why or why not?

Which paragraph's argument and detail is most persuasive? Why?

TOPIC DEVELOPMENT – 60 Points

Code	Descriptor
Blank	The pages are blank with nothing written or drawn in the space provided.
Illegible	The response is illegible, or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to the prompt but does not express an opinion.</p> <p>OR</p> <p>The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.</p>
Code 20	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p>OR</p> <p>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.</p>
Code 30	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.
Code 40	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.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	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.

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 10

Do students benefit from the two-month summer break?

Students benefit from the two month summer break.

Firstly, I believe students benefit from the two month summer break. Secondly, summer begins and the students have two months off school.

Also, you get to have a break off school and school doesn't open for another month. Therefore, I think students benefit from the two month summer break.

Annotation:

The response expresses an opinion (*Students benefit from the two month summer break*) with no details that support it. The details provided explain what a summer break is (*summer begins and the students have two months off school...you get to have a break off school and school doesn't open for another month*) but not how the break is beneficial.

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Section I Opinion

Code 20

Do students benefit from the two-month summer break?

No I do not think a two-month summer break would benefit students because they would start to lose skills used in school over time and they would probably forget a lot of the things they learned in school before the summer.

If students are on break too long they start to forget/lose memory of what they learned in school and in place of these memories there will be less smarts and games.

Annotation:

The response is related to the prompt, and expresses and supports an opinion (*No I do not think a two-month summer break would benefit students*). The supporting details are repetitious (*they would start to lose skills used in school...they would probably forget a lot of things they learned in school...start to forget/lose memory of what they learned in school...*). There is limited evidence of organization (*No...because...and, if...and*).

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Section I Opinion

Code 30

Do students benefit from the two-month summer break?

Yes I believe that students do benefit from the 2 month break for summer because it gives the students a break from learning for abit. firstly, if students were to be in school all year round, they would get to frustrated with all of the work. Secondly, not only the students benefit from having 2 months off the teachers most likely enjoy having some vacation time to so they could go somewhere with there family. thirdly, I believe that taking a break helps you to be more focused and concentrate a lot better.

Annotation:

The response is related to the prompt and expresses a clear opinion (*Yes I believe that students do benefit from the two month break*). The connection between the supporting details and the opinion is not always clear (*teachers most likely enjoy having some vacation time to...*). Other supporting details (*gives students a break; get to frustrated; be more focused and concentrate a lot better*) are listed but are vague. There is evidence of organization (*firstly, Secondly, thirdly*) but there is minimal development in terms of transitions between ideas.

Code 40

Do students benefit from the two-month summer break?

Yes I do believe students do benefit from the two-month summer break because it gives them a break from learning, everyone needs a vacation from one time to another and for young adults like highschool students or college it gives them time to re-connect with friends and family also to make money with a summer job.

I think it is a good thing that we have a summer break so students have a break from getting things shoved in there head for ten months of a year.

I think students benefit from the summer break, like adults benefit from a trip or vacation it gives the students time to relax and take a break from all the stress that comes with school.

I think students do benefit from the summer break because it gives them some time to get out in the workforce and get a taste of the adult lifestyle that everyone thinks is

CODE 40 CONTINUED

so 'easy. It also gives them time to make some money for a car or to save up for college. It also allows for the student to re-connect with old friends and family they havent seen.

Therefor I do belive that students benifit from the two month sumer break at the end of the school year.

Annotation:

A clear and consistent opinion (*Yes I do believe students do benefit from the two-month summer break...*) is developed with sufficient supporting details (*break from getting things shoved in there head; benefit from the summer break from a trip or vacation...*). Only some are specific (*get a taste of adult lifestyle, make some money for a car or to save up for college*).

The organization is mechanical and repetitious (*I think, I think, I think,*). There is an introduction, body and conclusion

40/60 is a "pass" for Topic Development. How does this differ from the previous examples?

How many different ideas are present?

What might make it a 50 or 60/60?

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Section I Opinion

Code 50

Do students benefit from the two-month summer break?

No students do not benefit from the two-month summer break. They lose knowledge they learned, it hurts ~~your~~ their futures and it gives students too much free time.

Students do not benefit from the two-month summer break because they lose the knowledge they learned during the school year. For example you forget some valuable skills you learned that ~~when you come back~~ when you come back (eg. math), potentially making your grades suffer. Students also forget that talking out during class is not okay, lastly, students forget that being polite and respectful of other people at the school is mandatory. For example, when students get back from summer vacation they are always noisy and distracted easily, it therefore ~~can make them~~ make them loud and disrespectful during teachers lessons.

Students do not benefit from the two-month summer break because it hurts their future lives. This is because their marks go down because they don't care about school work they just care about hanging out with their

Continue writing your series of paragraphs on the next page.

Code 50

friends. They also end up getting ~~more years~~ added onto their education by slacking and having this 2 month break, every year. Lastly, they forget how to prioritize their time. So things sometimes get handed in later than they should.

Students do not benefit from the two-month summer break because, they always end up having too much time on their hands in those 2 months. When students have too much free time they just end up playing on their electronics. They are studies showing that electronic devices can cause cancer, which is very dangerous. Students also tend to fool around when they have too much time therefore causing some of them to get in trouble. For example spray painting buildings, destroying things. Lastly when students have free time they tend to throw parties, parties that can sometimes involve underage drinking, which we know damages your body, can get you in trouble and is illegal.

In conclusion, no students do not benefit from the 2 month summer vacation because, they lose knowledge, they hurt their future and they have too much free time.

Annotation:

A clear and consistent opinion (*No students do not benefit from the two-month summer break*) is developed with sufficient specific supporting details (*you forget some valuable skills you learned that past year when you come back (eg. Math) potentially making your grades suffer...when students get back from summer vacation they are always noisy and distracted easily....For example spray painting buildings...*).

The organization is logical. The body develops the ideas set out in the introduction and the ideas are summarized in the conclusion. The organization follows a logical pattern. The use of topic sentences (*Students do not benefit from the two-month summer break because it hurts their future lives*) is followed with support (*They also end up getting more years added onto their education by slacking and having this 2 month break, every year*).

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Scoring Guide for Long Writing Topic Development
Section I Opinion

Code 60

Do students benefit from the two-month summer break?

Summer truly is a great season. It is sunny, warm, and enjoyable. Summer also brings happiness to students, because school is over, and they get a two-month break. The summer break gives students the chance to get a job and save money for their future, see relatives that live far away from them, and lose the stress that school brings. These three great reasons show how important the two-month summer break is to students. Therefore, a two-month summer break is very beneficial to students.

In order to have a successful future, students will need money to pay for post-secondary schooling. The two-month summer break gives students a chance to do that. Since 1980, college and university tuition fees have increased by 34%, leaving students desperate for money. With the two-month break, students can get a job, and even if they only get paid minimum wage, will have over \$4,200 by the end of the break, which can pay for a big portion of tuition fees. Since the two-month break plays such a large role in students' futures, it is beneficial.

Throughout the school year, students are given huge tests and plenty of projects, which add a great deal of stress to a student's life. As the two-month summer break relieves a lot of stress from the students, the break is beneficial. In a Manitoba

Continue writing your series of paragraphs on the next page.

Code 60

study, 80% of students that suffer from depression state it was caused by a huge school workload. The two-month summer break gives students a chance to rest and relax, which would make their lives less stressful. The two-month summer break helps students relax, which is why it benefits them.

Finally, with the huge workload and busy schedule that comes with school, students do not have a lot of time to spend with family. The break allows students to see relatives that they normally wouldn't have time for. If an uncle lives out of the country, then a student would not be able to see him, because the student would miss too much school. The two-month break gives students time to spend with relatives without the stress of missing something important. The two-month break gives students a chance to connect and spend time with family, which is why it benefits students.

To conclude, the two-month break does benefit students. It gives them the opportunity to prepare for their future, which they will need to move on in life. Furthermore, the break allows students to live happy and healthy, and steer the students away from depression. The two-month break also lets students connect and spend time with family. In the end, the two-month break has many positive effects.

Annotation:

A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen (*will have over \$4000 by the end of the break, which can pay for a big portion of tuition fees; 80% of students that suffer from depression state it was caused by a huge school workload...*). Each reason provided is developed with specific details (*with the huge workload and busy schedule that comes with school, students do not have a lot of time to spend with family...If an uncle lives out of the country, then a student would not be able to see him...*).

The organization is coherent and demonstrates a thoughtful progression of ideas. In the introduction, the author outlines the reasons that will be further developed in the supporting arguments. Transitional words and phrases are used throughout the piece to develop the opinion (*In order to have a successful future; Throughout the school year; To conclude*). The conclusion is an effective summation of the main points.

CONVENTIONS – 40 Points

Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

Ideas

- The response must directly answer the question. Pick one side and explain clearly why your opinion is correct.
- Unlike other essays, the details you use to explain do not have to be accurate. Your writing skills are being evaluated, not your knowledge of the topic. You might use an anecdote, an example, a comparison, or a series of details to explain why your answer is correct. You may make-up facts to support your argument, but add details that are reasonable and serious.

Organization

- First paragraph: an introduction that directly answers the questions and lists three reasons why your answer is correct.
- Three body paragraphs: each body paragraph explains one of your reasons in more detail.
- Final paragraph: a conclusion that summarizes your argument.

Voice

- The voice of an opinion essay should be strong, decisive, determined and serious.
- Opinion essays are written in the present tense.
- Opinion essays may be written in the first person (“I believe that...”).

Word Choice:

- Essay writers try to use clear descriptive language. The goal is to be accurate and avoid confusion.
- Remember that the audience will be an adult.

Sentence Fluency:

- To support the organization of your ideas, follow a point, proof, comment series of sentences in your body paragraphs. Use connecting phrases such as: “This is true because...”; “For this reason I believe...”; or “Obviously, no one could doubt that...”.
- Ensure that your sentences are connected, and not a series of bullet points.

Conventions:

- The EQAO expects you to check your work for errors to ensure that it can be easily read. It does not have to be perfect. Use words that you can confidently spell correctly and straightforward sentence structures that are easily read.

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 10

Do students benefit from the two-month summer break?

Yea because it gives us a break and a time
so we can work in the summer to
experience a job, and save money towards a
car.

Annotation

This response provides insufficient evidence.

Metacognitive Moment:

What strategies can you use to generate distinct supporting ideas?

How can you ensure you are ready to respond on the day of the test?

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 20

Do students benefit from the two-month summer break?

My thought on this question would be Yes. Every student does benefit from the two-month summer break. Student get Holidays also during school time, not just one holiday but many theres alot people celebrate. If students say maybe they had 5 months summer break. Very easily they would've forgotten alot of stuff they had learned because if there just going to be hanging out, going on vacations and all types of other stuff people do to enjoy themselves in the summer. Many then start hating school hating, wished they would never go. Students especially teenagers decide to drop out of schools when they get the fun of summer. Dont want to come to school again.

Education is a really important thing in every single students life. The more education students get the better it is for them to get better future, better living. Alot of students especially they don't need school they just want to enjoy live in a stupid way. I mean should be dying to get education, because education could get you a good future. Meaning Education get a good career

Continue

on next page.

2 months is enough, you can go on vacation with family, spend time with friends. But when you also get to hang with friends get to spend time with family. So basically you spend a fun life during time also. Students do deserve to get a break but 2 month I think is enough because ^{I don't} waste the time I can have to make better education just laying around there and doing nothing. That's why for me two months summer break is enough.

Annotation:

Errors distract from communication. Reading rhythm is interrupted by multiple sentence fragments (*If students say maybe they had 5 months summer break. Don't want to come to school again.*); loss of control in the sentence beginning (*Very easily they would've forgotten. . .*); a run on sentence and an incorrect verb tense (*Alot of students especially they don't need school they just want to enjoy live in a stupid way.*); a wrong noun form (*Student get Holidays also . . .*); punctuation errors (*students life*); erratic capitalization (*get Holidays; . . . better future, Better living*); and missing words (*to get better future; I mean should be dying to get*) or extra words (*...start hating school hating*).

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Scoring Guide for Long Writing Conventions
Section I Opinion

Code 30

Do students benefit from the two-month summer break?

I think that students benefit from the two-month summer break, because some students can barely stand one day sitting in a chair for six hours. Summer break is important because it gives student ~~the~~ time to relax and time to get ready for the next school year.

It is nice to have summer break because it is in between grades so it gives student the ability to get prepared for the next grade ~~and~~ since you get bigger work loads in higher grades it's nice for student to have a break before they get hit with the huge work load.

Not only does it benefit students it benefits teachers as well. The ~~teache~~ teachers have a nice break and also can prepare lessons, field trip, etc for the following year. Even if they don't want to stop teaching they can teach in summer school.

For student who do activities outside of school can mainly focus on their sport and not have to worry about their ~~homeworks~~ homework and they are not in school so they don't need

Continue writing ...

99.

To keep they're grades up in order to play their sport.

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Section I Opinion

Code 30

Annotation:

There is some variety in sentence structure, and the lack of commas between sentence components does not distract from communication (*It is nice to have summer break because it is in between grades so it gives student the ability to get prepared ...*).

Misspellings of homonyms and a few other words (*siting*, two for too, *they're* for their, *diner* for dinner,) the use of singular instead of plural (*For student who do activities; ...student can get a head start*), lack of apostrophes (*donf*) and a run on sentence (*Not only does it benefit students it benefits teachers...*) do not distract from communication.

The reader easily follows the student's train of thought.

EQAO OSSLT March 2014
Scoring Guide for Long Writing Conventions
Section I Opinion

Code 40

Do students benefit from the two-month summer break?

There's only one thing students think of during the last few weeks of school: summer break. It's a great time to relax on the beach, hang out with friends, and bask in the glorious hot sun; however, is a two-month summer break really beneficial for today's students? Breaks cause students to forget their lessons; they cause mild depression; and it is simply too long of ^{a break}. A vacation never sounded so miserable, now has it?

First, summer break is a great opportunity to lay back and watch your education fall down the drain. Students need to be fed with information everyday to replenish their thirst to learn. When your brain is inactive for a long period of time, such as ^{during} the summer break, brain cells die. When brain cells die it takes quite a long time until they "resurrect" again. This is ^{probably} the main reason why most of your students do not remember that math equation they did last year.

Second, it makes us students sad. Sure it's great to have fun for a change, but when that fun is snatched away from you in September when school starts again, that's when students get a little depressed. How can students focus on their school work if they are constantly sad? That's right - they can't.

Finally, the summer break is far too long. Think of it this way. Imagine eating 3 strips of bacon. Heavenly right? Now imagine being forced to eat 200 pieces of the juicy meat. It's suddenly not so great right? It's the same with

the summer break, sometimes something can be too good of a thing.

So, thinking twice about letting your students relax on that sandy beach? You should, because they'll forget every thing you taught them, they'll get slightly depressed, and it will overloaded them with an overly long period of fun. Instead, give more homework, at least that is beneficial!

Annotation:

Control of conventions is evident in sentence structure and variety, and in consistently correct punctuation that includes commas, apostrophes, dashes, question marks and exclamation points.

A few missing commas (*however is a two-month break...; Heavenly right? not so great right?*), an incorrect verb (*lay* for *lie*) and several misspellings or inaccurate contractions (*to* for *too*; *you're* for *your*, *Thats*) do not undermine the overall control of conventions.

Metacognitive Moment

To improve on the essay, I should start...

I should stop...

For practice, brainstorm the following topics:

- Should students be allowed to have a "spare" in grade 11?
- Should music be a mandatory course in high school?
- Is grade 9 the most important year for students in high school?
- Should school run 12 months of the year with more breaks, like March Break, throughout the calendar year?

Section G: Writing**Multiple-Choice**

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

1. Which option is the best concluding sentence for this paragraph?

Many cities struggle with public transportation needs. New subway construction is expensive, and space for above-ground rail lines is limited. Adding more buses can't always reduce street congestion. Transit users dislike fare increases, but that is one way to raise money for improvements.

- a Public transportation was cheaper in the past.
 - b There are no easy solutions to transit problems.
 - c There are various ways to eliminate the need for cars.
 - d Urban population growth means more cars on city streets.
2. Choose the sentence that is written correctly.
- a Improving your focus starting the day with breakfast.
 - b Regular exercise result in better mental functioning.
 - c Taking frequent breaks can improve focus and concentration.
 - d Concentrating better with music or television playing in the background.
3. Choose the option that best combines the following sentences.
- Carl J. Eliason invented the snow machine.**
- It was made using bicycle and car parts and a pair of skis.**
- It was patented in 1927.**
- a Carl J. Eliason's snow machine invention, patented in 1927, was made using bicycle and car parts and a pair of skis.
 - b The snow machine was invented out of parts from a bicycle, a car and a pair of skis in 1927 and patented by Carl J. Eliason.
 - c The snow machine was patented after Carl J. Eliason used parts from a bicycle, a car and a pair of skis to invent it in 1927.
 - d Carl J. Eliason patented a snow machine in 1927 because he used parts from a bicycle, a car and a pair of skis to invent it.

4. Choose the sentence that is written correctly.

- a We observe the stars last night.
- b Teresa and Sam witnessed the accident.
- c Aminah and Khalil is going to see the latest adventure film.
- d Of the whole class, only Winnie and Omar is going on the field trip.

Samples by Types of Editing Questions

Organization questions:

- How is the information in paragraphs 1 to 3 organized?
- Which paragraph presents information in chronological order?
- Which revision will improve the organization of the following paragraph?

Paragraph format questions:

- What would be the most appropriate title for this selection?
- Which option is the best concluding sentence for this paragraph?
- Which option is the best topic sentence for this paragraph?
- What idea connects the introductory paragraph to the conclusion?
- In which paragraph is a general idea supported with specific information?

Grammar questions:

Which sentence is written correctly?

Which sentence needs revision?

What does "it" refer to in paragraph 3?

Punctuation questions:

Which sentence uses a comma correctly?

What is indicated by the single quotation marks in paragraph 2?

Why are the words *Edmund Fitzgerald* in italics in this narrative?

Word meaning questions:

What is the best meaning for _____ as used in line10?

What word is closest in meaning to _____ as used in the 1st paragraph?

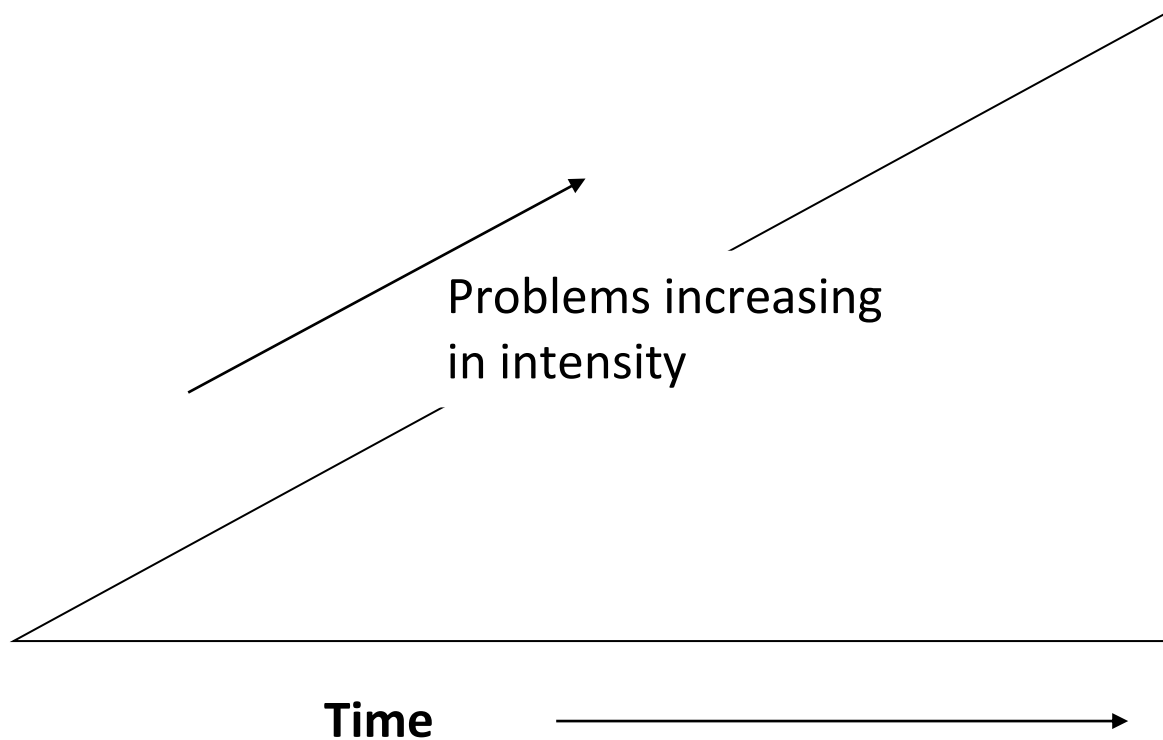
Section II

1. a b c d
2. a b c d
3. a b c d
4. a b c d

The Real Life Problem:

- This is the longest reading task, however all responses are multiple choice.
- The questions generally ask for directly and indirectly stated information.
- Two questions address making connections to experience or prior knowledge.
- Generally, this has to do with a person overcoming a problem to struggle.
- Skim the questions and answers, read the passage, scan the selection for the key words in the questions, paraphrase what is happening and then summarize and answer the questions.

Plot the conflict below to help organize your ideas before you write:



Section H: Reading

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

A Stunning Comeback to an Elite Sport

The official line on Marie-Eve Chainey in the women’s high jump read “NH”—shorthand for “No Height”—not exactly a fitting designation for an athlete who truly soared.

1



For some athletes at the Canadian track and field championships in August 2010, a triumphant return meant posting fast times after a slow season. For Chainey, it meant returning to elite competition after a nine-year battle with kidney disease. Three years ago, she was unable to walk and even lacked the strength to wash her hair.

2

As a 14-year-old, Chainey would often travel 820 kilometres from Kapuskasing to Toronto to train under coach Gary Lubin at York University. At 18, Chainey went to Spain to learn the language and continue her high-jump training. While there, she became so dizzy she had to be hospitalized. That’s when she got the news: Her kidneys were no longer working. She hasn’t known life without dialysis since.

3

Healthy kidneys filter waste products from the blood. In dialysis treatment, a machine cleans the blood at regular intervals, for example, three times a week. Chainey has been using nocturnal dialysis, which works while she sleeps. 4

Since her original diagnosis, Chainey has had to overcome four relapses and countless other obstacles, including going blind for two months. She was told over and over she'd never jump again because her muscles were too damaged. But for Chainey, jumping is like breathing. 5

"From when I got sick, the goal that I had was to just be back jumping," she said. "Jumping was basically my happy place. Even now more so. Because I'm sick and there's so much going on, when I go to high jump, I don't think about anything else than just high jump and enjoying it. It is definitely my getaway. I feel normal because I don't have to think about anything else." 6

So on the eve of the national championships, the 27-year-old was not about to be deterred by a difficult night of dialysis. "I'm very stubborn, I'm very hard-headed ... I just had to find a way that I would be able to jump, no matter what." 7



Chainey certainly felt jitters at the championships; her hands wouldn't stop shaking once the competition began. She didn't clear the starting height of 1.50 metres, which she had managed to get over in practice. Still, you'd be hard pressed to find a happier last-place finisher anywhere. 8

"Just being out there, especially when they lined us up and they introduced us to the crowd, it was a special moment that I'll always remember," she said. "I didn't feel comfortable at first because I didn't feel I belonged. But although I didn't get a height, I still feel I belonged there. It felt awesome just to have the opportunity and experience this." 9

Chainey says kidney disease has cured her of her perfectionism. "I've always been a straight A student, always done well in sports and piano," she said. "So when I got sick, my life wasn't perfect anymore. I had to learn how to live with what you have, that I had limits. That was a very good lesson for me, to know that things aren't always perfect but you can still make the best of it." 10

Lubin is not surprised by her determination. "She used to come down from Kapuskasing, a 12-hour train ride ... in order to train. When I talk to my athletes about dedication, I say, 'Don't tell me you came from Burlington. You think that's far? How about Kapuskasing?' This is the type of person she is." 11

There are comebacks, and there are *comebacks*. 12

Multiple-Choice

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

1. Where was Chainey living when she was diagnosed with kidney disease?
 - a Spain
 - b Toronto
 - c Burlington
 - d Kapuskasing

2. Early on, how did Chainey demonstrate her dedication to high jumping?
 - a She went to Kapuskasing to train competitively.
 - b She competed at the Canadian track and field championships.
 - c She competed even though she had received dialysis treatments.
 - d She frequently travelled long distances to train at York University.

3. How is the information in paragraphs 1 to 3 organized?
 - a present to past
 - b cause and effect
 - c similarities and differences
 - d more important to less important

4. What is the purpose of the dashes in paragraph 1?
 - a to set off an explanation
 - b to replace quotation marks
 - c to indicate a change in topic
 - d to separate an idea and an example

5. Why is paragraph 5 important to the selection?
 - a It reveals Chainey's determination.
 - b It describes the dangers of dialysis.
 - c It proves that Chainey should not compete.
 - d It explains why high jumping is an elite sport.

6. Which word is closest in meaning to "deterred" as used in paragraph 7?
 - a stopped
 - b punished
 - c confused
 - d exhausted

7. What impact did kidney disease have on Chainey?
 - a Chainey became dissatisfied with anything less than a win.
 - b Chainey stopped using jumping as an escape from her troubles.
 - c Chainey valued her fellow competitors as encouraging supporters.
 - d Chainey no longer expected to be flawless in what she attempted.

8. Why was Chainey satisfied with her finish at the national championships?
- a She had jumped her personal best.
 - b She had met her coach's expectations.
 - c She had defeated her closest competitor.
 - d She had returned to the sport she enjoyed.
9. What idea connects the introductory paragraph to the conclusion?
- a Chainey is a champion high jumper.
 - b Chainey's last place finish is a victory.
 - c Chainey's kidney disease is a curable illness.
 - d Chainey has qualified for the national championships

Check your work!

MC Answers:



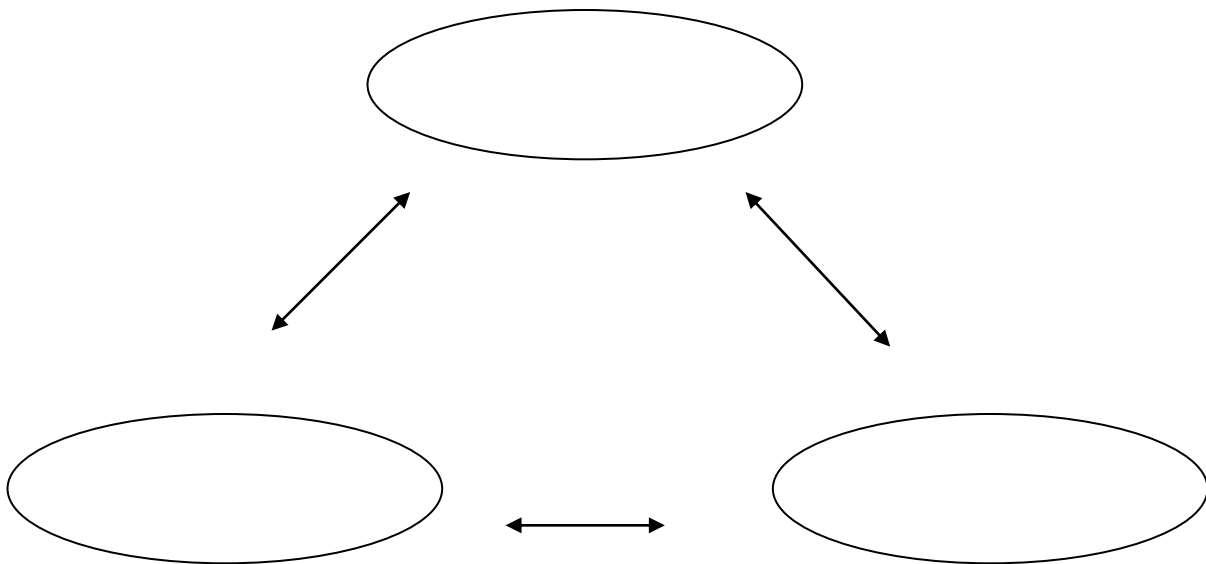
Section III

1. ● (b) (c) (d)
2. (a) (b) (c) ●
3. ● (b) (c) (d)
4. ● (b) (c) (d)
5. ● (b) (c) (d)
6. ● (b) (c) (d)
7. (a) (b) (c) ●
8. (a) (b) (c) ●
9. (a) ● (c) (d)

The Dialogue

- ✓ Generally, there are three characters having a conversation; the subject or conflict is not revealed until the conclusion
- ✓ The third person may only be spoken about – but may never enter the scene. They are important, all the same.
- ✓ Often, this reading has a moral or some kind of lesson that the EQAO wants you to know about – like OYAP or safe working conditions. .
- ✓ Each character has a different level of “power.”
- ✓ Determining this level of power will help you understand both the message and the nature of the relationships.
- ✓ Make inferences about character and motivation about what the characters say and how they behave.
- ✓ Give each character an adjective and motivating force. This will help you answer the questions that follow.

Organize the characters, by name, into the Sociogram below, showing a power structure in the reading. Add an adjective and motivation for each person. Answer, what do they want? What are they like? Then answer the reading.



Section I: Reading

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



“Is tomorrow the big day?” asked Hanna. Her father was lost in thought. “Dad?” 1

“Sorry.” Gerry snapped out of his reverie. “I can’t focus. Nerves, I guess.” 2

“Don’t be nervous,” said Hanna. “You’re a fantastic chef!” 3

“Thanks. It’s not the cooking that I’m worried about—it’s the pace. ‘Go! Hurry!’ People yelling ... getting annoyed.” 4

Hanna could see his anxiety. “But we have given you lots of practice dealing with impatient, noisy people,” she said. “You have an advantage over the 20-year-old apprentices! *They* haven’t been cooking for five kids for 18 years.” 5

“True,” acknowledged Gerry. “It’s just scary trying a new career at 44, even with the help from the Second Career program.”

“Remember the night before I started that lifeguarding job? I was a wreck, and you and Mom gave me great advice.” 7

“What?” 8

“Take a deep breath,” she replied. “Go for a walk.” 9

Gerry exhaled loudly. “That helps. Any other tips?” 10

“You distracted me with a funny story—remember your lab partner who used salt instead of sugar?” 11

“Poor Steve,” recalled Gerry, chuckling. “Let’s hope I don’t make mistakes like that!” 12

“You won’t,” said Hanna reassuringly. “And Mom suggested that I visualize the end of my first day. Picture yourself cleaning your station after your shift and imagine the feeling of accomplishment.” 13

Gerry closed his eyes and swished his hands out in front of him, wiping an imaginary counter. 14

They burst out laughing. “Feeling of relief, or maybe exhaustion,” added Gerry. “Forget visualization, how about that walk?” 15

Multiple-Choice

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

1. What would be the most appropriate title for this selection?
 - a A New Start
 - b A Chef’s Special
 - c Father Knows Best
 - d Practice Makes Perfect

2. What is indicated by the single quotation marks in paragraph 4 around “Go! Hurry!”?
 - a Gerry is talking to himself.
 - b Two people are talking at the same time.
 - c Gerry is speaking someone else’s words.
 - d The words are thoughts, not conversation.

3. What does Hanna mean when she says “I was a wreck” (paragraph 7)?
 - a She was exhausted from lifeguarding.
 - b She feared starting a new lifeguarding job.
 - c She was injured while she was on the job.
 - d She needed help from the Second Career program.

4. How does Gerry feel when he exhales loudly in paragraph 10?
 - a He is beginning to relax.
 - b He is exhausted with worry.
 - c He is impatient with his children.
 - d He is irritated to receive so much advice.

Written Answer

6. Does Gerry believe that Hanna’s suggestions will help him? Use specific details from the selection to support your answer. (approximately 4 typed lines)

7. What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer. (approximately 4 typed lines)

Section IV

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. Respond in booklet.
6. Respond in booklet.

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

6. Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Code	Descriptor
Blank	<i>nothing written or drawn in the lined space provided</i>
Illegible*	<p><i>response is illegible</i></p> <p><i>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</i></p> <p><i>A comment on the task (e.g., I don't know.).</i></p>
Off topic/ Incorrect*	<p><i>response is off-topic, irrelevant or incorrect</i></p> <p><i>A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension.</i></p> <p><i>A typical <u>irrelevant</u> response comments on the reading selection (e.g., I don't understand the story) or simply restates the question.</i></p> <p><i>A typical <u>incorrect</u> response provides an answer</i></p> <ul style="list-style-type: none"> • <i>based on a misunderstanding of the question AND/OR the ideas in the reading selection</i>
Code 10	<p><i>response indicates minimal reading comprehension</i> <i>response provides minimal or irrelevant ideas and information from the reading selection</i></p> <p><i>The response indicates whether Gerry believes that Hanna's suggestions will help him and provides:</i></p> <p><i>minimal information from the selection.</i></p> <p>OR</p> <p><i>one or more of Hanna's suggestions with NO evidence from the selection as to whether Gerry believes they will help</i></p> <p>OR</p> <p><i><u>irrelevant</u> support from the reading selection (i.e., a retell of events in the selection and/or a mix-up in characters).</i></p>
Code 20	<p><i>response indicates some reading comprehension</i> <i>response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection</i></p> <p><i>The response indicates whether Gerry believes that Hanna's suggestions will help him and provides <u>vague</u> support from the selection to explain why.</i></p> <p><i>The response often requires the reader to make the connection between the information and ideas provided from the selection and what these details are intended to prove (that Gerry believes Hanna's suggestions will help him).</i></p>
Code 30	<p><i>response indicates considerable reading comprehension</i> <i>response provides accurate, specific and relevant ideas and information from the reading selection</i></p> <p><i>The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> explain whether Gerry believes Hanna's suggestions will help him.</i></p>

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 10

- 4 Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Yes, Gerry believes that Hanna's suggestions will help him. Firstly, Hanna explained to Gerry that taking a walk will calm the nerves. Secondly, Hanna explained to Gerry that visualizing the end of the day will picture yourself as a feeling of accomplishment. Lastly, Hanna told a funny story to Ger

Annotation:

The response provides examples of suggestions that Hanna gave (*taking a walk will calm the nerves...visualizing the end of the day will picture yourself as a feeling of accomplishment*) but provides no evidence from the selection as to whether Gerry believes these suggestions will help him.

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 20

- 6 Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Gerry believe's in Hanna's suggestions, because he is the one who had said it to her before when she was in the same place as him, and another reason is because he starts invisioning that he's doing it, then he takes up one of her other suggestions.

Annotation:

The response provides vague ideas from the selection for why Gerry believes Hanna's suggestions will help him (*then he takes up one of her other suggestions...he starts invisioning that he's doing it...he is the one who said it to her before...*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 6

Code 30

- Q** Does Gerry believe that Hanna's suggestions will help him? Use specific details from the selection to support your answer.

Gerry believes that Hanna's suggestions will help him. This is shown when Gerry breaths a sigh of relief and asks for more tips. Also, Gerry is cooperative with Hanna's suggestions, such as visualizing himself at his job. At the end of the story, Gerry also wants to go for a walk, just like Hanna suggested.

Annotation:

The response states that Gerry believes Hanna's suggestions will help him and clearly explains how this is evident using specific and relevant details from the selection (*Gerry breaths a sigh of relief and asks for more tips...Gerry is cooperative with Hanna's suggestions, such as visualizing himself at his job*).

**EQAO OSSLT March 2014
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7**

Q7. What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Code	Descriptor
Blank	nothing written or drawn in the lined space provided
Illegible*	response is illegible An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read). A <u>comment on the task</u> (e.g., I don't know).
Off topic/ Incorrect*	response is off-topic, irrelevant or incorrect A typical <u>off-topic</u> response provides no information from the reading selection to indicate reading comprehension. A typical <u>irrelevant</u> response comments on the reading selection or simply restates the question A typical <u>incorrect</u> response provides an answer <ul style="list-style-type: none"> • based on a misunderstanding of the question AND/OR the ideas in the reading selection
Code 10	response indicates minimal reading comprehension response provides minimal or irrelevant ideas and information from the reading selection The response identifies what the selection shows about Gerry and Hanna's relationship and provides <ul style="list-style-type: none"> • minimal support from the selection to explain the response OR <ul style="list-style-type: none"> • a <u>retelling</u> of events in the reading selection. OR <ul style="list-style-type: none"> • <u>irrelevant</u> support from the reading selection OR The response comments on Gerry and Hanna's relationship based on the student's <u>own ideas with no information from the selection</u> .
Code 20	response indicates some reading comprehension response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection The response identifies what the selection shows about Gerry and Hanna's relationship and provides <ul style="list-style-type: none"> • vague support from the selection to explain the response OR <ul style="list-style-type: none"> • provides a vague connection between the details and what they are intended to support The response often requires the reader to make the connection between what is identified about Gerry and Hanna's relationship and the <u>supporting detail(s)</u> from the selection.
Code 30	response indicates considerable reading comprehension response provides accurate, specific and relevant ideas and information from the reading selection The response uses <u>specific and relevant</u> support from the reading selection to <u>clearly</u> identify and explain what the passage shows about Gerry and Hanna's relationship.

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.

EQAO OSSLT March 2014
Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 10

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Gerry and Hanna live in the same house
by the look's of the story. I think they are
father and daughter.

Annotation:

The response identifies what the selection shows about Gerry and Hanna's relationship (*I think they are father and daughter*) and provides minimal support from the reading selection to explain the response (*Gerry and Hanna live in the same house*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 20

- 7 What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

This selection shows me that Gerry's and
Hanna's relationship is helpful and encouraging
I know this because she is helpful, just
like he was for her and she is telling
him he will do great and he doesn't
have to worry about anything.

Annotation:

The response identifies what the selection shows about Gerry and Hanna's relationship (*helpful and encouraging*) and provides vague support from the selection (*she is helpful, just like he was for her...she is telling him he will do great...*).

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Scoring Guide for Reading Open Response
Section IV Dialogue Question 7

Code 30

- 7** What does this selection show about Gerry and Hanna's relationship? Use specific details from the selection to explain your answer.

Gerry and Hanna have a good relationship with each other because they always there to support each other's ambitions and to ease each other's mind. This is shown when Hanna tells Gerry "You're a fantastic chef!" and when Hanna mentions how Gerry helped her with advice for her new life-guarding job.

Annotation:

The response identifies what the selection shows about Gerry and Hanna's relationship (*have a good relationship with each other because they always there to support each other's ambitions*) and uses specific and relevant support to clearly explain the response (*Hanna tells Gerry "You're a fantastic chef!" and when Hanna mentions how Gerry helped her with advice...*).

Metacognitive Moment

Do you see in any common aspects between the two Level 30 responses – one for Topic Development and the other as the sample for Conventions??

How did the students support their responses in these 30/30 answers?

To earn a 30/30 do you have to quote the passage?

Section J: Writing

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

1. Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health. (approximately 4 typed lines)

Rough Notes

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

EQAO OSSLT March 2014
Scoring Guide for Short Writing Topic Development
Section V

Writing Prompt: Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

Code	Description
Blank	nothing written or drawn in the lined space provided
Illegible*	<p>response is illegible</p> <p>An <u>illegible</u> response cannot be read (erased, crossed out, not in English, impossible to read).</p> <p>The response <u>comments on the task</u> (e.g., I don't know.).</p>
Off topic*	<p>response is off-topic or irrelevant to the prompt</p> <p>A typical <u>off-topic</u> response does not identify an action or explain how it contributes to the student's health.</p> <p>A typical <u>irrelevant</u> response comments on the topic or simply restates the question.</p>
Code 10	<p>response is not developed or is developed with irrelevant ideas and information</p> <p>The response</p> <ul style="list-style-type: none"> • Identifies or describes an action but does <u>not provide an explanation</u> for how the action contributes to the student's health. <p>OR</p> <ul style="list-style-type: none"> • Identifies or describes an action but provides an <u>irrelevant explanation</u> for how the action contributes to the student's health. <p>OR</p> <ul style="list-style-type: none"> • Lists a variety of actions with no explanation.
Code 20	<p>response is developed with vague ideas and information; it may contain some irrelevant ideas and information</p> <p>The response identifies or describes an action and provides a <u>vague</u> explanation for how the action contributes to the student's health.</p> <p>The response often requires the reader to make the connection between the support provided and what it is intended to prove.</p>
Code 30	<p>response is developed with clear, specific and relevant ideas and information</p> <p>The response identifies an action and uses <u>specific and relevant details</u> to <u>clearly</u> explain how it contributes to the student's health.</p>

*Responses considered to be illegible or off topic must be shown to the Scoring Supervisor.

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Scoring Guide for Short Writing Topic Development
Section V

Code 10

- 2 Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One thing I do daily to try and maintain a healthy lifestyle would be to go out with my dog for a half hour to a full hour walk. During this walk we would go about the neighbour hood, go to the parks and sometimes play fetch on a field.

Annotation:

The response identifies and describes an action (*go out with my dog for a half hour to a full hour walk...we would go about the neighbor hood, go to the parks and sometimes play fetch on a field*) but does not provide an explanation for how the action contributes to the student's health.

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Scoring Guide for Short Writing Topic Development
Section V

Code 20

One action I take in my daily life to be healthy is to always eat healthy meals. This action contributes to my health because it gives me energy that I need and nutrients to keep that energy up. If I didn't eat healthy meals daily, I don't know where I would get the strength to do daily things. This is why eating healthy meals contributes to my health.

Annotation:

The response identifies an action (*always eat healthy meals*) and provides a vague explanation (*gives me energy...nutrients to keep that energy up...I don't know where I would get the strength to do daily things*) for how the action contributes to the student's health.

EQA OSSLT March 2014
Scoring Guide for Short Writing Topic Development
Section V

Code 30

- 2** Identify one action you take in your daily life to be healthy. Use specific details to explain how this action contributes to your health.

One action I take in my daily life to be healthy is exercising. Every child must be engaged in at least one to two hours of physical activity daily. By doing so, they increase their rate of blood circulation, keeping their heart pumping and their health strong. With being engaged in physical activity, children, such as myself are able to keep their health strong to fight illnesses.

Annotation:

The response identifies an action (*exercising*) and provides specific and relevant details (*increase their rate of blood circulation...keep their health strong to fight illnesses*) to clearly explain how it contributes to the student's health.

- The opinion paragraph is a **writing** task, and is therefore worth an extra 20 points for a total of 50. NEVER LEAVE THIS BLANK!
- You should plan before you write and edit after you write. Scorers like to see corrections on the page.
- Rewrite the questions, word for word if necessary, as the main idea in your response. This will ensure you are "on topic."
- If you don't know what to write, be 'creative.' For example, the question could ask, "If you could visit anywhere in the world where would you go?" Perhaps pick somewhere **you have been** to ensure you have specific and detailed support. **No one will know!**

Final Reflection

How did you do? Be honest with yourself and set a goal below, include a timeframe for improvement.

In what areas did you meet with success? Where did you feel comfortable?

What task, booklet, section or reading gave you the most trouble?

How often am I reading? Is it hours a day or week? How can I read more to improve my literacy?

How can I better use my time during the day to include reading?

How can I ensure I am meeting with success on the day of the Test? Identify three things you could do.

Permissions and credits

Section I: Reading

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Section V: Reading

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