General Reading Strategies
Narrative Texts
Open-Response Questions
Agenda

• General Reading Strategies
• Narrative Texts
  o The structure of a narrative text
  o Strategies for reading a narrative text
  o OSSLT real-life narrative format
  o OSSLT format for a narrative containing a dialogue
• Strategies for answering multiple-choice questions
• Strategies for answering short-writing tasks
• Practice questions
General Reading Strategies

Manage Your Time!

Read the Questions First!

KEEP CALM
AND
READ THE QUESTION CAREFULLY!
General Reading Strategies

Skim the Text!

Scan It to Find a Piece of Information
General Reading Strategies

Highlight/Underline Important Information

Ask Questions While Reading

Visualize What You’re Reading
General Reading Strategies

Look for Links Between What You Read and Prior Knowledge/Experiences

Re-read the Text and Put It Into Your Own Words
And Don’t Forget to:

Read “On the Lines”
Use information that is directly stated in the text

Read “Between the Lines”
Use the facts and details to make inferences (reasonable guesses about what is not directly stated in the text)
And Read “Beyond the Lines”

Use facts, details and your inferences to make connections outside the text

http://www.pearsonci.net/pluginfile.php/2522/mod_resource/content/1/Reading%20Guide.pdf
Narrative Texts

• A narrative text tells a story.
• It is found in the form of:
  o Short stories
  o Folktales
  o Myths
  o Fables
  o Fantasies
  o Science Fiction
  o Etc

• On the OSSLT:
  o Real-life narrative
    • Presents an account of a significant time in an individual’s life
  o Dialogue
    • Presents a conversation between two people
Structure of Narrative Texts

• It usually features clear story elements, including:
  o Characters
  o Settings
  o Themes
  o A central problem, or conflict
  o A sequence of events that form a story line, or plot
  o A resolution to the conflict
Strategies for Reading Narrative Texts

- Figure out the plot structure
  - How are the events ordered?
- Use a graphic organizer to help you track the events
- Create a character sketch to help you get to know the characters better
- Imagine what it would be like if you were in the story
- Read critically
  - Is what the author is saying really true?

http://www.learnalberta.ca/content/kes/pdf/or_cf_ela_read_g_01_stranar.pdf
Real-Life Narrative on the OSSLT

- 500 – 600 words in length
- Followed by
  - Multiple choice questions
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.

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.

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.

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.

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.

“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.”

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.”

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.

“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.”

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.”

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.”

There are comebacks, and there are comebacks.
Let’s Look At the Types of Multiple-Choice Questions!
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 own 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.
Remember: When Answering Multiple-Choice Questions…

ONE DOES NOT SIMPLY NOT READ THE QUESTION FULLY
AND GET THE CORRECT ANSWER
Read the question carefully!!! Do NOT read the choices yet!

Re-read the question! Do NOT read the choices!

Identify the key words in the question.

Try to answer the question without reading the choices.

Read all the choices.

- How do they compare to the answer that you came up?
- Cross out those choices that you know are wrong.
- Look at the remaining answers and make a choice.

Make sure you answer all multiple-choice questions. If you have no clue what the correct answer is, make an educated guess!
Narrative Texts Containing a Dialogue on the OSSLT

- 225 – 250 words in length
- Followed by
  - Multiple-Choice questions
  - Open-response questions (usually 2)
    - 6 lines each
“Is tomorrow the big day?” asked Hanna. Her father was lost in thought. “Dad?”


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

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

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.”

“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.”

“What?”

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

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

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

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

“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.”

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

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

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

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

Use this space to write your ideas before answering the question!
Strategies for Answering Short Writing Tasks

Read the entire question before beginning to write. Look for key words: identify, explain, summarize, describe, etc.

Be sure to write on the assigned topic!
Did you really just ask

If you have to answer in complete sentences?!

Answer in full and correctly written sentences!

Make sure your handwriting is legible!
Make connections to the topic by drawing upon your own knowledge and experience;
Use proper structure and organization!
And Remember: **FAME**!

- Fill in all lines
  - but do NOT go over…this will = a Zero mark

- Answer all stuff
  - in complete sentences…guess if you have to!

- Mark up the pages
  - highlight and identify the 5WH in all reading selections

- can't Edit enough!

(Credits: Candice Lande)
It’s Your Turn!

• Log onto Google using your *pdsb.net* account.

• Use the following link to access a Google form:
  
  https://goo.gl/forms/1gUCzOl87PBEgZoI3

• There are 6 sets of multiple-choice questions:
  
  o Section 1 (11 Questions)
  o Section 2 (9 Questions)
  o Section 3 (10 Questions)
  o Section 4 (9 Questions)
  o Section 5 (11 Questions)
  o Section 6 (9 Questions)

• Answer all questions!

• You will receive your score once you submit all your answers!

• Good luck!
Credits:

-Dana Sheahan – Principal, Fletcher’s Meadow SS
-Siobohn Catalano, Fletcher’s Meadow SS
-Ailynne Sobec, Fletcher’s Meadow SS
-Vikash Jain, Fletcher’s Meadow SS