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Grade 10 OSSLT Reading and Writing Lessons

Ontario Secondary School Literacy Test Preparation for Students

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Introduction

Thank you for downloading these two FREE, curriculum-based, pedagogically-sound, classroom lessons from Tree House Press. You are given permission to print and use these lessons for use in your classroom at no charge and you may make as many copies as you have students.

We are sometimes asked why we make these lessons available for free. The answer is simple: we believe that you and your students will find these powerful lessons to be both useful and enjoyable. These lessons are a small part of a larger, complete classroom program. We are confident that you and your students will enjoy using the lessons and they will prove to be useful teaching tools.

If you do find these free OSSLT reading and writing lessons to be useful, we hope you will consider purchasing the complete program which is reasonably priced and available from TREEHOUSEPRESS.COM.

About These Lessons

The Reading Lesson: Reading Information Paragraphs

Questions in the reading lesson are intended to assess the reading skills the EQAO considers essential both in school and in everyday life:

- Understanding explicitly stated ideas and information
- Understanding implicitly stated ideas and information
- Making connections between ideas and information in a reading selection and personal knowledge and experience

The reading selection is followed by a series of EQAO-like, Multiple-choice questions based on the passage. In the Multiple-choice section of the questions for the reading selection, students are required to select the best or most correct answer of the four choices provided.

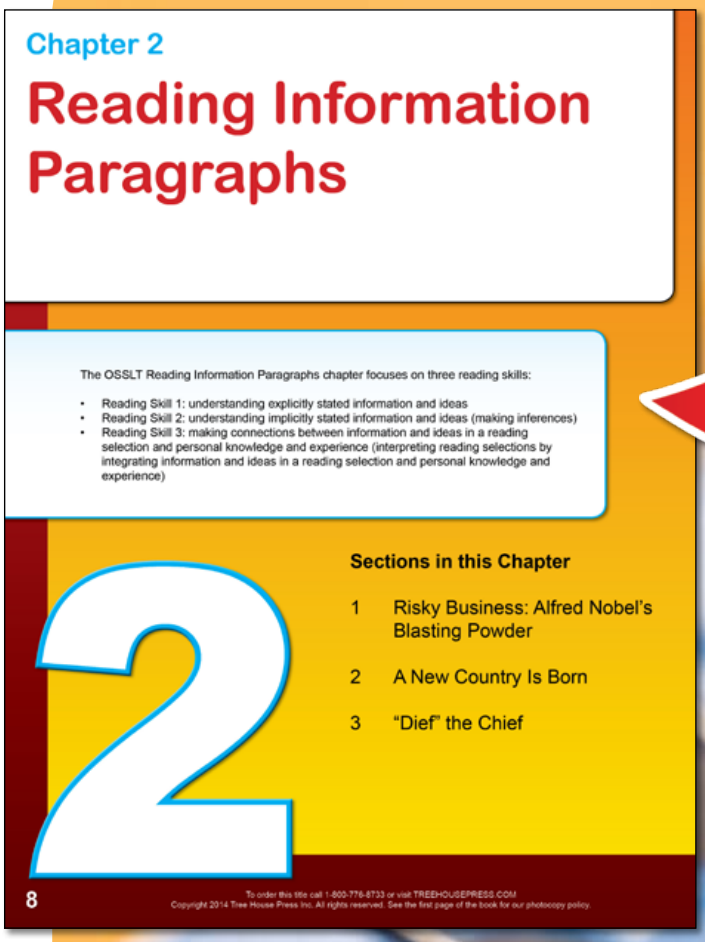
The information paragraph selection is also followed by two Open-response questions. The Open-response questions must be answered in full sentences, and should take the form of a paragraph which fills the six lines provided.

The Writing Lesson: Writing a News Report

The writing lesson is intended to assess the three writing skills that EQAO considers essential both in school and in everyday life:

- Developing a main idea with sufficient supporting details
- Organizing information and ideas in a coherent manner
- Using conventions (spelling, grammar, and punctuation) in a manner that does not distract from clear communication

Features of This Lesson



Chapter 2

Reading Information Paragraphs

The OSSLT Reading Information Paragraphs chapter focuses on three reading skills:

- Reading Skill 1: understanding explicitly stated information and ideas
- Reading Skill 2: understanding implicitly stated information and ideas (making inferences)
- Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience (interpreting reading selections by integrating information and ideas in a reading selection and personal knowledge and experience)

2

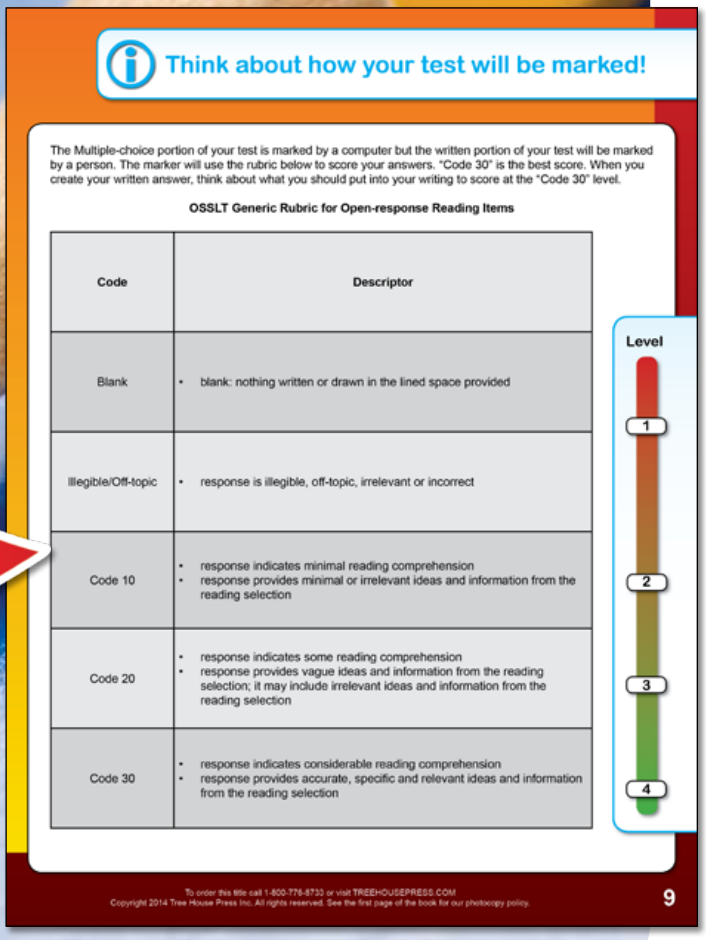
Sections in this Chapter

1 Risky Business: Alfred Nobel's Blasting Powder

2 A New Country Is Born

3 "Dief" the Chief

The three core reading skills being tested in this lesson are identical to those tested on the OSSLT.



Think about how your test will be marked!

The Multiple-choice portion of your test is marked by a computer but the written portion of your test will be marked by a person. The marker will use the rubric below to score your answers. "Code 30" is the best score. When you create your written answer, think about what you should put into your writing to score at the "Code 30" level.

OSSLT Generic Rubric for Open-response Reading Items

Code	Descriptor
Blank	• blank: nothing written or drawn in the lined space provided
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Code 30	• response indicates considerable reading comprehension • response provides accurate, specific and relevant ideas and information from the reading selection

Level 1 2 3 4

Before they begin the lesson, students are invited to become familiar with the actual OSSLT Rubric that is used to assess the Reading Information Paragraph section on the actual test.

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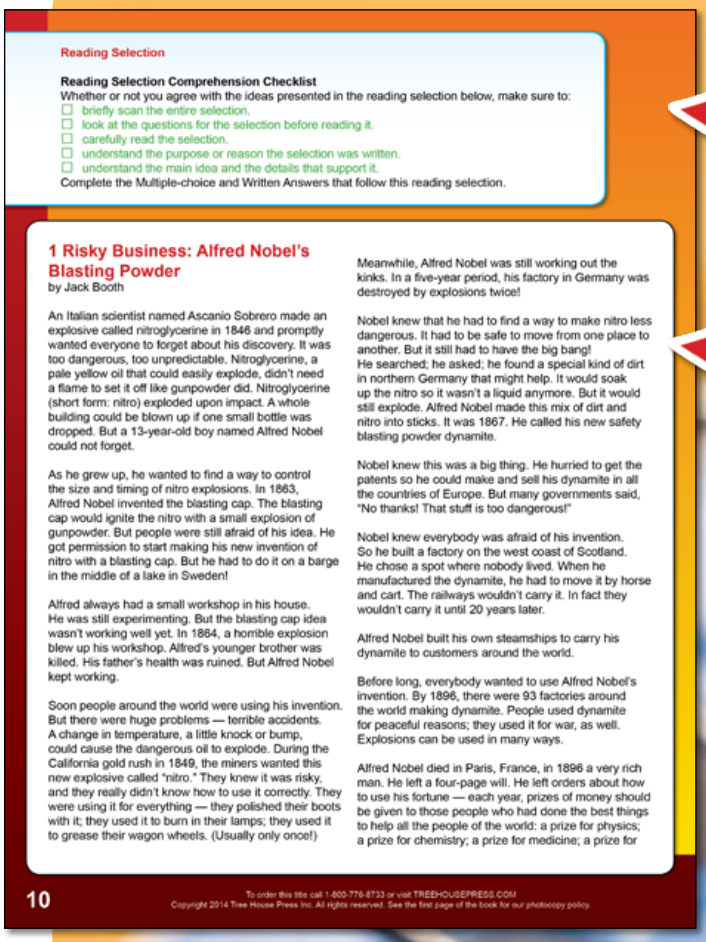


Reading Selection

Reading Selection Comprehension Checklist
Whether or not you agree with the ideas presented in the reading selection below, make sure to:
- ☐ briefly scan the entire selection.
- ☐ look at the questions for the selection before reading it.
- ☐ carefully read the selection.
- ☐ understand the purpose or reason the selection was written.
- ☐ understand the main idea and the details that support it.

Complete the Multiple-choice and Written Answers that follow this reading selection.

1 Risky Business: Alfred Nobel's Blasting Powder
by Jack Booth

An Italian scientist named Ascanio Sobrero made an explosive called nitroglycerine in 1846 and promptly wanted everyone to forget about his discovery. It was too dangerous, too unpredictable. Nitroglycerine, a pale yellow oil that could easily explode, didn't need a flame to set it off like gunpowder did. Nitroglycerine (short form: nitro) exploded upon impact. A whole building could be blown up if one small bottle was dropped. But a 13-year-old boy named Alfred Nobel could not forget.

As he grew up, he wanted to find a way to control the size and timing of nitro explosions. In 1863, Alfred Nobel invented the blasting cap. The blasting cap would ignite the nitro with a small explosion of gunpowder. But people were still afraid of his idea. He got permission to start making his new invention of nitro with a blasting cap. But he had to do it on a barge in the middle of a lake in Sweden!

Alfred always had a small workshop in his house. He was still experimenting. But the blasting cap idea wasn't working well yet. In 1864, a horrible explosion blew up his workshop. Alfred's younger brother was killed. His father's health was ruined. But Alfred Nobel kept working.

Soon people around the world were using his invention. But there were huge problems — terrible accidents. A change in temperature, a little knock or bump, could cause the dangerous oil to explode. During the California gold rush in 1849, the miners wanted this new explosive called "nitro." They knew it was risky, and they really didn't know how to use it correctly. They were using it for everything — they polished their boots with it; they used it to burn in their lamps; they used it to grease their wagon wheels. (Usually only once!)

Meanwhile, Alfred Nobel was still working out the kinks. In a five-year period, his factory in Germany was destroyed by explosions twice!

Nobel knew that he had to find a way to make nitro less dangerous. It had to be safe to move from one place to another. But it still had to have the big bang!
He searched; he asked; he found a special kind of dirt in northern Germany that might help. It would soak up the nitro so it wasn't a liquid anymore. But it would still explode. Alfred Nobel made this mix of dirt and nitro into sticks. It was 1867. He called his new safety blasting powder dynamite.

Nobel knew this was a big thing. He hurried to get the patents so he could make and sell his dynamite in all the countries of Europe. But many governments said, "No thanks! That stuff is too dangerous!"

Nobel knew everybody was afraid of his invention. So he built a factory on the west coast of Scotland. He chose a spot where nobody lived. When he manufactured the dynamite, he had to move it by horse and cart. The railways wouldn't carry it. In fact they wouldn't carry it until 20 years later.

Alfred Nobel built his own steamships to carry his dynamite to customers around the world.

Before long, everybody wanted to use Alfred Nobel's invention. By 1896, there were 93 factories around the world making dynamite. People used dynamite for peaceful reasons; they used it for war, as well. Explosions can be used in many ways.

Alfred Nobel died in Paris, France, in 1896 a very rich man. He left a four-page will. He left orders about how to use his fortune — each year, prizes of money should be given to those people who had done the best things to help all the people of the world: a prize for physics; a prize for chemistry; a prize for medicine; a prize for

Directions to guide the reading that are identical to those on the test are given to the student.

A grade appropriate and engaging reading selection is presented that mirrors the length of the selections on the test.

literature; finally, a prize for the person who did the most for world peace.
The first "Nobel Prizes" were given in 1900. Today, a "Nobel Prize" is a great honour —the highest international achievement.

The Nobel Prizes are given out every year on December 10 – the day of Alfred Nobel's death. The world will always remember Alfred Nobel.

The list of Canadian Nobel Prize winners since the prize was first awarded includes:

1999 Economics
Robert Mundell, a native of Kingston, Ontario, earned the prize for his analysis of exchange rates and how they affect monetary policies. The theories of Mundell helped create a common currency for the European Union.

1997 Economics
Myron Scholes, born in Timmins, Ontario, was co-winner of the prize for devising a formula for pricing derivatives such as stock options. Scholes received his undergraduate degree in economics from McMaster University in Hamilton in 1962 and an honorary Doctor of Laws in 1990. He earned a PhD in economics at the University of Chicago in 1969.

1996 Economics
William S. Vickrey was born in Victoria,B.C., in 1914. He then worked for the National Resources Planning Board in Washington and the Division of Tax Research in the U.S. Treasury Department.

1994 Physics
Bertram Brockhouse, of McMaster University in Hamilton earned the prize for pioneering contributions to the development of neutron scattering techniques for studies of matter. The scientists made their contributions to the first nuclear reactors in Canada and the United States in the 1940s and '50s.

1993 Chemistry
Michael Smith, a British-born Canadian citizen and director of the Biotechnology Laboratory at the University of British Columbia in Vancouver, won for his work on a method for altering DNA to determine its function.

1992 Chemistry
Montreal-born Rudolph Marcus won for his contributions to the theory of how sub-atomic particles known as electrons are transferred between molecules. He was educated at McGill University.

1990 Physics
Richard Taylor, a native of Medicine Hat, Alberta, earned a Nobel Prize for finding the first evidence of quarks, now believed to be basic building blocks of matter.

1989 Chemistry
Yale University professor Sidney Altman from Montreal earned the prize for the discovery of catalytic properties of the genetic material RNA.

1986 Chemistry
German-born John Polanyi, of the University of Toronto, won for showing how basic chemical reactions take place.

1983 Chemistry
Saskatoon-born Henry Taub, received the prize for studies in the transfer of electrons in metals. He was a graduate of the University of Saskatchewan.

1981 Physics
University of Toronto PhD Arthur Schawlow won for the development of spectroscopes, basic tools for studying atomic structure.

1981 Medicine
Dr. David Hubel, a native of Niagara Falls, Ontario, earned a prize for information processing in the visual system. He graduated from McGill University in Montreal.

1976 Literature
Saul Bellow was born in Lachine, a suburb of Montreal, in 1915. He attended the University of Chicago, received his bachelor's degree from Northwestern University in 1937, with honours in sociology and anthropology.

1971 Chemistry
German-born Gerhard Herzberg won for work with "free radicals" - molecular fragments which take part in chemical reactions. He taught at the University of Saskatchewan from 1935-45 and in 1948 went to the National Research Council in Ottawa.

1966 Medicine
Charles Brenton Huggins, a Halifax native, a graduate of Acadia University in Wolfville, Nova Scotia, earned the Nobel Prize for research into role of hormones in the control of human cancer.

1957 Peace
Lester B. Pearson, before becoming prime minister, became a Nobel Prize winner for proposing a United Nations peacekeeping force as a means for easing the British and French out of Egypt.

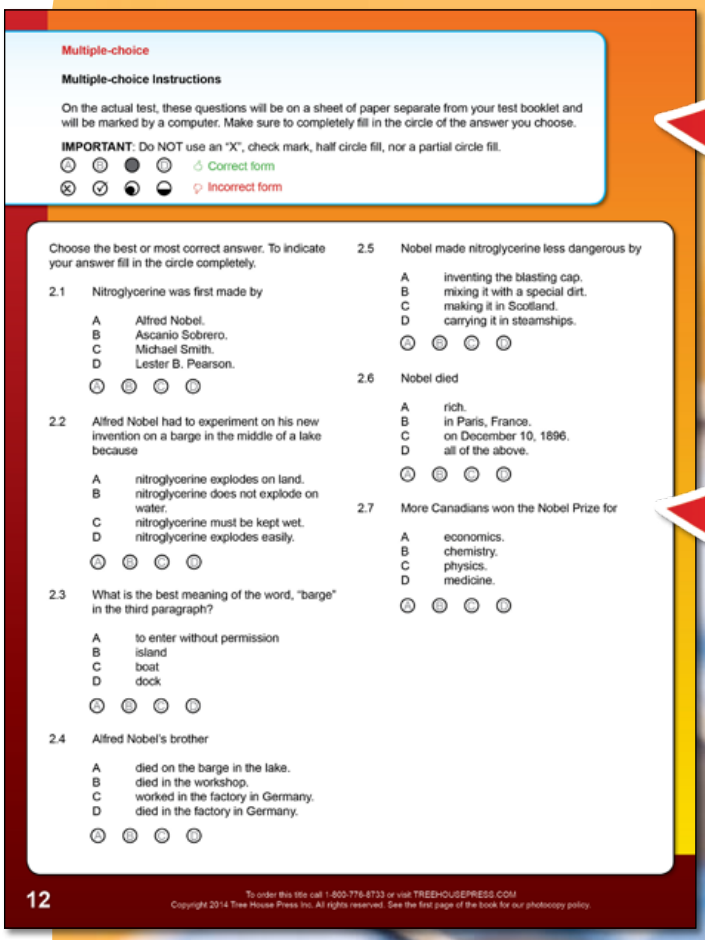
1949 Chemistry
William Giauque, a native of Niagara Falls, Ontario, received a prize for investigating the properties of matter under extremely low temperatures.

1923 Medicine
Sir Frederick Banting and J.R. McLeod shared a prize for the development of insulin, used in the treatment of diabetes, at the University of Toronto.

Motivating, additional, related reading extends the Reading Information Paragraph selection.

Feel free to make student copies of the following lesson for use in your classroom.

Features of This Lesson



Multiple-choice

Multiple-choice Instructions

On the actual test, these questions will be on a sheet of paper separate from your test booklet and will be marked by a computer. Make sure to completely fill in the circle of the answer you choose.

IMPORTANT: Do NOT use an "X", check mark, half circle fill, nor a partial circle fill.

Correct form

Incorrect form

Choose the best or most correct answer. To indicate your answer fill in the circle completely.

2.1 Nitroglycerine was first made by

A Alfred Nobel.
B Ascanio Sobrero.
C Michael Smith.
D Lester B. Pearson.

2.2 Alfred Nobel had to experiment on his new invention on a barge in the middle of a lake because

A nitroglycerine explodes on land.
B nitroglycerine does not explode on water.
C nitroglycerine must be kept wet.
D nitroglycerine explodes easily.

2.3 What is the best meaning of the word, "barge" in the third paragraph?

A to enter without permission
B island
C boat
D dock

2.4 Alfred Nobel's brother

A died on the barge in the lake.
B died in the workshop.
C worked in the factory in Germany.
D died in the factory in Germany.

2.5 Nobel made nitroglycerine less dangerous by

A inventing the blasting cap.
B mixing it with a special dirt.
C making it in Scotland.
D carrying it in steamships.

2.6 Nobel died

A rich.
B in Paris, France.
C on December 10, 1896.
D all of the above.

2.7 More Canadians won the Nobel Prize for

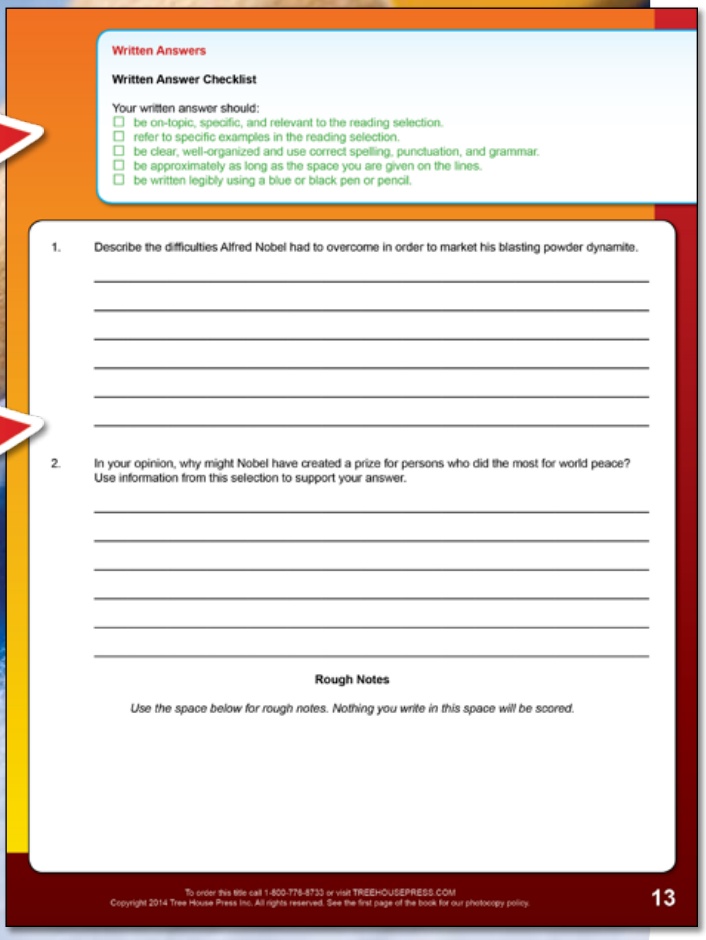
A economics.
B chemistry.
C physics.
D medicine.

12

The correct form for responding to the multiple-choice questions that is expected on the actual test is outlined.

Multiple-choice questions are presented that mirror, in format and skill expectation, the OSSLT test questions .

Directions to guide the writing are identical to those on the actual test.



Written Answers

Written Answer Checklist

Your written answer should:

- ☐ be on-topic, specific, and relevant to the reading selection.
- ☐ refer to specific examples in the reading selection.
- ☐ be clear, well-organized and use correct spelling, punctuation, and grammar.
- ☐ be approximately as long as the space you are given on the lines.
- ☐ be written legibly using a blue or black pen or pencil.

1. Describe the difficulties Alfred Nobel had to overcome in order to market his blasting powder dynamite.

2. In your opinion, why might Nobel have created a prize for persons who did the most for world peace? Use information from this selection to support your answer.

Rough Notes

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

13

Short Answer Response questions are presented that replicate, in format and skill expectation, the OSSLT test questions.

Feel free to make student copies of the following lesson for use in your classroom.

Features of This Lesson

Chapter 8

Writing a News Report

The OSSLT Writing a News Report chapter focuses on three writing skills:

- Writing Skill 1: developing a main idea with sufficient supporting details
- Writing Skill 2: organizing information and ideas in a coherent manner
- Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

8

Sections in this Chapter

The 3 core writing skills being tested in this lesson are identical to those tested on the OSSLT.

Students become familiar with the OSSLT Rubric that is used to assess the Write a News Report portion of the OSSLT.

Think about how your test will be marked!

The written portion of your test will be marked by a person. The marker will use the rubric below to score your answers. "Code 60" is the best score. When you create your written answer think about what you should put into your writing to score at the "Code 60" level.

OSSLT Topic Development Rubric for Writing a News Report

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	The response is related to headline and/or photo but is not a news report. OR The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
Code 20	The response is related to headline and/or photo but only partly in the form of a news report. OR The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is a news report related to the headline and photo with a clear focus on the event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

Poor
OK
Good
Excellent

OSSLT Use of Conventions Generic Rubric for Writing a News Report

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.

Poor
Excellent

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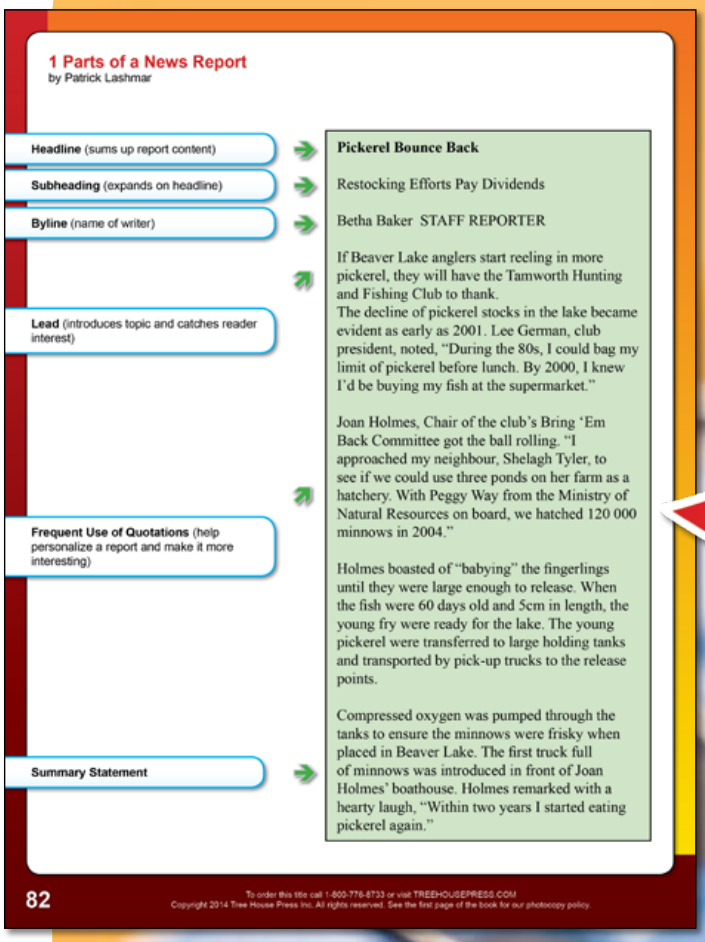


1 Parts of a News Report

by Patrick Lashmar

Headline (sums up report content)

Subheading (expands on headline)

Byline (name of writer)

Lead (introduces topic and catches reader interest)

Frequent Use of Quotations (help personalize a report and make it more interesting)

Summary Statement

Pickerel Bounce Back

Restocking Efforts Pay Dividends

Betha Baker STAFF REPORTER

If Beaver Lake anglers start reeling in more pickerel, they will have the Tamworth Hunting and Fishing Club to thank.
The decline of pickerel stocks in the lake became evident as early as 2001. Lee German, club president, noted, "During the 80s, I could bag my limit of pickerel before lunch. By 2000, I knew I'd be buying my fish at the supermarket."

Joan Holmes, Chair of the club's Bring 'Em Back Committee got the ball rolling. "I approached my neighbour, Shelagh Tyler, to see if we could use three ponds on her farm as a hatchery. With Peggy Way from the Ministry of Natural Resources on board, we hatched 120 000 minnows in 2004."

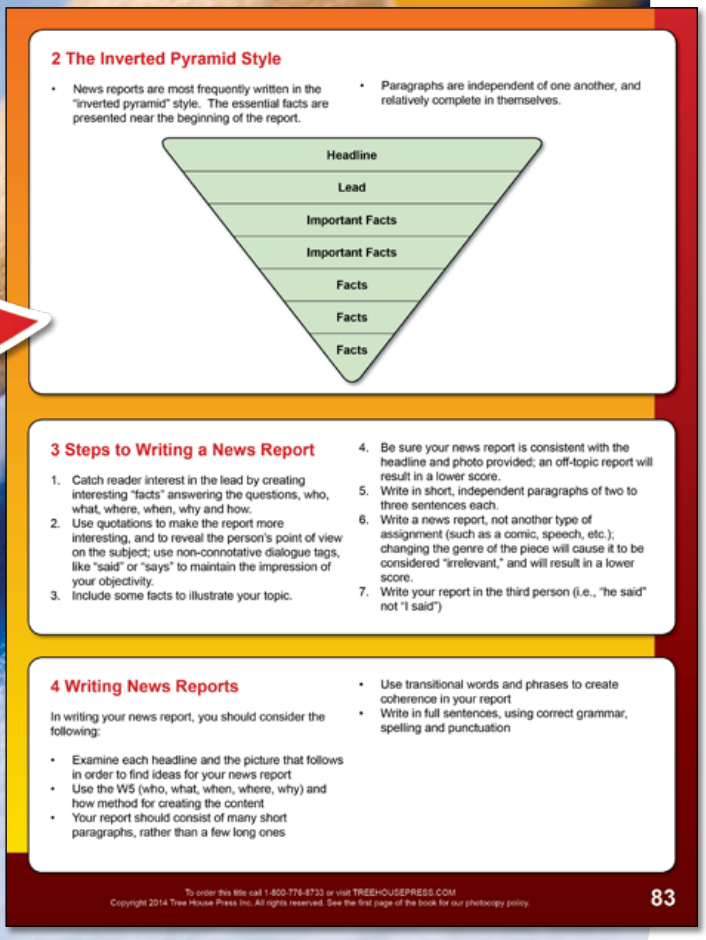
Holmes boasted of "babying" the fingerlings until they were large enough to release. When the fish were 60 days old and 5cm in length, the young fry were ready for the lake. The young pickerel were transferred to large holding tanks and transported by pick-up trucks to the release points.

Compressed oxygen was pumped through the tanks to ensure the minnows were frisky when placed in Beaver Lake. The first truck full of minnows was introduced in front of Joan Holmes' boathouse. Holmes remarked with a hearty laugh, "Within two years I started eating pickerel again."

82

An appropriate sample News Report is provided for study along with specific details outlining the parts of a News Report.

More prewriting information is studied to continue preparing the students for success when they write their own report.



2 The Inverted Pyramid Style

- News reports are most frequently written in the "inverted pyramid" style. The essential facts are presented near the beginning of the report.
- Paragraphs are independent of one another, and relatively complete in themselves.

3 Steps to Writing a News Report

1. Catch reader interest in the lead by creating interesting "facts" answering the questions, who, what, where, when, why and how.
2. Use quotations to make the report more interesting, and to reveal the person's point of view on the subject; use non-connotative dialogue tags, like "said" or "says" to maintain the impression of your objectivity.
3. Include some facts to illustrate your topic.
4. Be sure your news report is consistent with the headline and photo provided; an off-topic report will result in a lower score.
5. Write in short, independent paragraphs of two to three sentences each.
6. Write a news report, not another type of assignment (such as a comic, speech, etc.); changing the genre of the piece will cause it to be considered "irrelevant," and will result in a lower score.
7. Write your report in the third person (i.e., "he said" not "I said")

4 Writing News Reports

In writing your news report, you should consider the following:

- Examine each headline and the picture that follows in order to find ideas for your news report
- Use the W5 (who, what, when, where, why) and how method for creating the content
- Your report should consist of many short paragraphs, rather than a few long ones
- Use transitional words and phrases to create coherence in your report
- Write in full sentences, using correct grammar, spelling and punctuation

83

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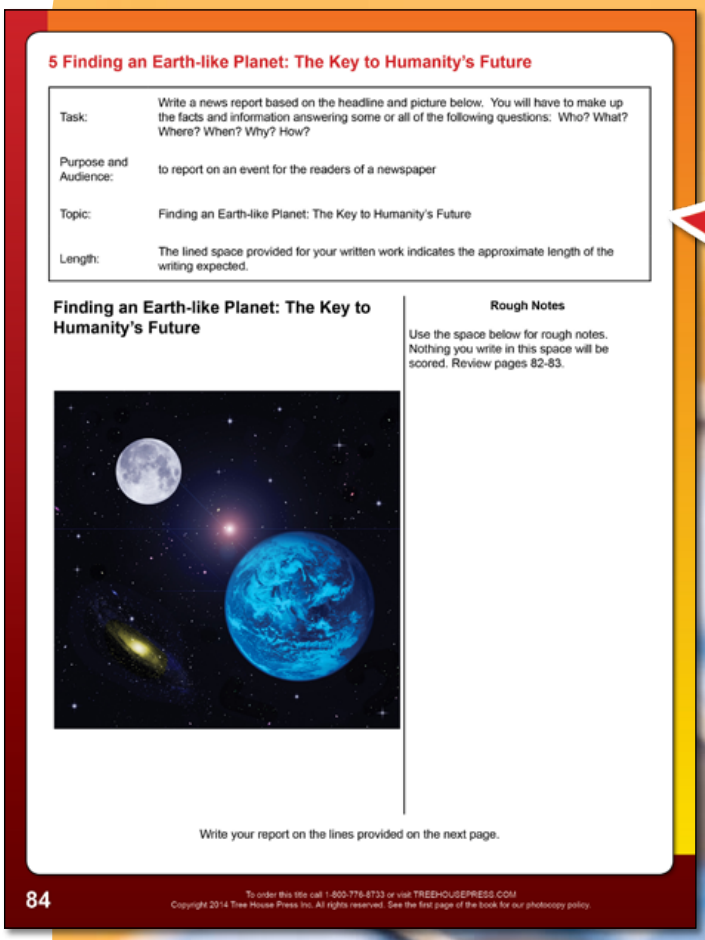

5 Finding an Earth-like Planet: The Key to Humanity's Future

Task:	Write a news report based on the headline and picture below. You will have to make up the facts and information answering some or all of the following questions: Who? What? Where? When? Why? How?
Purpose and Audience:	to report on an event for the readers of a newspaper
Topic:	Finding an Earth-like Planet: The Key to Humanity's Future
Length:	The lined space provided for your written work indicates the approximate length of the writing expected.

Finding an Earth-like Planet: The Key to Humanity's Future

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored. Review pages 82-83.

Write your report on the lines provided on the next page.

A motivating writing prompt is presented using the identical format that is found on the OSSLT.

The space that is provided to write the news report is of the same length as that expected on the test.

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Chapter 2

Reading Information Paragraphs

The OSSLT Reading Information Paragraphs chapter focuses on three reading skills:

- Reading Skill 1: understanding explicitly stated information and ideas
- Reading Skill 2: understanding implicitly stated information and ideas (making inferences)
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Sections in this Chapter

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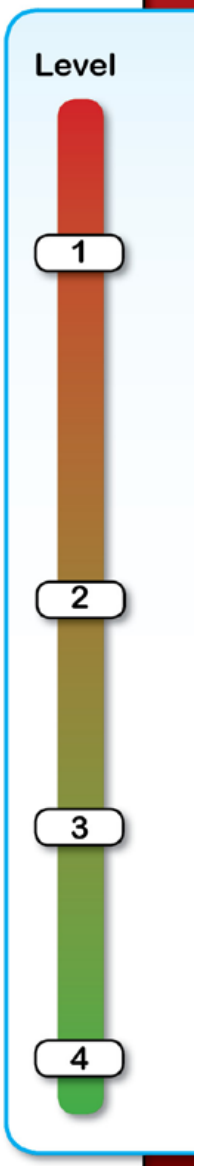

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Complete the Multiple-choice and Written Answers that follow this reading selection.

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by Jack Booth

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As he grew up, he wanted to find a way to control the size and timing of nitro explosions. In 1863, Alfred Nobel invented the blasting cap. The blasting cap would ignite the nitro with a small explosion of gunpowder. But people were still afraid of his idea. He got permission to start making his new invention of nitro with a blasting cap. But he had to do it on a barge in the middle of a lake in Sweden!

Alfred always had a small workshop in his house. He was still experimenting. But the blasting cap idea wasn't working well yet. In 1864, a horrible explosion blew up his workshop. Alfred's younger brother was killed. His father's health was ruined. But Alfred Nobel kept working.

Soon people around the world were using his invention. But there were huge problems — terrible accidents. A change in temperature, a little knock or bump, could cause the dangerous oil to explode. During the California gold rush in 1849, the miners wanted this new explosive called "nitro." They knew it was risky, and they really didn't know how to use it correctly. They were using it for everything — they polished their boots with it; they used it to burn in their lamps; they used it to grease their wagon wheels. (Usually only once!)

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Robert Mundell, a native of Kingston, Ontario, earned the prize for his analysis of exchange rates and how they affect monetary policies. The theories of Mundell helped create a common currency for the European Union.

1997 Economics
Myron Scholes, born in Timmins, Ontario, was co-winner of the prize for devising a formula for pricing derivatives such as stock options. Scholes received his undergraduate degree in economics from McMaster University in Hamilton in 1962 and an honorary Doctor of Laws in 1990. He earned a PhD in economics at the University of Chicago in 1969.

1996 Economics
William S. Vickrey was born in Victoria,B.C., in 1914. He then worked for the National Resources Planning Board in Washington and the Division of Tax Research in the U.S. Treasury Department.

1994 Physics
Bertram Brockhouse, of McMaster University in Hamilton earned the prize for pioneering contributions to the development of neutron scattering techniques for studies of matter. The scientists made their contributions to the first nuclear reactors in Canada and the United States in the 1940s and '50s.

1993 Chemistry
Michael Smith, a British-born Canadian citizen and director of the Biotechnology Laboratory at the University of British Columbia in Vancouver, won for his work on a method for altering DNA to determine its function.

1992 Chemistry
Montreal-born Rudolph Marcus won for his contributions to the theory of how sub-atomic particles known as electrons are transferred between molecules. He was educated at McGill University.

1990 Physics
Richard Taylor, a native of Medicine Hat, Alberta, earned a Nobel Prize for finding the first evidence of quarks, now believed to be basic building blocks of matter.

1989 Chemistry
Yale University professor Sidney Altman from Montreal earned the prize for the discovery of catalytic properties of the genetic material RNA.

1986 Chemistry
German-born John Polanyi, of the University of Toronto, won for showing how basic chemical reactions take place.

1983 Chemistry
Saskatoon-born Henry Taub, received the prize for studies in the transfer of electrons in metals. He was a graduate of the University of Saskatchewan.

1981 Physics
University of Toronto PhD Arthur Schawlow won for the development of spectroscopes, basic tools for studying atomic structure.

1981 Medicine
Dr. David Hubel, a native of Niagara Falls, Ontario, earned a prize for information processing in the visual system. He graduated from McGill University in Montreal.

1976 Literature
Saul Bellow was born in Lachine, a suburb of Montreal, in 1915. He attended the University of Chicago, received his bachelor's degree from Northwestern University in 1937, with honours in sociology and anthropology.

1971 Chemistry
German-born Gerhard Herzberg won for work with "free radicals" - molecular fragments which take part in chemical reactions. He taught at the University of Saskatchewan from 1935-45 and in 1948 went to the National Research Council in Ottawa.

1966 Medicine
Charles Brenton Huggins, a Halifax native, a graduate of Acadia University in Wolfville, Nova Scotia, earned the Nobel Prize for research into role of hormones in the control of human cancer.

1957 Peace
Lester B. Pearson, before becoming prime minister, became a Nobel Prize winner for proposing a United Nations peacekeeping force as a means for easing the British and French out of Egypt.

1949 Chemistry
William Giauque, a native of Niagara Falls, Ontario, received a prize for investigating the properties of matter under extremely low temperatures.

1923 Medicine
Sir Frederick Banting and J.R. McLeod shared a prize for the development of insulin, used in the treatment of diabetes, at the University of Toronto.

Multiple-choice

Multiple-choice Instructions

On the actual test, these questions will be on a sheet of paper separate from your test booklet and will be marked by a computer. Make sure to completely fill in the circle of the answer you choose.

IMPORTANT: Do NOT use an "X", check mark, half circle fill, nor a partial circle fill.

Ⓐ Ⓑ ● Ⓓ Correct form

⊗ ⊘ ◕ ◒ Incorrect form

Choose the best or most correct answer. To indicate your answer fill in the circle completely.

2.1 Nitroglycerine was first made by

A Alfred Nobel.
B Ascanio Sobrero.
C Michael Smith.
D Lester B. Pearson.

Ⓐ Ⓑ Ⓒ Ⓓ

2.2 Alfred Nobel had to experiment on his new invention on a barge in the middle of a lake because

A nitroglycerine explodes on land.
B nitroglycerine does not explode on water.
C nitroglycerine must be kept wet.
D nitroglycerine explodes easily.

Ⓐ Ⓑ Ⓒ Ⓓ

2.3 What is the best meaning of the word, "barge" in the third paragraph?

A to enter without permission
B island
C boat
D dock

Ⓐ Ⓑ Ⓒ Ⓓ

2.4 Alfred Nobel's brother

A died on the barge in the lake.
B died in the workshop.
C worked in the factory in Germany.
D died in the factory in Germany.

Ⓐ Ⓑ Ⓒ Ⓓ

2.5 Nobel made nitroglycerine less dangerous by

A inventing the blasting cap.
B mixing it with a special dirt.
C making it in Scotland.
D carrying it in steamships.

Ⓐ Ⓑ Ⓒ Ⓓ

2.6 Nobel died

A rich.
B in Paris, France.
C on December 10, 1896.
D all of the above.

Ⓐ Ⓑ Ⓒ Ⓓ

2.7 More Canadians won the Nobel Prize for

A economics.
B chemistry.
C physics.
D medicine.

Ⓐ Ⓑ Ⓒ Ⓓ

Written Answers

Written Answer Checklist

Your written answer should:

- ☐ be on-topic, specific, and relevant to the reading selection.
- ☐ refer to specific examples in the reading selection.
- ☐ be clear, well-organized and use correct spelling, punctuation, and grammar.
- ☐ be approximately as long as the space you are given on the lines.
- ☐ be written legibly using a blue or black pen or pencil.

1. Describe the difficulties Alfred Nobel had to overcome in order to market his blasting powder dynamite.

2. In your opinion, why might Nobel have created a prize for persons who did the most for world peace? Use information from this selection to support your answer.

Rough Notes

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

Chapter 8

Writing a News Report

The OSSLT Writing a News Report chapter focuses on three writing skills:

- Writing Skill 1: developing a main idea with sufficient supporting details
- Writing Skill 2: organizing information and ideas in a coherent manner
- Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

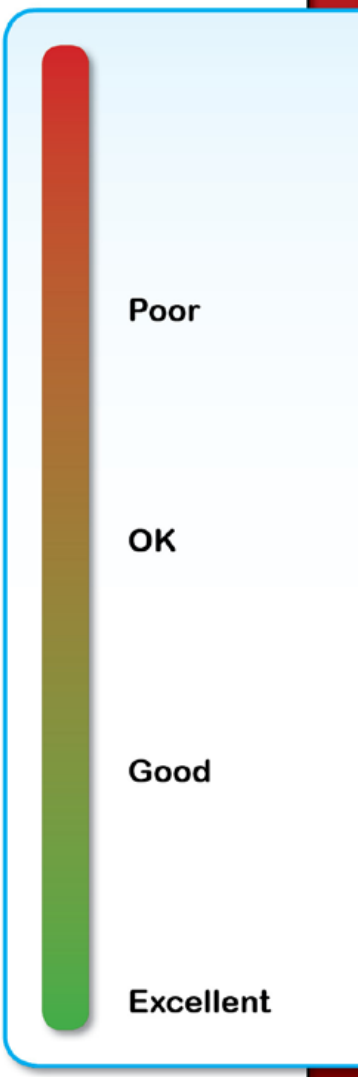
Sections in this Chapter

Think about how your test will be marked!

The written portion of your test will be marked by a person. The marker will use the rubric below to score your answers. "Code 60" is the best score. When you create your written answer think about what you should put into your writing to score at the "Code 60" level.

OSSLT Topic Development Rubric for Writing a News Report

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	The response is related to headline and/or photo but is not a news report. OR The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
Code 20	The response is related to headline and/or photo but only partly in the form of a news report. OR The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is a news report related to the headline and photo with a clear focus on the event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.



OSSLT Use of Conventions Generic Rubric for Writing a News Report

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.

1 Parts of a News Report

by Patrick Lashmar

Headline (sums up report content)

Subheading (expands on headline)

Byline (name of writer)

Lead (introduces topic and catches reader interest)

Frequent Use of Quotations (help personalize a report and make it more interesting)

Summary Statement

Pickerel Bounce Back

Restocking Efforts Pay Dividends

Betha Baker STAFF REPORTER

If Beaver Lake anglers start reeling in more pickerel, they will have the Tamworth Hunting and Fishing Club to thank.
The decline of pickerel stocks in the lake became evident as early as 2001. Lee German, club president, noted, "During the 80s, I could bag my limit of pickerel before lunch. By 2000, I knew I'd be buying my fish at the supermarket."

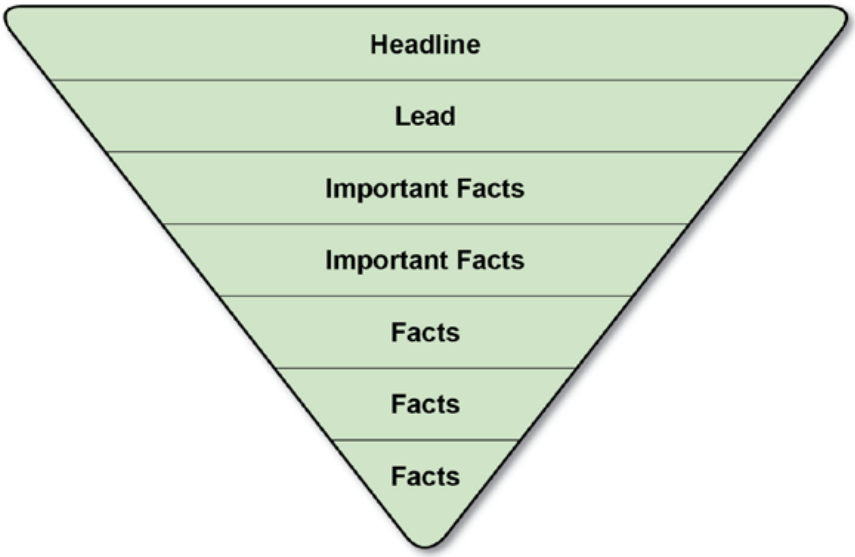
Joan Holmes, Chair of the club's Bring 'Em Back Committee got the ball rolling. "I approached my neighbour, Shelagh Tyler, to see if we could use three ponds on her farm as a hatchery. With Peggy Way from the Ministry of Natural Resources on board, we hatched 120 000 minnows in 2004."

Holmes boasted of "babying" the fingerlings until they were large enough to release. When the fish were 60 days old and 5cm in length, the young fry were ready for the lake. The young pickerel were transferred to large holding tanks and transported by pick-up trucks to the release points.

Compressed oxygen was pumped through the tanks to ensure the minnows were frisky when placed in Beaver Lake. The first truck full of minnows was introduced in front of Joan Holmes' boathouse. Holmes remarked with a hearty laugh, "Within two years I started eating pickerel again."

2 The Inverted Pyramid Style

- News reports are most frequently written in the "inverted pyramid" style. The essential facts are presented near the beginning of the report.
- Paragraphs are independent of one another, and relatively complete in themselves.



3 Steps to Writing a News Report

1. Catch reader interest in the lead by creating interesting "facts" answering the questions, who, what, where, when, why and how.
2. Use quotations to make the report more interesting, and to reveal the person's point of view on the subject; use non-connotative dialogue tags, like "said" or "says" to maintain the impression of your objectivity.
3. Include some facts to illustrate your topic.
4. Be sure your news report is consistent with the headline and photo provided; an off-topic report will result in a lower score.
5. Write in short, independent paragraphs of two to three sentences each.
6. Write a news report, not another type of assignment (such as a comic, speech, etc.); changing the genre of the piece will cause it to be considered "irrelevant," and will result in a lower score.
7. Write your report in the third person (i.e., "he said" not "I said")

4 Writing News Reports

In writing your news report, you should consider the following:

- Examine each headline and the picture that follows in order to find ideas for your news report
- Use the W5 (who, what, when, where, why) and how method for creating the content
- Your report should consist of many short paragraphs, rather than a few long ones
- Use transitional words and phrases to create coherence in your report
- Write in full sentences, using correct grammar, spelling and punctuation

5 Finding an Earth-like Planet: The Key to Humanity's Future

Task:	Write a news report based on the headline and picture below. You will have to make up the facts and information answering some or all of the following questions: Who? What? Where? When? Why? How?
Purpose and Audience:	to report on an event for the readers of a newspaper
Topic:	Finding an Earth-like Planet: The Key to Humanity's Future
Length:	The lined space provided for your written work indicates the approximate length of the writing expected.

Finding an Earth-like Planet: The Key to Humanity's Future

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored. Review pages 82-83.

Write your report on the lines provided on the next page.

Thank You for Using These Lessons with Your Students

Thank you for using these lessons with your students. Hopefully you found them very useful. With these lessons, your students will have become familiar with genres, formats, questioning techniques, rubrics, and procedures that mirror those on the OSSLT.

Consider Ordering the Complete *Personal StudentBOOK*

If you found these lessons helpful, imagine using an extensive collection of EQAO preparation lessons across the school year. These free lessons are two of 28 found in our Tree House Press *Personal StudentBOOK* titled The OSSLT Workbook (see below for the link). These lessons provide students with all the test preparation and practice they need to succeed on the OSSLT and cover all the competencies that are tested: Reading Information Paragraphs, Reading News Reports, Reading Dialogue, Reading Real-life Narratives, Reading Graphic Selections, Writing a Series of Paragraphs Expressing an Opinion, Writing a News Report, Short Writing Tasks, and Multiple-choice Questions Testing Writing Skills.

Imagine having a copy of this resource for each of your students! Further, we invite you to review Grammar Essentials, Grade Nine Academic Mathematics Workbook Revised, and Writing 8. We encourage you to share this information with your Head of English, Principal, and colleagues. These highly effective programs contain many of the benefits and features you experienced using this free classroom lesson.

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