

Lesson: Reading a Narrative Text (Including Dialogue)

This lesson kit includes everything you will need to help a student build his/her reading of informational text (including dialogue).

This lesson can be administered with one student, or in a group setting with multiple students who all need to develop news article writing skills.

Teacher instructions:

1. Read the “Checklist for Reading Narrative Text” Tip Sheet (Appendix A) together with the student(s).
 2. Have the student(s) complete the readings, “In Case of Injury at Work” and “Is Tomorrow the Big Day?” and the corresponding multiple choice questions (Appendixes B, C and D, E). Do not guide them through the writing; students should complete this task on their own.
 3. Teacher-Student Conference(s):
 - a. Review the student(s) work together. Have each student explain his/her multiple choice answers (i.e., have the student describe his/her thinking).
 - b. Read through the sample answers provided (listed below). Discuss the rationale for the answer.
 - c. Return to the student’s responses. Score the work together. Offer feedback that identifies areas that the student(s) needs to continue to improve.
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Multiple choice answers:

Reading a Narrative Text: “In Case of Injury at Work”

1. C
2. D
3. B
4. B
5. A

Reading a Narrative Text: “Is Tomorrow the Big Day?”

1. A
2. C
3. B
4. A

Checklist for Reading Narrative or Literary Texts (including dialogue)

SCAN

- √ Have I scanned the first and last paragraph of I know how the selection begins and ends?
- √ Did I read the questions before I read the text?

FOCUS

- √ During reading, did I focus on what the characters think, say, and do?
- √ Have I paid particular attention to dialogue? Did I distinguish between the different speakers?
- √ Did I underline or highlight key ideas while I was reading?

REVIEW

- √ When formulating my answers, did I refer back to the text?

Section IX: Reading

Ontario Secondary School Literacy Test

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



Amy followed her co-worker into the lunchroom. “Stop worrying. You can’t lose your job.” 1

She walked over to the staff bulletin board. “Look, it says so right here in this brochure about the *Occupational Health and Safety Act*. Any worker can say no to work if ‘the physical condition of the workplace or the part thereof in which he or she works or is to work is likely to endanger him or her.’” 2

“And what exactly does that mean in everyday language?” asked Joe. 3

“It means that any worker has the right to refuse unsafe work. The shift supervisor asked you to clean the equipment with solvent in an unventilated space. That storeroom doesn’t even have a window to open. If you had obeyed her, you would have breathed harmful fumes. So you were right to say no. Because Shauna is a supervisor, she really needs to know about what’s in the Act.” 4

“I’ve only worked here three weeks. I don’t want Shauna to think I’m a troublemaker,” Joe blurted in a rush. He collapsed into a chair. 5

“When I did a research project at school, I found out that an average of 42 young workers are harmed on the job every day just in Ontario. You don’t want to be one of them.” 6

“I can see that knowing about workplace safety is essential for everyone.” Joe stood up with a smile. “Let’s talk to Shauna.” 7

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

- 1** Why does Joe ask Amy to use “everyday language” (paragraph 3)?
- a Joe is testing Amy’s understanding.
 - b The lunchroom is too noisy to hear her.
 - c The brochure uses complicated language.
 - d Amy is speaking too fast for him to understand.
- 2** What is the relationship between the information in paragraphs 2 and 4?
- a two contrasting ideas
 - b a question and its answer
 - c an opinion and supporting details
 - d a general idea and a specific example
- 3** Why does Joe collapse into the chair?
- a Working has tired him out.
 - b He doesn’t know what to do next.
 - c He feels sick from breathing fumes.
 - d Amy’s words help him feel relaxed.
- 4** Which phrase is quoted from the *Occupational Health and Safety Act*?
- a “any worker can say no to work” (paragraph 2)
 - b “is likely to endanger him or her” (paragraph 2)
 - c “any worker has the right to refuse unsafe work” (paragraph 4)
 - d “workplace safety is essential for everyone” (paragraph 7)
- 5** What does this selection indicate about Joe’s and Amy’s workplace?
- a Some employees lack safety training.
 - b Only men are in supervisory positions.
 - c New employees feel secure in their jobs.
 - d All storage areas are adequately ventilated.



Section IV: Reading

Ontario Secondary School Literacy Test, March 2014

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.” 6

“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

Written for EQAO.

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.