**GLS10 Reading Skills and Strategies #1 – Visualize and Make Connections**

*Reading skills are an important part of your preparation for the OSSLT, Ontario Secondary School Literacy Test. The test is based on what you learned in grade 9. In GLS10 you will become familiar with multiple skills and strategies to help you prepare for the test and to help you do better in you classes.*

**Visualize** - create a mental picture. In fiction (stories), visualize a sequence or flow of events so that you can see how they are connected.

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**Make Connections** – relate what you’re reading to your prior knowledge. These connections can relate the story to you/your life (text to self), the story to another story you’ve read (text to text), or to things you know about the world (text to world).

It’s also acceptable to find conflicting points – sometimes what you already know doesn’t line up with what you read. That’s also a connection.

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Reading is an **ACTIVE** process. If you just sit back and fail to **engage** with the text, you will find that you don’t comprehend it well. That is what happens to students who are unsuccessful on the OSSLT – they usually struggle on the reading portion of the test because they don’t think about what they’re reading, or their vocabulary is limited.

Whenever you read, you must make **inferences**. ![C:\Users\011068\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z2HDT0JC\lente[1].jpg]() To infer is to make conclusions based on the evidence. In reading, the evidence doesn’t always tell you exactly what to think. You need to read between the lines and use your prior knowledge to come up with inferences.

**What I read + what I know = what I infer**

**Questions about what you read will fall into three categories:**

1. Direct – the answer is IN the reading.
2. Indirect – the answer may be suggested or hinted at, but it’s not in the reading directly. You need to INFER.
3. Big ideas – the answer will come to you if you think creatively and bring in your prior knowledge. This also involves inferring.

**Story #1 - “Over the Edge”, pages 6-9 in Nelson Literacy = non-fiction**

**Minds On:** **Questions to get you thinking about the topic BEFORE you read. Please answer thoroughly.**

1. Courage is the absence of fear? Agree/disagree and comment.
2. What is more important: what you achieve or what you attempt?

**During Reading: Please answer thoroughly.**

1. When you read the first paragraph on page 8 what are you thinking about how the rescue will end?
2. What expression do you **visualize** on the boy’s face when Corey is trying to rescue him?
3. Now, Corey thinks of this story when he sees or hears fireworks. What smells and sounds **do you associate with** particular memories?
4. How effective were the photos chosen to illustrate the selection? How did they help you to **visualize**?

**Turn the page**

**After Reading: Please answer thoroughly.**

**Questions**: (for each, identify which type of question: direct, indirect, big ideas)

1. When you first saw it, the title “Over the Edge” **made you think of**… [type: \_\_\_\_\_\_\_\_\_\_\_]
2. Big Sur Coast Highway is described as being: [type:\_\_\_\_\_\_\_\_\_\_\_\_]
3. Car-friendly
4. Twisted
5. Peaceful
6. Steep
7. What is the best meaning of “faint” as used in paragraph 1 on page 8? [type:\_\_\_\_\_\_\_\_\_\_\_\_]
8. Quiet
9. Loud
10. Undetectable
11. One of Corey’s character traits is: [type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_]
12. Fearful
13. Impulsive
14. Calculating
15. How did Corey know the first boy he saw in the car was dead? [type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_]
16. Why did Corey get awards from the city of Calgary, Alberta as opposed to Big Sur, California? [type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_]
17. Having read this story, make a definition of tragedy. [ type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_]
18. Go back to the **Minds On** questions. How have your answers changed now that you’ve read the story? [ type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_]

**Story #2 “Not Ever Again”, pages 10-14 in Nelson Literacy = fiction**

Minds On: risking your life to save the life of a pet is foolish…courageous?

Visualize the details in the description of the rescue. Which helped you make a mental image of the action?

Did you make any connections to the setting, characters, events?

Why does Sonia go out on the ice to rescue her dog?

Do you believe reading this story could change the way a person might respond to a life-and-death situation? Why, or why not?

Do you find it easier to make connections to fiction or non-fiction?

**Questions:**

“William’s Windmill”, pages 15-18 in Nelson Literacy 9a – non-fiction

“Small Inspirations”, pages 19-21 in Nelson Literacy 9a – personal essay

**Curriculum Expectations:**

Identify and use a variety of reading skills and strategies to improve understanding of texts (e.g., identifying purpose, applying prior knowledge, skimming and scanning, highlighting key words, using text features to find information).