



EQAO

Test Ready!

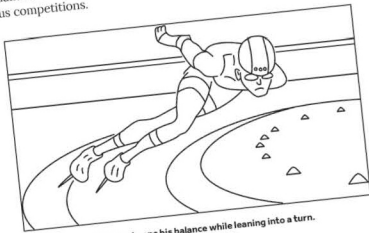
Language Skills

6



Gilmore Junio

- 1 Speed skating is a beautiful sport to watch. Skaters use the long blades of their skates to zoom around the track at breathtaking speeds. As they lean into the track on the corners, they look as though they are just on the edge of toppling over. Speed skaters need technique, endurance, and nerves of steel. These qualities come from many, many hours of training, and taking part in numerous competitions.



A speed skater keeps his balance while leaning into a turn.

- 2 Many athletes see the Olympics as the top competition. Winning an Olympic medal shows that they are among the best in the world in their sport. But the medal shows that they are also competing for their country. One Canadian Olympic speed skater is also competing for his country. He is Gilmore Junio. He is a speed skater who did something that showed he cared more for Canada and his teammates than for himself. His name is Gilmore Junio.
- 3 When he was 13, Junio started short track speed skating. Short track speed skating takes place on an oval track that is only 111 metres long. It can be very dangerous because the oval is very small, and the skaters compete in groups. In 2009, Junio injured himself in a race. He fractured two small bones in his spine. Junio decided to try long track speed skating, where the track is 400 metres long and the skaters compete in pairs. In just four short years, at the age of 23, he had qualified to skate in the 500-metre and 1000-metre races in the 2014 Winter Olympics in Sochi, Russia.

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Includes

- Open-response Questions
- Multiple-choice Questions
- Teaching Tips
- Student Strategies for Success

Questions—Gilmore Junio

1. What is the writer's purpose in the first paragraph of the text?
- ☐ a) to make readers feel suspense
 - ☐ b) to make readers wonder who Gilmore Junio is
 - ☐ c) to give background information about speed skating
 - ☐ d) to give information about the equipment speed skaters use
2. What does the writer want to emphasize by using the phrase "nerves of steel" in paragraph 1?
- ☐ a) how nervous speed skaters are
 - ☐ b) the strength speed skaters require
 - ☐ c) there are dangers in speed skating
 - ☐ d) how much speed skaters need to practise
3. What does the word "slot" mean as used in paragraph 4?
- ☐ a) gap
 - ☐ b) spot
 - ☐ c) opening
 - ☐ d) number
4. According to the text, what did Junio's parents teach him?
- ☐ a) to win
 - ☐ b) to be selfish
 - ☐ c) to work hard
 - ☐ d) to think about others

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Practice Makes Perfect!

How You Can Help Your Child at Home

Tips for Reading Comprehension

- Have your child read the text aloud to you, or take turns reading alternate sentences or paragraphs together.
- Talk with your child about what they have read, and brainstorm ways the information in the text relates to their life.
- Discuss the meanings of unfamiliar words that they read and hear.
- Help your child monitor his or her understanding of what they have read. Encourage your child to consistently ask themselves whether they understand what the text is about.
- To ensure understanding of the text, have them retell what they have read.

Tips for Completing Activities

- Review instructions with your child to ensure they understand the questions.
- Encourage your child to go back to the article to support his or her answers. Then have your child highlight the important information from the text passage to help them answer the question.
- Offer your child ample opportunities to share with you their answers and the thinking processes they used to arrive at those answers.

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Reading Selections

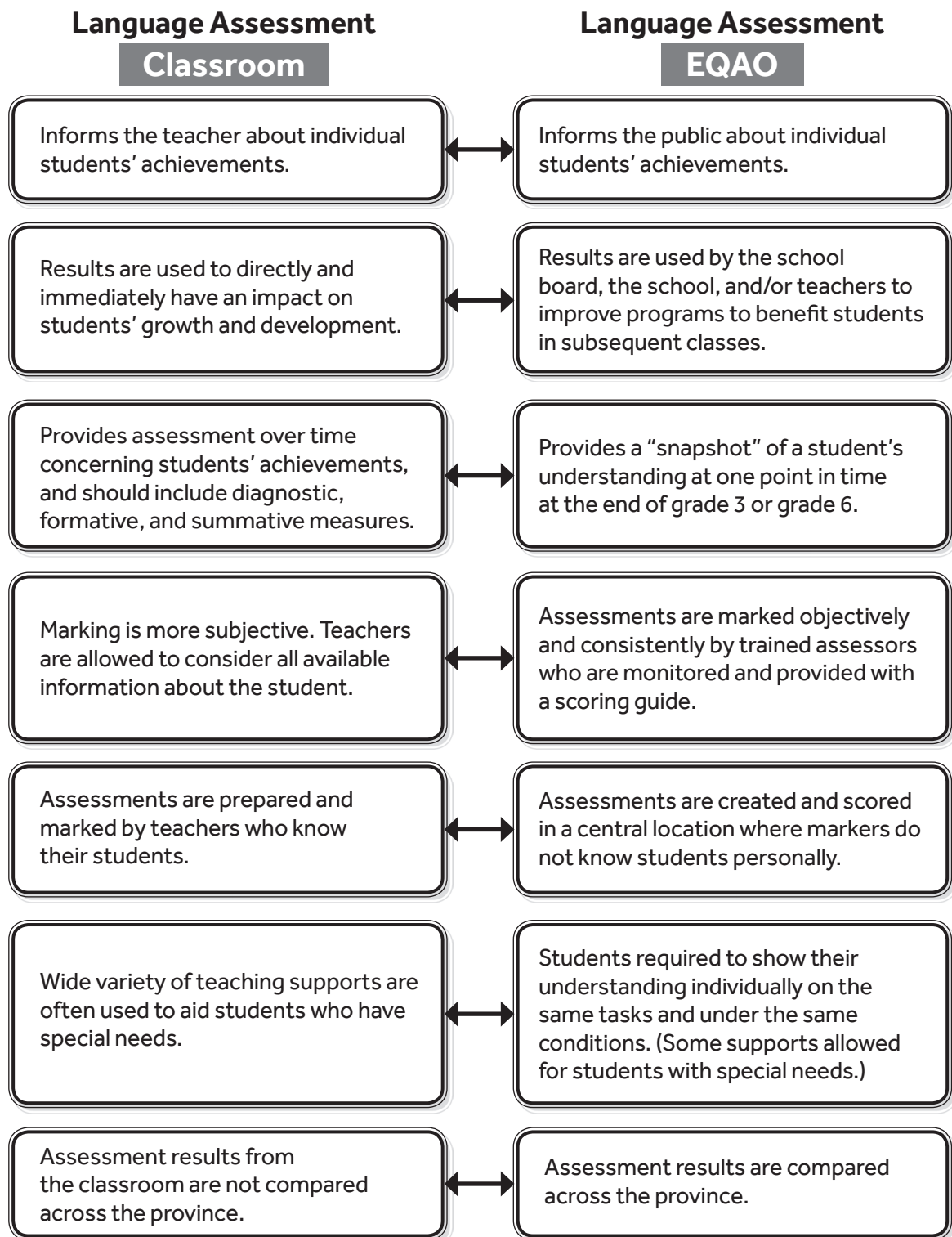
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What is EQAO? EQAO is an acronym for the “Education Quality and Accountability Office.” Each year in Ontario, EQAO administers Reading, Writing, and Mathematics tests to grade 3, 6, 9, and 10 students. Tests are based on The Ontario Curriculum and are developed, reviewed, and scored by teachers in Ontario.

What is EQAO testing?



Instructional Strategies

How to find the Scoring Guides and previous EQAO Open-response Questions

1. Visit the website www.eqao.com.
2. Select English or French.
3. Select Educator Resources.
4. Scroll down the page to Student Assessment and Scoring Guide.
5. Select a Year: Each question has the date either at the top or bottom of the page indicating when it was used by EQAO.
6. Select whether you want the Assessment and/or the Scoring Guide (the exemplars). The Assessment Booklets give you blank test questions. The Scoring Guides give you the exemplars for each open-response question.
7. Scroll down until you find the question that suits your purpose.

How Scoring Guides can be used in the classroom

1. Post the exemplars in your classroom and have students decide the level of their work, based on the exemplars. Don't forget to have a discussion with students about how to advance their responses to the next level.
2. Show exemplars with an overhead projector and have a class discussion about each level. Students should learn what is required to achieve the next level.
3. Remove the level assigned to each answer and have students try to determine whether the work is a level 1, 2, 3, or 4.

Student Tips for Taking Tests

Here are some tips to help you when you have to write a test.

1. Get enough sleep the night before the test.

Your brain works best when you are not tired. It is harder to remember things when you are sleepy.

2. Don't sleep late the day of the test.

You don't want to start the day by rushing to get to school. Rushing can make you feel more nervous.

3. Pay attention to instructions.

Listen carefully to instructions your teacher gives you about writing the test. Carefully read any instructions that are on the test.

4. Read each test question carefully.

Make sure you answer the question that is asked. Read the question carefully and think about it before you answer.

5. Be relaxed.

If you are feeling nervous during the test, take some slow deep breaths. You think better when you are relaxed.

6. Check your answers.

If you finish the test early, go back and check your answers.

More Student Tips

Steps for Answering Open-response Questions

1. Take time to read the question carefully. Underline key words.
2. Restate/use part of the question in your answer
3. Answer the question.
4. Support your answer by using specific details and relevant information from the reading selection.
5. Read your final response. Does it answer the question?

Steps for Answering Multiple-choice Questions

1. Carefully read each question and underline key words.
2. Read all choices before choosing your answer.
3. Answer any questions you are sure of first.
4. If you are unsure of an answer, eliminate any wrong choices before guessing.

Legibility of Your Answers

1. Write only on the lined space provided.
2. Print neatly to make your answers easy to read.
3. Think about the size of your printing so you have enough space to write your answer.
4. Take your time! Don't leave any blanks.

Language Test 1

1. Choose the sentence that is written correctly.

- ☐ a) Even though it was raining, we played baseball all afternoon, and Semareh hit two home runs.
- ☐ b) Even though, it was raining we played baseball all afternoon, and Semareh hit two home runs.
- ☐ c) Even though it was raining we played baseball, all afternoon and Semareh hit two home runs.
- ☐ d) Even though it was raining we played baseball all afternoon and, Semareh hit two home runs.

2. Choose the best opening sentence for the following paragraph.

_____ Turn off the ringer on your phone when you are in a movie theatre, a library, or any place where your phone might disturb others. Avoid checking your phone for text messages in the middle of a conversation with someone. You don't want the person you are with to think that you aren't interested in the conversation.

- ☐ a) A cell phone is a great device for keeping in touch with people.
- ☐ b) The noise of a cell phone ringing can be irritating.
- ☐ c) Many people use cell phones more for sending text messages than making calls.
- ☐ d) It is important to be considerate of others when you have a cell phone.

3. Choose the correct words to complete the following sentence.

The teacher was pleased that _____ students had passed the test and _____ of them had no incorrect answers.

- ☐ a) all, several
- ☐ b) both, many
- ☐ c) many, both
- ☐ d) several, both

4. Choose the best order for the following sentences.

- (1) The officer immediately called for assistance.
- (2) During a long and careful search, officers did not find the suspect.
- (3) Witnesses told a police officer that the suspect had run into a mall across the street.
- (4) Soon several police cars arrived and officers surrounded the building.

- ☐ a) 2, 1, 3, 4
- ☐ b) 3, 1, 4, 2
- ☐ c) 1, 4, 2, 3
- ☐ d) 3, 4, 2, 1

5. Choose the correct words to complete the following sentence.

_____ it was starting to get late _____
I had to get up early in the morning, I decided go to bed.

- ☐ a) Although, so
- ☐ b) Since, and
- ☐ c) Because, when
- ☐ d) When, still

6. Choose the sentence that does not belong in the following paragraph.

- (1) There are reasons why I decided to get a cat instead of a dog.
- (2) Unlike dogs, cats don't need to be walked every day.
- (3) Cats don't bark, so they don't annoy the neighbours.
- (4) I used to like white cats best, but now I'm thinking about getting a grey cat.

- ☐ a) sentence 1
- ☐ b) sentence 2
- ☐ c) sentence 3
- ☐ d) sentence 4

Language Test 2

1. Choose the best order for the following sentences.

- (1) The hiker was found alive after she had been lost in the woods for four days.
- (2) After two days in hospital, the hiker met with reporters to tell her story.
- (3) The next day, local newspapers carried an account of her ordeal.
- (4) She had wandered off the trail during a heavy rainstorm and couldn't find her way back.

- ☐ a) 2, 4, 1, 3
- ☐ b) 1, 3, 2, 4
- ☐ c) 1, 4, 2, 3
- ☐ d) 2, 3, 4, 1

2. Choose the correct words to complete the following sentence.

_____ of my friends enjoy swimming, and _____ of them participate in swimming competitions.

- ☐ a) Both, several
- ☐ b) Many, several
- ☐ c) Several, both
- ☐ d) Both, many

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