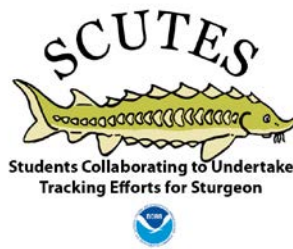


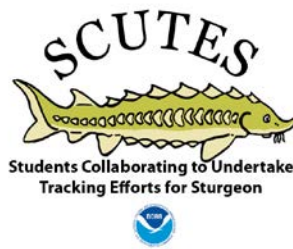
<b>Topic/Lesson:</b>	<b>Open Response &amp; Writing Process – Atlantic Sturgeon Article</b>
<b>Objectives:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Create an appropriate pre-writing activity to help answer an open response question.</li> <li>• Provide a response that is clear, complete, and accurate.</li> <li>• Include important examples from the article in their response.</li> <li>• Demonstrate their knowledge of the writing process in their final copy of the open response answer.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• EagleTribune.com or hard copy of article <a href="http://www.eagletribune.com/hhnews/x1876383265/Catch-of-6-foot-sturgeon-at-river-mouth-a-rare-fish-tale/print">http://www.eagletribune.com/hhnews/x1876383265/Catch-of-6-foot-sturgeon-at-river-mouth-a-rare-fish-tale/print</a></li> <li>• Open Response Question</li> <li>• Pencils, erasers</li> <li>• Yellow Composition paper</li> <li>• Dictionaries</li> <li>• Highlighters</li> <li>• White Composition paper</li> <li>• Rubric</li> <li>• Pre-write</li> <li>• 5 Steps of the Writing Process paper</li> <li>• Revising checklist</li> <li>• Editing checklist</li> <li>• How to answer an open response paper</li> </ul>
<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Open response</li> <li>• Pre-write</li> <li>• Rough draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> </ul>
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1) Ask class “How does writing happen?” Have students turn and tell a nearby classmate how they think a final piece of writing is created.</li> <li>2) Create class discussion on all of the steps that must be completed before a piece of writing can be published or finalized. List ideas on board.</li> <li>3) Distribute “5 steps to writing process” paper and read out loud as a whole class.</li> </ol>

	<ol style="list-style-type: none"> <li>4) Discuss examples of pre-writes; outlines, webs, lists, etc.</li> <li>5) Next, compare and contrast creative writing vs. open response writing. Discuss the strategies to utilize when responding to a question about an article, or a story.</li> <li>6) Distribute and review the “How to answer an open response item” paper together.</li> <li>7) Pass out Article and open response question.</li> <li>8) Students begin reading. When finished they can choose a pre-write paper or create their own, and work independently.</li> <li>9) Conference with students as they complete their pre-writes to determine if they are ready to start their rough draft.</li> <li>10) Teacher circulates and holds mini-conferences as students work on rough drafts.</li> <li>11) Check in with students as they go through the process of revising and editing, using their checklists; students may use highlighters and dictionaries to aid in this process.</li> <li>12) Students may write their final copy once done revising and editing, and after teacher signs checklists off.</li> <li>13) Using an elmo, when available, students may share their answers and show the progression of work, from their pre-writes to the final copies.</li> <li>14) Using rubrics classmates will discuss what the volunteered answers would score, discussing characteristics from the rubric and what elements could be improved; providing positive and constructive feedback.</li> </ol>
<p><b>Accommodations/ Modifications:</b></p>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Peer partnering/cooperative learning</li> <li>• Multiple step instructions/guidelines/strategy</li> <li>• Teacher check-ins</li> <li>• Refocusing</li> <li>• Checklists</li> <li>• Step-by-step written instructions</li> <li>• Rubric</li> <li>• Scribing when necessary/alphasmarts</li> </ul>



## 5 Steps of the Writing Process

Step	Description	Strategies
Prewriting	An activity that causes the writer to think about the subject. The writer organizes his thoughts before he begins to write.	Drawing Talking Brainstorming Graphic organizers Research Listing Field Trips
Drafting	The process of putting ideas down on paper. The focus is on content not mechanics.	Taking notes, Organizing thoughts into paragraphs, Writing a first draft
Revising	The process of refining the piece of writing. The writer adds to a writing piece. The writer reorganizes a piece of writing. The writer improves the writing; substitute boring verbs and adjectives for exciting ones. The writer shares his story and gets input from peers or teacher.	Peer editing Conferencing Share Chair or Author's Chair Revising Checklists
Editing	Mechanical, grammatical and spelling errors are fixed in the writing piece.	Peer editing Rubrics Editing Checklists Proofreading
Publishing	The writing piece is prepared in final form, including illustrations. The writer shares his writing with others.	Reading aloud Reading to a group Displaying in the room Printing the books Publishing Web publishing



## Revision Checklist

You should always be looking for ways to improve your paper. Use this checklist to make sure you are on-track with your revising. Check off each item as you find it in your writing. Circle anything that is missing. As you revise, make sure you add in the missing items!

### Stick to the Topic

- Has an interesting title
- Has a strong topic sentence that gives the main idea and hooks the readers
- Has supporting sentences that give reasons for or more details about the topic
- Has details that give interesting information about the topic
- All sentences stick to the topic
- Has a closing sentence that gives a final opinion about the topic

### Organization

- Followed an order that makes sense
- Used transitions to connect ideas
- Removed unnecessary words and or sentences; anything off topic or out of place

### Different Sentences

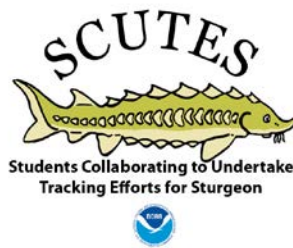
- Sentence variety is used; use sentences of different sizes and kinds
- All sentences are complete
- “And” is used to connect some ideas
- Extra details give more information about the topic and make sentences interesting
- Varied the way sentences are started
- Break down sentences that seem to be too long (For an example, break a compound sentence into 2 sentences).

### Exciting Words

- All *wimpy* words have been replaced with WOW words
- Used a thesaurus to find exciting words
- Used different words to say the same thing
- Eliminated and replaced repetitive words

### Descriptive Sentences

- The paragraph makes a stellar picture in my mind
- The paragraph uses active verbs
- The paragraph uses exact words
- The paragraph uses sentences with sense words
- Used similes and metaphors to make details more vivid; used “like” and “as”



## Editing Checklist

Read your paper five times to go over it and make corrections. Remember, this paper is a work in progress. You are not done writing! Look for ways to improve what you've already written.

Check off each step AFTER it has been completed.

- \_\_\_\_\_ 1. Read the paper backwards, one sentence at a time. Check for spelling errors. Use a dictionary, a friend, or a spell checker to find the correct spelling.
- \_\_\_\_\_ 2. Check to make sure you capitalized proper nouns and the first word of each sentence.
- \_\_\_\_\_ 3. Indent each of your paragraphs.
- \_\_\_\_\_ 4. Every sentence should have correct end punctuation; periods, question marks, exclamation marks.
- \_\_\_\_\_ 5. Check your commas. Are they only used for compound sentences, a list of items, an introductory word or phrase, direct address, setting off interruptions, separating adjectives, or in dates? Do you need to add commas? Make sure you do not have commas separating complete sentences (that creates a run-on sentence).
- \_\_\_\_\_ 6. Apostrophes are used only for contractions and to show ownership.
- \_\_\_\_\_ 7. The use of more complex punctuation (dashes, hyphens, semi-colons, parentheses, etc.) are done correctly.
- \_\_\_\_\_ 8. Have you used commonly mixed pairs of words correctly? Check these: they're/their/there, your/you're, it's/its, a/an, to/too/two, are/our/hour, and others.
- \_\_\_\_\_ 9. Read the paper backwards one sentence at a time. Check for sentence fragments and run-ons and correct them.
- \_\_\_\_\_ 10. Did you stay in present tense (such as is, am, do, take, know, etc.) or past tense (such as was, were, did, took, knew, etc.) throughout the entire paper?
- \_\_\_\_\_ 11. Did you stay in first person (I, me, my, we, us, our) or third person (he, him, she, her, they, them, their) throughout the entire paper?
- \_\_\_\_\_ 12. The articles "a" and "an" are used correctly.
- \_\_\_\_\_ 13. The paper is neat and legible. Use your best handwriting when publishing.

## HOW TO ANSWER AN *OPEN RESPONSE* ITEM

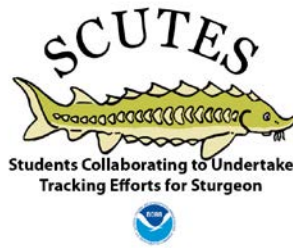
<b>R</b>	READ	<b>READ</b> the question quickly, then re-read for specifics to help you answer your question
<b>E</b>	EVERYTHING	Read <b>EVERYTHING</b> you are given before starting to answer.
<b>S</b>	SPECIFIC	Highlight <b>SPECIFIC</b> key words and ideas in the question. Circle the or underline important information; words that give direction (analyze, compare, describe, etc)
<b>P</b>	PART	Make sure you answer each <b>PART</b> of the question. Look for A, B, C or the word “and”.
<b>O</b>	ORGANIZE	Quickly <b>ORGANIZE</b> your thoughts to answer the question. Use the 3 column organizer quickly. Remember each question is designed to be answered in 15 minutes or less.
<b>N</b>	NOTE	Make <b>NOTE</b> of any key words or ideas that you want to include. Use specific vocabulary!! Think about what the scorer will be looking for.
<b>S</b>	SUPPORT	<b>SUPPORT</b> your answer with facts, figures, or statements about what is given. Explain in correct terms.
<b>E</b>	EDIT	<b>EDIT</b> and revise your answer. Even though spelling and punctuation are not scored, you need to use it anyway so that you are not misunderstood by the scorers.

Use the **THREE COLUMN METHOD** to organize your thoughts for your answer.

<b>KNOW</b>	<b>DO</b>	<b>REASONS/EVIDENCE</b>
Write down what the question is talking about – use language from the question.  Identify <b><u>CRITICAL</u></b> vocabulary.	What do I have to do?  How many questions do I have to answer?  Write down <b><u>POWER VERBS.</u></b>	What do I have to know in order to answer the question?  Write down information about the content requested.  Identify <b><u>KEY CONTENT,</u></b> <b><u>FACTS,</u></b> <b><u>INFORMATION,</u></b> <b><u>EVIDENCE</u></b>

### WHAT IS MEANT BY “EVIDENCE” TO SUPPORT MY ANSWERS

<b>READING</b>	A quote or reference to the reading selection (e.g. <b>charts, graphs, statistics</b> )
<b>SOCIAL STUDIES</b>	Concrete examples ( <b>events, places, conditions, quotes, cause/effect</b> )
<b>MATH</b>	Operations for justification ( <b>charts, rules, graphs, formulas</b> )
<b>SCIENCE</b>	References to data or scientific laws and principles



## Open Response Question

Identify and explain why Jeff Hajjar did not reel his catch onto his boat or keep his catch the evening he went fishing in the Merrimack River.

### Catch of 6-foot sturgeon at river mouth a rare fish tale

*By Stephen Tait, Staff Writer*

NEWBURYPORT - They grow to lengths of 15 feet, live for as long as six decades and are some of the most primitive animals in the waters of North America.

Though resilient during their lives, Atlantic sturgeon are on the state's endangered list, which makes Jeff Hajjar's catch of a 6-footer about 50 yards from the north jetty at the mouth of the Merrimack River on Monday night all the more surprising.

Hajjar, a Methuen native who now lives in Idaho, caught the fish using a 6-inch Sluggo - which looks like a rubber eel - on a two-ounce lead head jig.

"He was a big son of a gun," he said. "We thought we caught some kind of giant shark at first."

Hajjar said he was fishing with his brother, "and that was the first cast of the night, and we bring in this sturgeon. I couldn't believe it."

Kristen Ferry, a biologist for the state Division of Marine Fisheries, is also surprised at the catch.

"In my time working with sturgeon, I haven't learned of anyone catching a sturgeon in the Merrimack," she said. "It is not unheard of, but it is not at all common."

Ferry said the Atlantic sturgeon is a migratory fish and moves up and down the East Coast of the United States. She said biologists will find a sturgeon that has originated from Southern states that has migrated to the bays and waterways of the Northeast.

Because of that, she said there is an extensive tagging program for sturgeon to help biologists track their movements.

"They are moving around all the time," she said.

At 7:30 p.m. Monday, an Atlantic sturgeon just happened to be moving around the mouth of the Merrimack.

Hajjar said when he first hooked the fish, he thought he might have caught a really big striped bass, a popular and much more common catch for that part of the river.

"But then he just made a run straight out to the ocean, and I never felt a striper make a run like that," he said. "Then it was just like pulling in dead weight."

Reeling the fish in, he said, was a struggle.

"It took us forever to get that fish to the boat," Hajjar said. "We were going at it for 15 to 20 minutes. We didn't know what it was. We didn't have a clue of what was going on.

"It was a lot of fun."

When he finally reeled it to the boat, he said he immediately realized it was a sturgeon, which he said was shocking. But knowing that in Idaho the fish are protected, he figured the same must be true here.

Instead of trying to bring the fish into the boat, Hajjar said his brother reached into the water and pulled out the hook.

"We didn't want to lift it out of the water. I know how rare they are," he said.

The origins of Atlantic sturgeon date back more than 120 million years and the animals grow to as big as 15 feet and 800 pounds, according to the Chesapeake Bay Program, a restoration partnership for that body of water, which is a popular place for sturgeon to live and spawn.

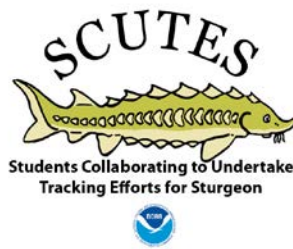
Sturgeon do not have scales but rather five rows of bony plates called scutes. They use their hard snout to look for food along the bottom of the waterways. They typically eat mollusks, insects and crustaceans.

The first market for sturgeon on the East Coast started in 1628 in Brunswick, Maine, according to the Chesapeake Bay Program. Beyond food, the fish's skin was used as leather for clothing and book bindings.

Sturgeon are still valuable, especially the roe, which is used for caviar that can fetch more than \$250 a pound.

The fish usually spawn in rivers. Juveniles stay in the fresh or brackish water for one to six years before moving out to the oceans. The fish tend to stay close to the shore when they become adults.





## Open Response Question: Teacher Answer Key

Identify and explain why Jeff Hajjar did not reel his catch onto his boat or keep his catch the evening he went fishing in the Merrimack River.

### Possible answers:

- *According to the article, Atlantic sturgeon are on the state's endangered list.*
- *Hajjar was not fishing for Atlantic sturgeon.*
- *It was a struggle to bring the fish in.*
- *Hajjar figured that sturgeon are protected in the area, because they are protected in Idaho.*
- *Hajjar knew how rare they are, so he didn't want to lift it out of the water.*

Note: These are only possible answers. The goal is to have the students be able to support their answers.