

The ANSWER Key to Open Response

A	Analyze the question
N	Note plan
S	Skim, read and Select
W	Write the response
ER	End by Reviewing

A

Analyze the question

- Determine the essential question
- Determine what kinds of details are required to answer the question
- Mark key words in the question

N

Note plan

- Set up two-column notes
 - Restate the question at the top
 - Set up a main idea column on the left

S

Skim, **read** and **Select**

- Skim to get the big picture
- Read actively
 - Identify and mark relevant main ideas and details
- Select relevant information and put in notes
- Check the notes for thoroughness, accuracy, sufficient details

W

Write the response

- Restate the question in an opening sentence
- Turn the notes into sentences
- Use transition words

ER

End by Reviewing

- Reread the question
- Review and improve the answer

“ANSWER Key to Open Response”

ACADEMIC STANDARD(S):

R5.A.2.3.1 Make inferences and/or draw conclusions based on text.

R5 B.3.2 Distinguish between essential and nonessential information within or between texts.

OBJECTIVES:

Students will be able to

- analyze an open response question to determine the essential question that must be answered as well as the kinds of details required to answer it.
- actively read an open response question and underline/circle key words related to the kind of evidence required.
- prepare two-column notes to organize the evidence from the text and restate the essential question.

MATERIALS:

Sample open response questions, notebook paper, pencils, overhead, transparencies

PROCEDURES:

1. Discussion:
 - What is a reading open response?
 - How it is a specific type of writing. - Does not require complex sentence structure nor “voice”. Just answer the question completely giving required evidence from the text.
2. Introduce the “ANSWER” routine, explain that it is specifically for open response questions (any subject, but specifically PSSA reading).
3. Explain “A” = Analyze the Question
 - Figure out what the question is asking and what evidence you need to provide.
4. Model: use Think Aloud to model analyzing and marking up the question. (underline key words related to the essential question & evidence, look for verbs, # of items, etc.)
See attached example A
5. Explain “N” = Note Plan
 - Set up two-column notes
 - Restate the question at the top
 - Set up the left side based upon evidence needed
6. Model: use Think Aloud to model setting up the notes.
7. Guided practice w/whole group using sample questions provided on worksheet. (See attached A)

8. Guided practice w/whole group using sample open ended response questions but not reading text and writing the answers. Discuss possible evidence that could be found in a text and fill in organizer. Remind students that in a real-testing situation, they must read the text in order to complete the organizer.
9. Model for students how to add a few words to each line and create a sentence(s) that can become the written answer.
10. Continue with sample questions – discussing the types of verbs used and what they mean. Also discuss and model how the organizer will remain the same but the information on it will look slightly different based upon what is being asked and the type of text.
11. On last question students independently set up notes. Think-Pair-Share w/ a partner.
12. Whole group discuss.
13. Follow up: Additional independent practice w/ the “A” & “N” steps using the story “Benito Juarez: Born to Lead”

ASSESSMENT:

Informal observations, discussions, and marked-up questions, and completion of notes.

Example A

Analyze the Question (directions)

Practice with these.

1. Circle the verb (action word).
2. Underline other important words - number words, types
3. Use the space below each one to create an organizer

1. Using details from both passages describe two similarities and one difference between the art projects.

	PROOF FROM TEXT
1. Similarity	•
2. Similarity	•
3. Difference	•

2. In your own words summarize the passage. Be sure to include at least one important event from the beginning, the middle, and the end of the passage.

1. Beginning	•
2. Middle	•
3. End	•

Analyze the Question (directions)

Practice with these.

1. Circle the verb (action word).
2. Underline other important words – number words, types
3. Use the space below each one to create an organizer

1. Using details from both passages, describe two similarities and one difference between the art projects.

* I am going to... describe two similarities and one difference about the art projects

1. Difference

- tissue paper vs. styrofoam ball
- different sizes

2. Similarity

- both butterflies

3. Similarity

- both hang from ceiling

2. In your own words, summarize the passage. Be sure to include at least one important event from the beginning, the middle, and the end of the passage.

3. Explain how Clara attempts to convince Melanie that the eggs are not bird eggs. Use at least three examples from the story to support your response.

4. The author believes that reducing the amount of trash we put in our landfills will help save our environment. Explain three ways we can affect the amount of trash in our landfills. Use important details from the passage to support your answer.