

CLASS EXEMPLAR-ARGUMENT ESSAY

Thursday, February 21, 2019 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

CREATING A CLASS EXEMPLAR FOR ARGUMENT ESSAYS

-Today, as a class, you will be compiling an argument essay exemplar. Basically, you will write a response to a prompt together. This exemplar can then be used by the students as you continue to practice for the AIR Writing Questions.

-Begin by reading aloud the prompt and then the passages in the **MAKING AN EXEMPLAR** documents: [Grade 6](#), [Grade 7](#), [Grade 8](#), [Grades 9-10](#). As you read, tell the students to use scratch paper to emulate the close reading annotation practices that they would normally do on the text. Because they take the AIR test online, they need to practice using the scratch paper as their annotation tool, so they can replicate using the scratch paper as a tool while taking the AIR test.

-Ask them to read any parts that were unclear to them a second time and add any additional info that they want to their scratch paper.

-Then, have them **TIP** the prompt. This will get them ready to be part of the making of the class exemplar. Be sure they understand that they will be writing an argument essay. This means that one of their **Ps** (points) has to be a counterclaim if they are in 7th-10th grade. If you have not done previous lessons with the TIP the Prompt Protocol, please see the linked explanation ([PDF](#) or [Google](#)).

NOTE: The **MAKING AN EXEMPLAR** documents include a suggestion for how to use the scratch paper and also instructs them to **TIP** the prompt on the scratch paper.

-Next, compose an introductory paragraph in response to the prompt in the **MAKING AN EXEMPLAR** documents for your grade level on a shared Google doc in which you have given the students editing access. This way, students are able to write in real-time together. You can have the students make suggestions for sentences and allow them to type/edit their suggestions when they have been class-approved for the exemplar. You can also use the comment feature to point out what criterion sentences in the exemplar fit. Be sure that students have copies of the [Writing Guide for AIR Tests Based on ODE Rubrics](#) and the **Acronym for Introductory Paragraphs (PDF or GOOGLE DOC)** as you compose as a class to make your exemplar the best it can be. You may also want to be sure they have copies of the [ODE Student Friendly Argumentation Rubric 6-12](#). All of those items are available on the [ELA 6-12 Webpage](#) at the [Standardized Testing](#) Quick Link. Below, you will find just the sections from the [Writing Guide for AIR Tests Based on ODE Rubrics](#) and **Acronym for Introductory Paragraphs (PDF or GOOGLE DOC)** documents that are applicable to introductions.

ARGUMENT ESSAY

PART OF THE ESSAY	WHAT MUST BE INCLUDED ACCORDING TO THE ODE RUBRICS?
INTRODUCTION PARAGRAPH	<ul style="list-style-type: none">-Contains a Claim/Thesis Statement-Addresses the Task in the Prompt-Addresses the Purpose of the Essay-Sets up Logical Progression of Ideas (briefly answers the prompt and tells how the essay will be organized)-Establishes a Style Appropriate for a Formal Essay (scholarly audience)-Shows Command of MUGS (mechanics, usage, grammar, spelling)-Establishes a Formal/Dignified/Partial Tone

ATOM (ACRONYM FOR INTRODUCTORY PARAGRAPHS)

A (Attention/Articles/Authors) Grabs Attention and Names the Articles (Texts)/Authors upon which the essay is based [two or three sentences]

NOTE-This is not addressed specifically in the ODE Rubric, but it helps interest the reader in the essay, sets up the transition to the controlling idea/thesis, allows the student to establish an objective tone (informational/expository) or formal/dignified/partial tone (argumentative) for a scholarly audience, and fully-develops the paragraph.

T & O (Thesis & Organization) Must address the task of prompt and purpose of essay; Dictates/Previews the order for the main points to be made in the body paragraphs [one or more sentences]

Multiple sentences will likely be needed when the prompt is based upon multiple readings.

M (MUGS/Style/Tone) Be sure you are using an objective tone (informational/expository) or formal/dignified/partial tone (argumentative) for a scholarly audience and have no errors in MUGS (mechanics, usage, grammar, and spelling).]

-Now, have students use the Points they prepared while **TIPping** the prompt in their **MAKING AN EXEMPLAR** documents to guide the writing of three body paragraphs. Explain that because they are responding to an argument prompt, the third body paragraph for all grades except 6 should be a counterclaim paragraph. Below, you will find just the sections from the [Writing Guide for AIR Tests Based on ODE Rubrics](#) and **Acronym for Body Paragraphs (PDF or GOOGLE DOC)** documents that are applicable to body paragraphs.

ARGUMENT ESSAY

PART OF THE ESSAY	WHAT MUST BE INCLUDED ACCORDING TO THE ODE RUBRICS?
BODY PARAGRAPH	<ul style="list-style-type: none"> -Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports the Claim that Addresses the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas/Claim Presented -Cites and Integrates Thorough, Convincing, and Credible Evidence from the Passages (not just one) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence, and Connect This Paragraph to the First Body Paragraph and the Claim in the Introduction -Follows the Logical Progression Set-Up in the Introduction -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone -Uses Varied Sentence Structures
COUNTERCLAIM BODY PARAGRAPH (must be used on the Grade 7, Grade 8, ELA I, and ELA II tests)	<ul style="list-style-type: none"> -Contains a Counterclaim that Does Not Support the Claim -Elaborates on the Counterclaim (definitions, quotations, examples, details, sources, facts, etc.) and Overcomes Counterclaim to Explain, Clarify, and Extend Ideas Presented -Cites and Integrates Thorough, Convincing, and Credible Evidence from the Passages (not just one) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence, and Connect This Paragraph to the First Two Body Paragraphs and the Claim in the Introduction -Follows the Logical Progression Set-Up in the Introduction/First & Second Body Paragraphs -Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone -Uses Varied Sentence Structures

PIECE T (ACRONYM FOR BODY PARAGRAPHS)

P (Point) [one or two sentences]
 This is the topic sentence/main point of the paragraph; it gives the point to be supported by evidence and elaboration. It must be a point that supports the thesis of the essay. It can be one or two sentences.

I (Integrated) E (Explanations) with C (Citations) and E (Elaborations) [multiple sentences]
 These sentences explain or elaborate on the point/topic sentence and include textual evidence/citations.
 (Note: Transitions will be worked into these sentences to clarify relationships among points/evidence/elaboration.)

T (Transitions and Tie to Thesis)
 Transitions clarify relationships among points/evidence/elaboration and are sprinkled throughout the paragraph. [worked into other sentences throughout essay]
 Tie to Thesis happens at the end of the paragraph to connect the point of the paragraph to the thesis of the essay. [one or two sentences at end]

-Finally, compose a conclusion paragraph that follows from the introductory and body paragraphs you have composed as a class. Let the class know that the reason they are doing this lesson is to have an exemplar argument essay to look at when they are practicing for the AIR writing questions. Below, you will find just the sections from the [Writing Guide for AIR Tests Based on ODE Rubrics](#) and [Acronym for Conclusion Paragraphs \(PDF or GOOGLE DOC\)](#) documents that are applicable to conclusion paragraphs.

ARGUMENT ESSAY

PART OF THE ESSAY	WHAT MUST BE INCLUDED ACCORDING TO THE ODE RUBRICS?
CONCLUSION PARAGRAPH	<ul style="list-style-type: none"> -Contains a Restatement of the Claim/Thesis -Addresses the Task in the Prompt -Addresses the Purpose of the Essay -Wraps-up the Logical Progression of Ideas in Two Ways: Reiteration/Summary of Ideas Presented & Adding Insight (tying to a whole: student's life, other writings, the future, the world, etc.) -Maintains a Style Appropriate for a Formal Essay (scholarly audience) -Shows Command of MUGS -Maintains Formal/Dignified/Partial Tone

TOO (ACRONYM FOR CONCLUSION PARAGRAPHS)

T (Thesis) Restates Thesis/Claim (Controlling Idea)
Must address the task of prompt and purpose of essay
[one or two sentences]

O (Overview) Gives an overview of the main points made in the body paragraphs
[three or more sentences]

O (Outlook) Adds insight by tying to a whole, student's life, other writings, current/future time, the world, etc.
[one sentence]

NOTE-When your class has finished making the argument exemplar, protect it from further editing by changing the students' access from edit to view only. You may also want to download and print hard copies for your students to keep in their notebooks.