

CLASS EXEMPLAR-INFORMATIVE/EXPLANATORY ESSAY

Thursday, February 28, 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 informative/explanatory 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 passages in the **MAKING AN INFORMATIVE/EXPLANATORY 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 know that they will be writing an informative/explanatory essay. Unlike last week, this kind of an essay does not require a counterclaim paragraph for Grades 7-10. 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 INFORMATIVE/EXPLANATORY 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 INFORMATIVE/EXPLANATORY 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 fit the sentences in the exemplar. Be sure that students have copies of using 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 Informational/Explanatory 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.

INFORMATIVE/EXPLANATORY ESSAY

PART OF THE ESSAY	WHAT MUST BE INCLUDED ACCORDING TO THE ODE RUBRICS?
INTRODUCTION PARAGRAPH	<ul style="list-style-type: none">-Contains a Thesis Statement (controlling idea)-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 Objective 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 **TIP**ping the prompt in their **MAKING AN INFORMATIVE/EXPLANATORY EXEMPLAR** documents to guide the writing of three body paragraphs. 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.

INFORMATIVE/EXPLANATORY 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/Answers the Task in the Prompt -Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas Presented -Cites and Integrates Thorough and Relevant Evidence from the Passages (not just one passage) -Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence; and Connect Body Paragraph to the Thesis 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 Objective 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 is to have an exemplar 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.

INFORMATIVE/EXPLANATORY 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 Thesis (controlling idea) -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 Objective 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.