

CONCLUSIONS 2

Thursday, January 31, 2019 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

CONCLUSION ANCRONYM

-Begin by reviewing what the ODE Rubrics say should be included in a conclusion. You can use the [Writing Guide for AIR Tests Based on ODE Rubrics](#) from the [ELA 6-12 Webpage](#) which can be found at the [ELA Strand Resources](#) Quick Link.

- Contains a Restatement of the Thesis/Claim (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 (Explanatory) or Formal/Dignified/Partial (Argument) Tone

-Next, hand out or share digitally this **Acronym for Conclusion Paragraphs** ([PDF](#) or [GOOGLE DOC](#)) or a copy of the acronym for conclusion paragraphs you decided on as a class during the [October 18, 2018](#) Writing Guide Acronym Lesson. Review or Introduce how the acronym is a checklist for what needs to be included in a conclusion paragraph that answers a writing question on the AIR test.

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]

CONSLUSION PARAGRAPH

-Hand out or share digitally one or more of the following: ["Island of Fear" Essay](#), ["Eleven" Essay](#), or ["Butterflies" Essay](#). Feel free to choose the one/ones that best fit the grade level you teach. The essays were all written by students, so they are not perfect, but do follow the style and organization needed for answering AIR writing questions.

-Next, have the students write a conclusion paragraph for each of the handouts you shared with them. Let them know that the paragraph they write for each of the essays should be based on information in the introduction and body paragraphs of the essay. Students should use the TOO acronym as a checklist of what should be included in the conclusion. If your class has identified a different acronym for conclusion paragraphs based on the ODE rubrics, please direct your students to use that acronym.

PEER CHECK

-Have the students form pairs or triads and exchange the conclusion paragraph(s) they wrote. Using three different colored highlighters, have each student find and highlight the items needed in a conclusion paragraph based on the TOO acronym. Thus “T-Thesis Restatement” sentence(s) will be highlighted in one color, “O-Overview of Main Points” will be in a second color, and “O-Outlook” statement(s) will be in a third color. If any parts of TOO are missing, please list those at the bottom of the written paragraphs.

-Finally, have each student return the paper(s) he/she highlighted to the owner(s). The owner of each paper may clarify any highlights with the student who checked their paper. Students should revise paragraphs as necessitated by the highlights and or list made by the peer checker.