

INTRODUCTIONS

Thursday, January 10, 2019 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

INTRODUCTION ANCRONYM

-Begin by reviewing what the ODE Rubrics say should be included in an introduction. 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 Thesis Statement (controlling idea/claim)
- 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 (informational/expository) or Formal/Dignified/Partial Tone (argumentative)

-Next, hand out or share digitally this **Acronym for Introductory Paragraphs** ([PDF](#) or [GOOGLE DOC](#)) or a copy of the acronym for introductory 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 an introductory paragraph that answers a writing question on the AIR test.

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/claim, 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).

INTRODUCTION STATIONS

-Arrange the room so that there are two stations. (NOTE: You may want to make two or three locations for each station to avoid overcrowding.)

Use the information and resources below to set up each of the stations. Students will travel to each station, spending 10 minutes at each station. You can have them travel in assigned groups or simply assign them numbers (1-2) individually so they know at which station they should begin. You can use the timer at <https://classroomscreen.com> to signal students when to move to the next station.

STATION ONE-WRITING A THESIS STATEMENT

-Place hard copies OR have electronic devices for students to access an electronic copies of **WRITING A THESIS STATEMENT** ([PDF](#) or [Google Doc](#)) at STATION ONE. If sharing electronically, make the Google Doc view only and have students make a copy of it to complete it electronically. Students should fill in their own activity sheets, but can talk to a neighbor as a scaffold where needed.

STATION TWO-INTRODUCTORY PARAGRAPH HIGHLIGHTING AND REVISING

-Place hard copies OR have electronic devices for students to access an electronic copies of **PARAGRAPH HIGHLIGHTING AND REVISING (PDF or Google Doc)** at STATION TWO. If sharing electronically, make the Google Doc view only and have students make a copy of it to complete it electronically. Students should fill in their own activity sheets, but can talk to a neighbor as a scaffold where needed. This station requires highlighters in three different colors, if using hard copies of the activity.

FORMATIVE ASSESSMENT

-Have the students look over their work from both stations. At each station, they completed three examples of each activity. Have them choose one example of each activity on which that they feel they did their best work. They should circle/star that example and turn it in/share it with you. This will give you an idea of the proficiency each student has with writing thesis statements that address the task/purpose and dictate/preview body points and revising introductions that include all parts of ATOM (or another acronym chosen by your class).