WRITING GUIDE ACRONYM

Thursday, October 18th, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

CHOOSING YOUR "OFFICIAL" ACRONYM FOR FULLY-DEVELOPED ESSAYS

-Based upon the results of the Spring 2018 AIR test, it is evident that our students are not including all items detailed on the ODE Writing Rubrics when they answer the writing prompts on AIR tests. The easiest way to make sure that they do include all items needed is to choose an acronym for each part of the essay (intro, body, conclusion) that alludes to every criteria needed and then **explicitly teach** each item using student exemplars with plenty of practice. That acronym needs to define what belongs in the introduction, the body paragraphs, and the conclusion. The essays our students write on the on the AIR tests must be fully developed, which means that they must have multiple paragraphs with clear functions. If you and your students have already chosen an acronym to use, you may not need this lesson. If you have not, please use the lesson this week to create a writing guide acronym so that it is well ingrained by the time of testing.

-Spend a few minutes reminding students what an acronym is by giving examples such as UFO (unidentified flying object), LOL (laugh out loud), IDK (I don't know). Let them know that they may have used acronyms with writing in the past such as TTQA (turn the question around) and that they used an acronym in last week's Thursday Standardized Prep Lesson, which was TIP (Task, Indicators, Points) to break down a writing prompt.

-Remind students that last week they used the Informative/Explanatory ODE Rubric and/or the Student Friendly version of that ODE Rubric to score sample essay answers from previous AIR tests. Let them know that they will use those rubrics, along with the Argument versions of the ODE Rubrics, again this week to craft a writing guide acronym that they will use all year in class and on the AIR tests. Hand out or share digitally copies of the four rubrics: Writing Rubric ODE Argument 6-12, Writing Rubric ODE Argument 6-12 Student Friendly, Writing Rubric ODE Informative/Explanatory 6-12, and Writing Rubric ODE Informative/Explanatory 6-12 Student Friendly.

-Using this Writing Outline Graphic, the ODE and Student Friendly ODE Rubrics, and the charts on pages 10-12 of the CCS ELA AIR Report showing *Scoring Comments from ODE to Explain How Sample Responses Earned Point Values,* work together as a class to decide, what must be included in a fully-developed essay on the AIR tests. The graphic is broken down by introduction, body paragraphs, and conclusion. One side is for Argument and the other is for Informative/Explanatory Essays. If your students need some help with this step, you could use the responses on this Completed Writing Outline Guide to steer or scaffold the work.

-Next, let the students know that there are existing writing guide acronyms used in many CCS schools. Hand out and discuss this writing guide acronym Intro/Body/Conclusion Acronym (ABTATO PETs TOO) (also below) from the CCS English 6-12 Webpage. Spend some time seeing how well the ABTATO PETs TOO acronym encompasses the items required in each paragraph according to their Completed Writing Outline Graphic. Ask questions such as will it work for both the Argument and the Informative/Explanatory essay. Help them draw the conclusion that this acronym will work on the test, but could be made more specific. For example, the body paragraphs are PETs, which means they should include the Point, Explanation, and Textual examples, but does not specify connecting those to the Thesis/Claim. Also, the transitions could actually be built into the paragraph acronyms and not just be listed at the end.

> **INTRODUCTION: ABTATO** (6-10 Sentences)
> Grab ***Attention,***
> Give ***Background*** Info (about author(s), work(s), time period, etc.),
> Give ***Title*** of work(s) you will be writing about,
> Give ***Author*** of work(s) you will be writing about,
> State ***Thesis, and***
> Give an ***Organiza*tion**al pattern/preview for your essay.
> -You may skip Title, Author and just use ABTO if the writing is not about a text. On Standardized Tests, you may skip Attention, Background if low on time.
> **BODY PARAGRAPHS: PETs** (10-15 Sentences Each)
> Make your ***Point,***
> ***Explain*** it fully, and
> Back it up with ***Text*** or example.
> (Each body paragraph should have a PET, so a five-paragraph essay will have three PETs. The P, E, and T in each body paragraph can happen out of order, be blended, and/or be repeated.)
> **CONCLUSION: TOO** (5-10 Sentences)
> Restate ***Thesis,***
> Give ***Overview*** of your main points, and
> Give ***Outlook*--**tie to a whole or give your own opinion without "I think/believe."
> **TRANSITIONS:** These can be used between the intro and body, between body points/paragraphs, and between the body and conclusion.

-Finally, create your own acronym to be used throughout the year and on the AIR test. If possible make one that is applicable to both Argument and the Informative/Explanatory essays. If, for explicit teaching's sake, you need to create two separate writing guide acronyms, make them similar enough to be memorable. Consider stating a number of sentence needed in each paragraph as shown in the Intro/Body/Conclusion Acronym (ABTATO PETs TOO) sample. Once your class has created their writing guide acronym **use it routinely**! Students need to practice writing often. You do not always have to grade the writings or always grade them for every aspect of the acronym. Hone in on specifics and allow for improvement through revision. Make writing a process, not a product. Think about using writing workshops and Focus Correction Areas. Be sure that throughout the year, you explicitly teach how to write each part of a fully-developed essay alluded to in your acronym, e.g. thesis statements, transitional phrases, counterclaims, etc. Consider making graphics for your acronym in poster and handout form. Do what you can to have students own the acronym so that their scores the AIR writing questions will soar.

We would love to see the acronyms you and your students created. Add them to this shared document: WRITING GUIDE ACRONYMS USED IN CCS on the English 6-12 Webpage. This could serve as a great resource to other CCS teachers☺