

CONCLUSIONS

Thursday, January 24, 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]

CONCLUSION 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-RESTATING A THESIS

-Place hard copies OR have electronic devices for students to access electronic copies of **RESTATING A THESIS (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-CONCLUSION PARAGRAPH HIGHLIGHTING AND REVISING

-Place hard copies OR have electronic devices for students to access electronic copies of **CONCLUSION 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 restating thesis statements that address the task/purpose and provide an overview of body points, and revising conclusions that include all parts of TOO (or another acronym chosen by your class).