

## INTRODUCTIONS 2

Thursday, January 17, 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 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).**

### INTRODUCTORY PARAGRAPH

-Hand out or share digitally, "[American Indian School a Far Cry from the Past](#)" by Charla Bear from CommonLit. Hand out or share digitally the [Unlocking Informational Text](#) guide from the ELA 6-12 Webpage. Tell students to use the marking strategies from Unlocking Informational Text handout as they read "American Indian School a Far Cry from the Past" (pages 1-4) to help them analyze the article. They may want to read the article at least twice for maximum analysis. Remind them not to skip over the information that precedes the article.

-Next, have the students take a look at the instructions on page five of the "[American Indian School a Far Cry from the Past](#)" by Charla Bear handout. They are asked to write an introductory paragraph for a prompt provided. That paragraph should be based on information from the article. The instructions admonish students to adhere to the ATOM acronym. If your class has identified a different acronym for introductory 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 introductory paragraphs they wrote on page 5 of the "[American Indian School a Far Cry from the Past](#)" by [Charla Bear](#) handout. Using three different colored highlighters, have each student find and highlight the items needed in an introductory paragraph based on the ATOM acronym. Thus any "A-Attention, Article, Author" items will be highlighted in one color, any "T & O-Thesis and Organization" will be in a second color, and any errors in MUGS/Style/Tone will be in a third color. If any parts of ATOM are missing, please list those at the bottom of the page.

-Finally, have each student return the paper he/she highlighted to its owner. The owner of the 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.

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### OPTIONAL EXTENSION:

Have the students use the [PIECE T acronym](#) to write body paragraphs for the prompt on page 5 of the "[American Indian School a Far Cry from the Past](#)" by [Charla Bear](#) handout. Those body paragraph should follow the thesis and organization given in the introductory paragraph they each just composed.