

## PRACTICE TEST 3

**Thursday, March 21, 2019 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)**

### USING SKILLS FROM THE THURSDAY STANDARDIZED PREP LESSONS TO PRACTICE FOR THE AIR TEST

-Today, you will have your students practice for the AIR test Writing Questions using a sample prompt and scratch paper.

-Hand out or share digitally the hard copies of the **Practice Tests with ARGUMENT Writing Prompt: 6<sup>th</sup> Grade, 7<sup>th</sup> Grade, 8<sup>th</sup> Grade, 9-10<sup>th</sup> Grade**. Sharing digitally would be preferable to simulate the AIR test.

-Give each student two pieces of scratch paper and talk about how they can organize their interactions with the passages they read on the test using the scratch papers. Remind them of some quick organizers they could use, e.g. the Word Pyramid they learned in September, and how the scratch paper was used in the final two February lessons. (See below). For each passage in those two lessons, the student created a rectangle with six sections: Characters/People, Unknown Words, Literary Elements, Repetitions/Patterns, Prompt Notes, and Dramatic Situation. Even though the students could be reading the passages offline this week, have them take their notes on the scratch paper to simulate the AIR test.

Characters/People	Unknown Words														
Literary Elements	Repetitions/Patterns														
Prompt Notes:	<table border="1"><thead><tr><th colspan="2">Dramatic Situation Chart</th></tr></thead><tbody><tr><td>Who is speaking or narrating?</td><td></td></tr><tr><td>To whom?</td><td></td></tr><tr><td>About what/subject?</td><td></td></tr><tr><td>When/Where?</td><td></td></tr><tr><td>Why/Purpose?</td><td></td></tr><tr><td>Tone?</td><td></td></tr></tbody></table>	Dramatic Situation Chart		Who is speaking or narrating?		To whom?		About what/subject?		When/Where?		Why/Purpose?		Tone?	
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-Tell the students that they will write their essays today without having these protocols and documents that we have used over the last few months on their desks: **TIP the Prompt** ([PDF](#) or [Google](#)), [Writing Guide for AIR Tests Based on ODE Rubrics](#), **Acronym for Introductory Paragraphs** ([PDF](#) or [GOOGLE DOC](#)), **Acronym for Body Paragraphs** ([PDF](#) or [GOOGLE DOC](#)), **Acronym for Conclusion Paragraphs** ([PDF](#) or [GOOGLE DOC](#)), and [ODE Student Friendly Argumentative Rubric 6- 12](#). Tell them that you are checking to see if they have those protocols/acronyms memorized and that they will be able to use them successfully on the AIR test without having them physically in front of them. If you want, you can do a quick refresher of them before they write. All of those items are available on the [ELA 6-12 Webpage](#) at the [Standardized Testing](#) Quick Link.

-Have students open a Google Doc and share it with you. They will use this to compose their essay. You will be able to see their writing in real time and give them reminders about what belongs in each paragraph as they write. Tell them to read the prompt first so that they can read the passage(s) with that question in mind. As soon as they are done reading, they should compose their essay on the Google Doc.

-After the students have written their essays, have them get into pairs and use the [ODE Student Friendly Argumentative Rubric 6- 12](#) to score their own paper and their partners. (They will have to share the Google doc with their partner.)

**(Next Day or Another Day)**

-After you get a chance to look over all of the students' essays and score them with the [ODE Argumentation Rubric 6-12](#), revisit this lesson and use their essays as exemplars. Show a great introduction, a great body paragraph, a great counterclaim body paragraph (grades 7-10), and a great conclusion from their writings. Explain why those examples are great and will score well on the AIR test.

-Finally, have the students compare the three scores they have for their essay (their own, the one completed by their partner, and the one completed by you). Have them reflect on what they are doing well and what they can do to improve.