**Participants Guide**

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| **Write your “I Remember Poem” below** |
| **When deciding on where to live (region, state, city, etc.), what is important to you?** |
| **Which city would you move to?** |

**Making Your Claim**

Write or type your assertion in the space below. Use the ACES rubric to assist you.

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**Cite Evidence**

Select your two strongest pieces of evidence that helped you form your assertion. (The chart is on the next page, if needed.)

If needed, use these sentence starters:

* *For Example,*

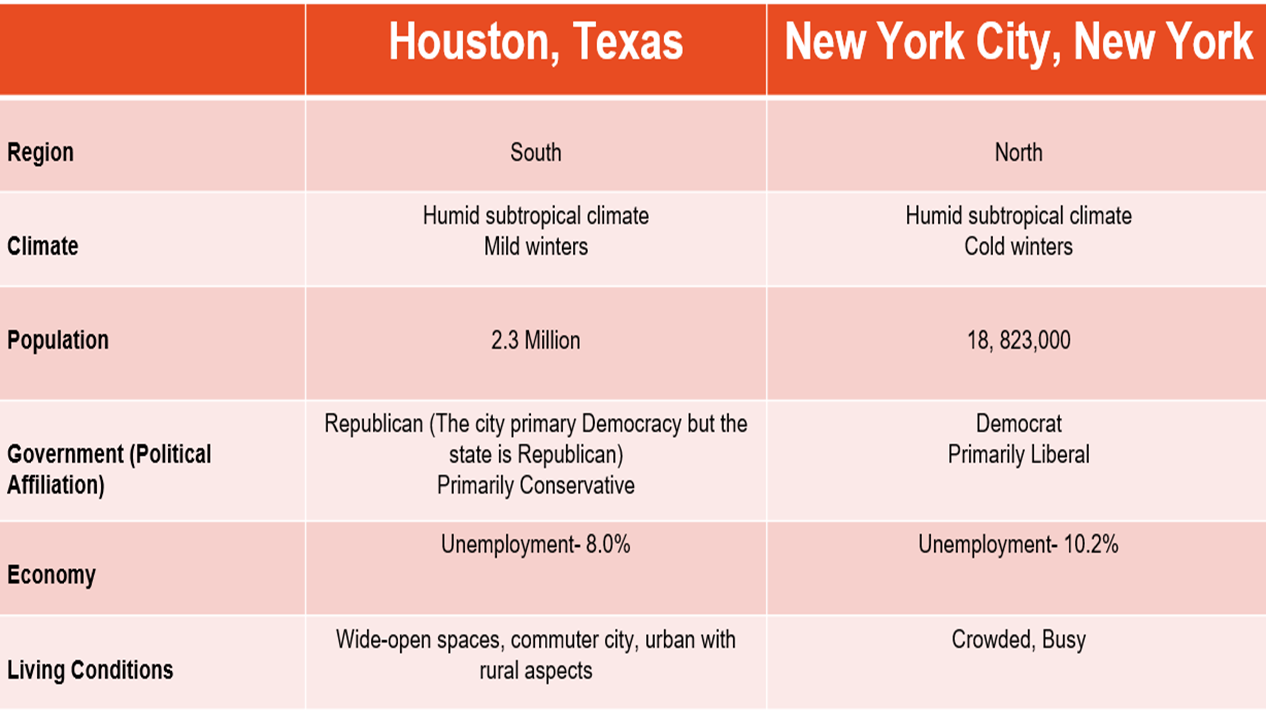
*In addition,*

* *First,*

*Second,*

* *According to…*

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**From Evidence to Analysis**

Explain your reasoning – why did you select the evidence and how does it prove the assertion to be true?

If needed, use this sentence starter:

* *This proves…*

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**Task #5 – Summary Sentence**

If needed, use this sentence starter:

* *As a result, …*

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| **ACES Writing Student Must Haves** | |
| **Assertion**  **(Thesis)** | My Assertion or Thesis:   * Answers the question or prompt. * Has a subject and an opinion about the question or prompt (such as “Reading is a great hobby.”) * Gives the reader a preview of how I will defend my opinion.   **Example: Reading is a great hobby because you learn new information and it improves reading skills.** |
| **Cite Evidence** | My Evidence:   * Supports the thesis statement with ***specific***information. Examples include: people, places, dates, events, social studies terms, and data from maps, charts, graphs, and tables. * Supports the thesis statement with information that is **related to my opinion.** * Supports the thesis statement with information that is **accurate.** * Cites **more than one** piece of accurate, specific, and relevant evidence.   **Example: Reading is a great hobby because you learn new information and it improves reading skills. For example, while reading *Harry Potter and the Sorcerer’s Stone,* I learned that the climate of England is cold and rainy. In addition, I learned a new word “ravine” from reading the text*.*** |
| **Explain Reasoning (Rationale)** | My Reasoning:   * Is my own opinion. * Explains how my evidence is connected to my thesis.   **Example: Reading is a great hobby because you learn new information and it improves reading skills. For example, while reading *Harry Potter and the Sorcerer’s Stone,* I learned that the climate of England is cold and rainy. In addition, I learned a new term “ravine” from reading *the text.* This proves that reading is a great hobby because I used the new facts and words I learned from the book to help me have a conversation with others in my Geography class when studying England.** |
| **Summary Statement** | My Summary Statement:   * Restates the assertion using different words and language than my assertion or thesis.   **Example: Reading is a great hobby because you learn new information and it improves reading skills. For example, while reading *Harry Potter and the Sorcerer’s Stone,* I learned that the climate of England is cold and rainy. In addition, I learned a new term “ravine” from reading *the text.* This proves that reading is a great hobby because I used the new facts and words I learned from the book to help me have a conversation with others in my Geography class when studying England. As a result, reading is the best hobby a person can have.** |
| **Mechanics, Structure and Organization** | My ACES Writing:   * Has few to no spelling and grammatical errors. |

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|  | **Not Yet** | **Emerging** | **Proficient** | **Advanced** |
| **Assertion**  **(Thesis)** | * There is no thesis present. * The thesis is attempted but does not contain BOTH a subject and opinion. * The thesis does not answer the question or address the prompt. * The thesis doesn’t contain analysis of the prompt. | * Thesis is present but it is confusing. * Thesis contains a subject and an opinion but does not address the prompt. * Thesis does not contain analysis of the prompt. | * Thesis is present but only restates the prompt. * Thesis contains both subject and opinion but no analysis of the prompt. * Thesis may contain grammatical errors that do not significantly detract from the assertion. | * Thesis statement addresses the question. * Thesis statement contains both the subject and an opinion about the subject. * Thesis is well-developed and includes an analysis of the prompt. * Thesis statement is well written and does not contain major grammatical errors. |
| **Cite Evidence** | * Evidence contains major historical errors (not accurate.) * Evidence does not support the thesis. * Evidence is not specific. | * Cites only one relevant, accurate, specific piece of evidence * One or more piece of evidence is inaccurate * One or more piece of evidence is irrelevant * One or more piece of evidence is not specific | * Cites more than one piece of evidence. * Most evidence is accurate, relevant, and specific | * Evidence supports the thesis statement with *specific* information. * Evidence supports the thesis statement with *relevant* information. * Evidence supports the thesis statement with *accurate* information. * Cites more than one piece of accurate, specific, and relevant evidence. |
| **Explain Reasoning (Rationale)** | * There is no rationale given as to why or how the evidence supports the thesis. | * There is a rationale but it is confusing and/or not well-developed | * There is a rationale as to why or how the evidence given proves the thesis but it is too general or simply restates the evidence itself. | * There is a rationale as to why or how the evidence given proves the thesis (assertion.) |
| **Summary Statement** | * There is not a summary statement | * There is a summary statement but it does not restate assertion * There is a summary statement but it does not give the reader a sense of closure (i.e. provides new information not addressed in the writing) | * There is a summary statement but it uses the exact same language as the assertion | * There is a summary statement that restates the assertion using different language than the assertion |
| **Mechanics, Structure and Organization** | * Major problems in writing and organization such that the meaning of the essay is lost. | * Problems in writing and organization that detract from the quality and meaning of the essay. * Contains major historical errors | * Acceptable writing and organization. * May contain some errors that do not seriously detract from the quality of the essay. | * May contain minor errors that do not detract from the overall quality of the essay. |

**Notes Page: You may use this page to jot down ideas etc.**