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