**A.C.E.S. Writing Strategy**

***How are the countries and similar? How are the different?***

**Directions**: Using your notes and your own thoughts, compare two of the four countries you have researched in the lesson. You must use at least TWO facts from your notes as evidence to support your answer. Use the chart to help you organize your ideas:

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| **(A – make your assertion)** What is your opinion? One commonality that \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ share is…One way that \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are different is… |
| **(C – cite your evidence)** What is your evidence?For example,In addition, |
| **(E- explain your reasoning)** How does this evidence support your opinion? How does this prove your point? Why is this evidence important? This proves that two countries share some similarities and differences in terms of lifestyle because… |
| **(S- summarize your idea)** Summarize in a sentence using this starter – “In conclusion,…”  |

**Record your paragraph in your notebook.**

**ACES Rubric**

**Criterion A - Position**

|  |  |
| --- | --- |
| **Score** | **Rubric Language (based on the question)** |
| 4 – Excellent (exceeding expectations | Thesis statement is clear, helps the reader understand the topic in a particular way and guides the rest of the writing piece. |
| 3 – Proficient (meeting expectations) | Thesis statements is present but only restates the prompt |
| 2 – (and below) Partial (not meeting standard | Thesis is not present, confused, or does not address the prompt |

**Criterion B – Reasons and Evidence**

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| **Score** | **Rubric Language (based on the question)** |
| 4 – Excellent (exceeding expectations | Supports the thesis statement with clear, relevant (in that it addresses the prompt), explicit and accurate information. Student includes the rationale as to how the evidence proves their assertion. Errors are infrequent and minor. |
| 3 – Proficient (meeting expectations) | Supports the thesis statement but evidence is sometimes general or simple in nature. Student includes why the evidence proves their assertion but it is often general in nature. Minor errors may occur but they do not interfere with the understanding of the answer. |
| 2 – (and below) Partial (not meeting standard | No evidence is present, or evidence presented does not support the thesis. Major historical errors are present. |