

LA- TPN After Reading Using ACE (Answer-Cite-Explain) to Support Responses


GRADES

6 - 12

DISCIPLINE

 ELA

COURSE

 **Transitional,
Remedial, Intervention,
or any cross curricular
area requiring text
evidence**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>POST-READING > GATHERING EVIDENCE: Ability first formulate a response or claim, select the appropriate text evidence that supports the response or claim, and explain the relevance of the selected evidence to the response or claim.</p>	<p>LA- TPN AFTER READING USING ACE (ANSWER-CITE-EXPLAIN) TO SUPPORT RESPONSES After reading the article, apply the A.C.E. strategy to construct a response that includes your answer, evidence from the text, and a brief explanation tying the relevance of the evidence to the answer.</p>	<p>Exemplary response will include:</p> <ul style="list-style-type: none"> • A clear response that addresses the question • Evidence from the text that supports the response • An explanation for how the evidence supports the response (especially if triggered by transitions such as "This shows that...", "So this means...", etc.) 	<p><i>(PowerPoint Attached for use with article "A Day Without Texting". However, any article or reading can be substituted. Also, text evidence chart for scaffolding included but each block can be rewritten with new questions.)</i></p> <ol style="list-style-type: none"> 1. Allow students to score a student response to a question asking for evidence. In groups, allow students to explain the score assigned. 2. Teacher leads discussion of what makes a strong answer when evidence is asked for. Teacher then introduces the ACE strategy (Answer, Cite, Explain) and how if we follow it, it will hit all those pieces that make a good, solid answer. 3. After reading, teacher leads a complete model to answer an example question demonstrating how she came up with an answer, thinking aloud which statements in the passage led to that answer, and an explanation of how it supports her original answer. 4. Allow students to apply the strategy in groups, each taking a different question and talking aloud the process for group members to hear and write. 5. Include a final questions for students to independently apply the ACE strategy. Optional: Allow group members to help identify that each part of A.C.E. is present in the answer before turning in.

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

Standards:

RI.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Additional Attachments:

 **ACE Powerpoint.pptx**

 **Cite Your evidence Student Chart.docx**



 **ACE SW 1.pdf**



 **ACE SW 3.pdf**



 **ACE SW 2.pdf**

by Kimberly Eckert