



Strategies for Writing Standard #9

- ACE
- Fishbowl

6th – 12th Grades
History/SS and Science & Technical Subjects

Developed By:
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ACE

Targeted Standards:

WHST.6-8.9 – Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research

This strategy is designed to help students substantiate answers for advanced or open-ended questions. ACE helps students with a mnemonic and a framework for responding to questions. They should support their answer with information from the text and extend their answer by:

- Backing up information from the text with their personal experience, or
- Prior knowledge they have about the topic, and/or
- Explaining why this information is important or significant: “This means... In other words.... I know this because....”

Procedure:

A - Answer: Teacher (or student) designs a set of questions that require the student to make a claim and justify it. The students will need to cite specific details from the text that “hint” to the answer of the questions.

C - Cite Evidence: The student will cite at least two pieces of evidence from the text in order to substantiate the answer given.

E - Expand: The student will expand upon his/her answer, explaining how they connected the evidence with the claim made.

Writing to Expand: This strategy should be integrated into the writing process and can act as a precursor to an extensive writing assignment.

Attachment/Resources:

ACE Strategy

https://ds0vt0n1s74d2.cloudfront.net/resources/uploaded_document/resource/194/ACE%20Strategy%20info.pdf

ACES Writing Strategy

<http://aceswritingstrategy.com/>

Reference/Research:

Rogowsky, B. (2007). ACES writing strategy. Retrieved from

<http://www.aceswritingstrategy.com>

Fishbowl

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Classroom chairs are arranged in a “fishbowl,” two circles, one inside the other.

Procedure:

1. Teacher has prepared a few focus statements for the class to discuss and students have explored these ideas in writing journals based on a reading assignment.
2. As students enter the room, the teacher assigns students to one circle. The inner circle (fish) is then given about eight minutes to discuss a statement related to the reading – and to relate the statement both to the reading and to contemporary life. They would have already explored this idea in their journals.
3. Communicate rules for the fish (inner circle)
 - State your idea and support it with evidence from the reading.
 - Agree with the speaker and offer additional evidence to support idea.
 - Disagree with the speaker and offer evidence to support your point.
4. Communicate rules for the fish watchers (outer circle)
 - Listen carefully to your fish.
 - Take notes on your fish’s contribution to the discussion
5. After eight minutes, direct students to exchange places, those in the inner circle become observers in the outer circle, and those in the outer circle become the inner circle “discussers” of the second focus statement.

Attachment/Resources:

Fishbowl Video

<https://www.youtube.com/watch?v=RwxnBv-dNBI>

Reference/Research:

Maxwell, R.J., & Meiser, M.J. (2001). *Teaching English in middle and secondary schools* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.