

KICKING ACES UP A NOTCH!



Writing Prompt: Are you busy?

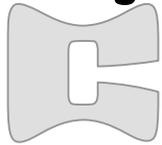
Paragraph 1: (Introduction)

Attention Getter: This is the age of being busy. Many of us live in busy places and have busy lives. Even the roads are busy as we try to get from here to there. Children are busy going to school and having extracurricular activities outside of school. Adults are busy going to work and taking care of their families. Busy is not bad, necessarily. **However**, if one is too busy, one might feel overwhelmed.



Answer: I am busy.

Paragraph 2: (Body)



Cite: **First**, I am busy with graduate school.



Explain: At Wilkes University, I am taking two graduate level courses that require a lot of reading and writing. I have several writing assignments due each week. The assignments take a vast amount of time for me to complete. There are two explanations why these assignments consume a majority of my time. The **first explanation** is due to the number of assignments that are needed to be completed each week. Every week, I have a total of four to six assignments that require me to read and respond to a discussion posed by the instructor. **In addition to** posting my initial response, I must respond to two peers' posts. This adds up to having to respond to eight to twelve people. **The second explanation** as to why the assignments consume most of my time is because each assignment summons me to read, think, research, plan, organize, write, and revise the material. All of this does not only overwhelm me, but it adds on **to another reason** as to why I am busy.

Paragraph 3: (Body)



Cite: **Second**, I am busy with my responsibilities at work.



Explain: I teach for the Pine Grove Area School District. My responsibilities include lesson planning; instructing eleven students in the areas of reading, spelling, writing, and math; and attending faculty meetings and professional development opportunities. The specific area I teach is second grade learning support. Every week, I must design coherent and differentiated instruction that matches the strengths and needs for each student on my roster. **When** I create my lessons, I must plan for ten different instructional groups. I have three reading groups, five spelling groups, one math group, and one writing group. **Besides** my classroom duties, I must attend monthly faculty meetings and professional development opportunities. These engagements require the teaching faculty to collaborate with our grade level facilitators to implement new strategies that will improve our teaching instruction. I feel that I have a huge weight on my shoulders with all the work I have to do!

Paragraph 4: (Conclusion)



Summarizer: **In conclusion**, I am extremely busy.

I do not live in a busy place, but I certainly have a busy life. With graduate school, I devote a great deal of my time by reading and completing assignments. **Also**, my teaching position keeps me busy with the numerous responsibilities inside and outside the classroom. **Furthermore**, graduate school and my job dominate my time to the point where I feel excessively overwhelmed.

Completed Essay:

This is the age of being busy. Many of us live in busy places and have busy lives. Even the roads are busy as we try to get from here to there. Children are busy going to school and having extracurricular activities outside of school. Adults are busy going to work and taking care of their families. Busy is not bad, necessarily. However, if one is too busy, one might feel overwhelmed. I am busy.

First, I am busy with graduate school. At Wilkes University, I am taking two graduate level courses that require a lot of reading and writing. I have several writing assignments due each week. The assignments take a vast amount of time for me to complete. There are two explanations why these assignments consume a majority of my time. The first explanation is due to the number of assignments that are needed to be completed each week. Every week, I have a total of four to six assignments that require me to read and respond to a discussion posed by the instructor. In addition to posting my initial response, I must respond to two peers' posts. This adds up to having to respond to eight to twelve people. The second explanation as to why the assignments consume most of my time is because each assignment summons me to read, think, research, plan, organize, write, and revise the material. All of this does not only overwhelm me, but it adds on to another reason as to why I am busy.

Second, I am busy with my responsibilities at work. I teach for the Pine Grove Area School District. My responsibilities include lesson planning; instructing eleven students in the areas of reading, spelling, writing, and math; and attending faculty meetings and professional development opportunities. The specific area I teach is second grade learning support. Every week, I must design coherent and differentiated instruction that matches the strengths and needs for each student on my roster. When I create my lessons, I must plan for ten different instructional groups. I have three reading groups, five spelling groups, one math group, and one writing group. Besides my classroom duties, I must attend monthly faculty meetings and professional development opportunities. These engagements require the teaching faculty to collaborate with our grade level facilitators to implement new strategies that will improve our teaching instruction. I feel that I have a huge weight on my shoulders with all the work I have to do!

In conclusion, I am extremely busy. I do not live in a busy place, but I certainly have a busy life. With graduate school, I devote a great deal of my time by reading and completing assignments. Also, my teaching position keeps me busy with the numerous responsibilities inside and outside the classroom. Furthermore, graduate school and my job dominate my time to the point where I feel excessively overwhelmed.



Name: Allyson Bennett



ACES 4-paragraph Scoring Tool

Introduction:

Attention Getter—Uses at least one of the types of attention getters (i.e. anecdote, rhetorical question(s), definition, quotation, startling facts, background knowledge) 5/5 points

Focus—Answers the teacher's question in the form of a sentence 5/5

Body:

Body Paragraph #1

Content—Cites an example that supports the Answer(A) 5/5
Thoroughly Explains example 5/5

Body Paragraph #2

Content—Cites an example that supports the Answer(A) 5/5
Thoroughly Explains example 5/5

Conclusion

Focus—Restates the teacher's question in the form of a sentence (A) 5/5

Content—Refers back to attention getter 5/5
Highlights body paragraphs 5/5

Organization—Includes introduction(A), 3 body paragraphs(C, E), and conclusion(S) 5/5

Transitions—Uses transitional words between paragraphs and between C and E 5/5
(Transitions highlighted in yellow)

CUPS—Correct Capitalization, Usage, Punctuation, Spelling 10/10

Presentation—Paper is properly formatted, legible, and aesthetically pleasing 5/5