

RACES is an acronym used to respond to literature

Restate

Answer

Cite

Explain

Summarize

1st paragraph

RESTATE: Students are to "restate" what they read by providing a brief summary of the text or book they read.

Fiction Text	<ul style="list-style-type: none">Summarize a book by using the given format: Title, Author, Somebody, Wanted, But, So, Then. (Please see the organizer to help summarize a story below.)
Nonfiction Text	<ul style="list-style-type: none">Summarize the text by using the given format: Title, Author, & 5 W's (Who, what, when, where, why) (Please see the organizer to help summarize a nonfiction text below.)

ANSWER: In the last sentence of the first paragraph students should also restate and answer the prompt given.

(For Example: After reading the text shown, the best character trait to describe _____ is ambitious.)

Or

(For Example: Both the article and the video clearly describe the many penguin rescue efforts that were taken after the oils spills.)

2nd paragraph

CITE: Students are to use a transition word (examples shown below) and then cite their **first** piece of evidence directly from the text to support their answer. We often refer to this as using the "author's words". They should be copying the author's words right from the book/article and using quotations.

EXPLAIN: Students are then going to use "their own words" to explain why the evidence they chose from the text proves their answer is correct. Explaining how the author's words relate to the point they are trying to make or prove.

3rd paragraph

CITE: Students are to use a transition word (see chart below) and then cite their **second** piece of evidence directly from the text to support their answer. We often refer to this as using the "author's words". They should be copying the author's words right from the book and using quotations.

EXPLAIN: Students are then going to use "their own words" to explain why the **second** piece of evidence they chose also proves their answer is correct. Explaining how the author's words relate to the point they are trying to make or prove.

4th paragraph

CITE: Students are to use a transition word (see chart below) and then cite their **third** piece of evidence directly from the text to support their answer. We often refer to this as using the "author's words". They should be copying the author's words right from the book and using quotations.

EXPLAIN: Students are then going to use "their own words" to explain why the **third** piece of evidence they chose also proves their answer is correct. Explaining how the author's words relate to the point they are trying to make or prove.

5th paragraph

SUMMARIZE: Students are to use a transition word (see chart below) and then summarize/finalize all their points and write a strong conclusion statement.

Name _____ Date _____

Organizer for Summarizing

Someone

Who is the main character?

Wanted

What did the character want?

But

What was the problem?

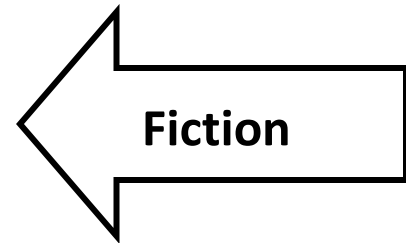
So

How did the character try to solve the problem?

Then

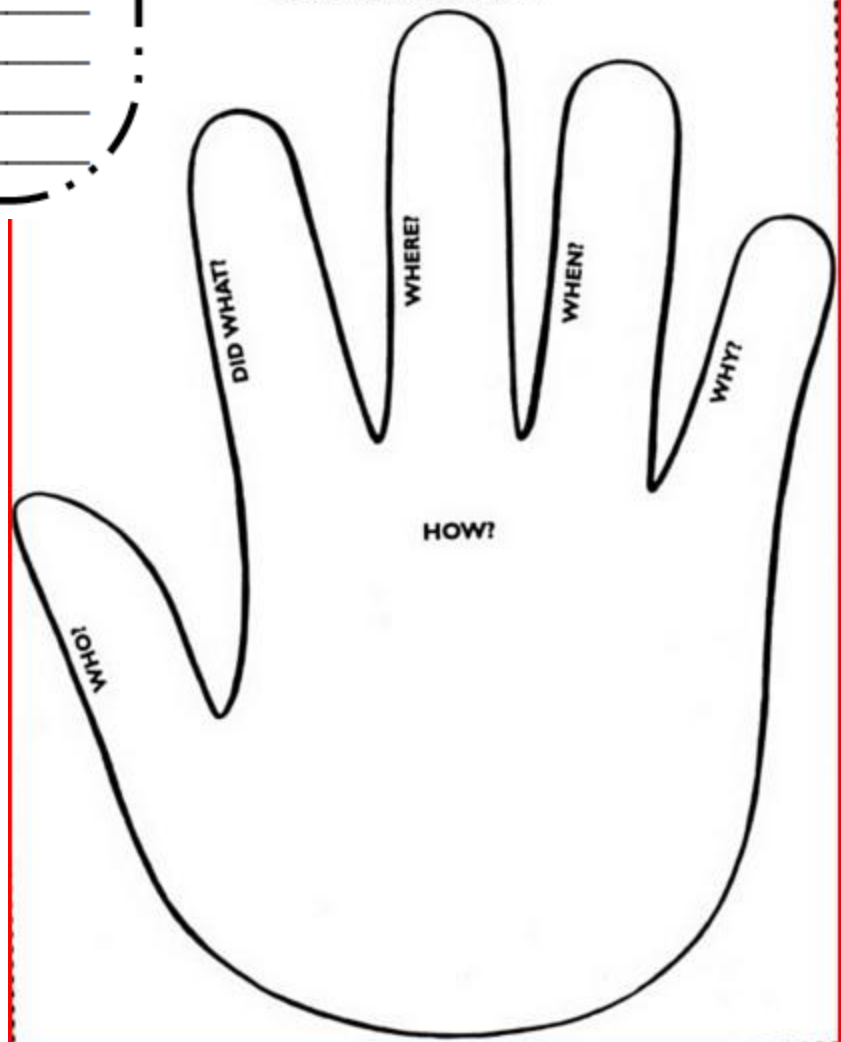
What was the resolution to the problem?

Summary



Nonfiction

Hand Summary



Commonly Used Transition Words for RACES Essays	
To begin the second paragraph	First, To begin with, The first clue that, For one thing, One reason, One example,
To begin the third paragraph	Next, Secondly, Second, Another example, Another reason, Additionally, In addition, Along with, Likewise, Moreover, In the same manner, Similarly
To begin the fourth paragraph	Lastly, Finally, One final example, One final reason, Once again, Furthermore
Conclusion (the final paragraph)	In conclusion, Therefore, As a result, To summarize, Finally, Consequently

Transitional phrases leading to cited evidence	
<input type="checkbox"/> The text stated... <input type="checkbox"/> According to the text... <input type="checkbox"/> The author stated... <input type="checkbox"/> The author wrote... <input type="checkbox"/> On page ____, the author said... <input type="checkbox"/> According to the video, at ____, the narrator describes...	
Transitional phrases leading to explanation	
<input type="checkbox"/> This shows... <input type="checkbox"/> This illustrates... <input type="checkbox"/> This reveals... <input type="checkbox"/> This evidence highlights...	<input type="checkbox"/> ...showing <input type="checkbox"/> ...illustrating <input type="checkbox"/> ...revealing <input type="checkbox"/> ...highlighting