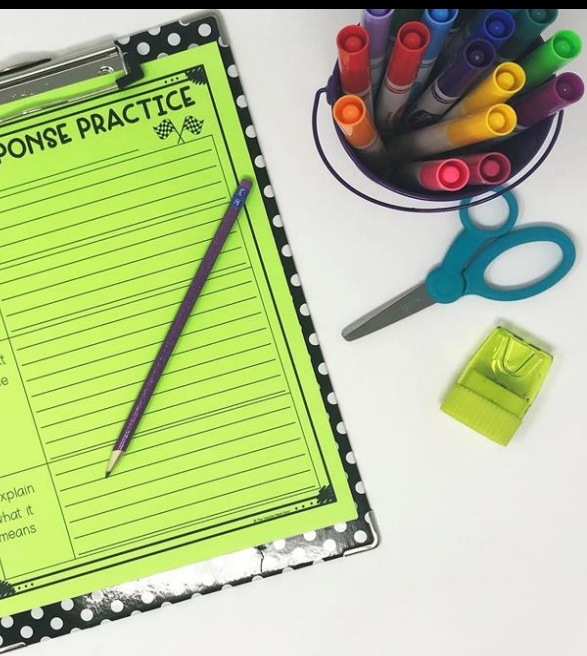


FREEBIE

Text Evidence: RACE Materials



Restate the Question

CHANGE THE QUESTION TO A QUESTION YOU CAN ANSWER

EXAMPLE:
Question: riding his bike to school.
Answer: He rode his bike to school.

USE YOUR OWN WORDS AND MAKE SURE TO:

- Answer the question being asked
- Answer every part of the question
- Use character names and pronouns (he, she, it, they)

RACE

HOW TO ANSWER A TEXT EVIDENCE QUESTION

Restate the Question

Answer the Question

Cite Text Evidence

Explain What It Means

RACE EXAMPLE 1

QUESTION: Why did Megan start a dog walking business?

ANSWER USING RACE:
Megan started a dog walking business because she wanted to buy a bike and her parents said that she would have to earn the money to pay for it. The text stated that, "Megan was a hard worker and knew she could earn the money if she set her mind to it. After thinking about how she could earn the money, Megan decided that dog walking might be the best idea for her!" This evidence shows that Megan was determined. She really wanted a bike and would earn the money for it by walking neighborhood dogs.

Restate the question
Answer the question
Cite text evidence
Explain what it means

RACE EXAMPLE 2

QUESTION: How did Oscar show kindness to the new boy?

ANSWER USING RACE:
Oscar showed kindness to the new boy by inviting him to play basketball with his friends. In the second paragraph, it stated that, "Every night, Anthony invited himself. As soon as Oscar noticed him, he invited him to play a game of basketball." This evidence shows that Oscar was caring towards Anthony and wanted to help him have friends and to be invited to the basketball game.

Answer the Question

USE YOUR OWN WORDS AND MAKE SURE TO:

- Answer the question being asked
- Answer every part of the question
- Use character names and pronouns (he, she, it, they)

Cite Text Evidence

SUPPORT YOUR ANSWER FROM THE TEXT

EXAMPLES:

- According to _____,
- The author states _____
- Based on the _____,
- The text mentions _____
- In the second paragraph _____
- On page _____, the _____
- An example from _____ is _____

Explain What It Means

TELL HOW THE TEXT EVIDENCE PROVES YOUR POINT

EXAMPLES:

POSTERS, EXAMPLES AND A TEMPLATE FOR CONSTRUCTED RESPONSES

The **TEACHER** next Door

Thank you so much for downloading this freebie! I hope that this resource will work really well in your classroom!



Please check out my store and follow me for more resources from my classroom to yours!

<http://www.teacherspayteachers.com/Store/The-Teacher-Next-Door>

Please note:

- This is a freebie and may be shared with other teachers. Please do not however post it online without permission. Thanks for your understanding!
- If you like this set of RACE materials, I hope you'll check out my very complete Text Evidence Kit. It has 10 color coding passages, 8 practice passages, 3 games, as well as these RACE materials. Plus, everything in this unit is differentiated! Every passage has three different levels!

Text Evidence Kit:

<https://www.teacherspayteachers.com/Product/Text-Evidence-Text-Evidence-Activities-Text-Evidence-Games-3862906>

- Your feedback is important to me. I do value positive feedback and appreciate kind ratings and comments. If you have trouble printing, see a small mistake, or have a question, please email me at jenn@the-teacher-next-door.com or use the "Ask a Question" feature on TpT, before leaving negative feedback. I will do my best to fix the problem ASAP! I really want you to be happy with your resource.

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Get ideas from my website and blog:

<http://the-teacher-next-door.com/>

Meet me on Facebook:

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<http://www.pinterest.com/TeacherNextDoor>

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<http://instagram.com/theteachernextdoor/>

Thanks so much!

Jenn

RACE Strategy

TEACHER NOTES

Thank you so much for downloading this freebie! Since this is a freebie, feel free to share it with teacher friends but please do not post it anywhere online. Thanks!

This RACE freebie is also included in a 275 page Text Evidence Kit which has 8 color coding passages, 10 practice passages (not color coding but text evidence where students are asked to quote the sentence/evidence found), and 3 text evidence games with 32 task cards for each and a game board for each too. Everything is differentiated with three levels per passage.

Here's the complete Text Evidence Kit for 3rd – 5th grades if you'd like to take a look: <https://www.teacherspayteachers.com/Product/Text-Evidence-Text-Evidence-Activities-Text-Evidence-Games-3862906>

About the RACE Strategy:

RACE is a step by step, organized strategy to help teach students to answer constructed response questions. Generally, this is first taught at fourth, fifth, or sixth grade. So, of course I would recommend that you follow your standards to decide whether to use the strategy or not. Many teachers also do a similar strategy called ACE, which is basically RACE but the R (Restate the question) and the A (Answer the question) are combined into the single letter A.

More about RACE...

RACE is a mnemonic for -

Restate the Question Answer the Question Cite Text Evidence Explain What it Means

The idea is to teach each one of the components of a good constructed response answer, one at a time. I like to use the posters included to introduce each letter/concept and to serve as a visual reminder too. I also usually show one of the RACE Response Examples in the beginning, just to point out what a constructed response looks like and what the goal here is. I do make sure to emphasize that we'll work on this together, and we'll go step by step, so not to worry!

Starting with the R for Restate the Question...

Students need to learn to turn a question into a statement to start their answer. I emphasize using the key words from the question after the who, what, when, where, and why beginning. This skill may take a few days or weeks depending upon how much their previous year's teacher worked on it (or how much they understood it).

Next, the A for Answering the Question...

This is probably the easiest part. It comes right after the restating the question part to make a complete sentence. That's the reason ACE is sometimes used, with the understanding that the restating part is included in answering the question. I don't spend much time on this one since it is fairly intuitive. I usually combine it with the restating after a day or two of doing the restating alone.

The C for Citing Evidence...

is somewhat tricky. I start by having students do quite a bit of color coding with passages and then they also get more practice with text evidence games and task cards. Citing the evidence though means that first students need to identify relevant information. Then they need to cite it correctly. The posters included have suggested sentence starters for this like, "The author stated that..." or "According to the text..." or "On the third page, the text mentioned..." and so on. I also usually make an anchor chart with sentence starters so it is nice and big for everyone to see. A lesson on quotes may be in order too with this skill.

The E for Explain...

is not too difficult. Students need to explain how the evidence they listed proves their point. Once again, the posters have several sentence starters to help students make an explanation. For example, This evidence means... or This evidence proves... or This evidence is important because...and so on.

Now that all of the letters of RACE have been introduced...

I like to use the RACE Response Examples pages again, to model what this would look like altogether. You could make a copy of one of these (or all of these but that's a lot of paper) to hand out. If your students use an interactive reading notebook, an example could be reduced in size to fit on a page, copied, and glued in the notebook. Alternatively, you could project these and go over them (one or two a day) to help kids see what the finished product looks like. The RACE Response Examples are color coded to make it more clear which part of the response relates to which letter.

Besides the RACE Posters and the RACE Response Examples, there is a RACE template. I like to project a short passage (you can use one you find, like an article from Scholastic or Weekly Reader, one you create, or one from a different unit – I have tons of other reading passages from specific reading skills units) to do a whole class lesson. The first day, I am the recorder and walk students through it as I write on the RACE template which is projected. The second day, I place a different passage on the board and give each child a RACE template. This one, we do together. The next day, I put students in pairs and repeat using a different passage or if they seem ready, I let them complete it independently.

Just a caution, if you do use the RACE strategy, I think it is important for the kids to understand it but I do not recommend using it for every single answer each time they cite text evidence, especially for 4th and 5th graders. If you do that, you will have a small rebellion on your hands! The thought of that even makes me as an adult dread the process. So, if students have a page full of text evidence questions, I might choose one of them to answer using a constructed response. For the other answers, I would recommend having students focus on finding and citing text evidence for the most part. This is the most difficult part of the constructed response process, which includes finding the correct evidence, using a good sentence starter to word it correctly, and then using proper quotations too. Answering one question using the RACE strategy each day or every other day over time, should give students more than enough practice without making it a terrible chore, especially if you spiral them in as a review throughout the rest of the year.

If you'd like to read more about how to teach text evidence, here are two blog posts I wrote which might be helpful.

<https://www.the-teacher-next-door.com/my-blog/reading/using-the-race-strategy-for-text-evidence>

<http://www.upperelementarysnapshots.com/2015/04/citing-text-evidence-in-6-steps.html>

Also, I have a reading game you might like for Text Evidence which is great for centers, whole class games, one on one, as exit slips, and more! It's part of a 20 game reading bundle.

Text Evidence Reading Game for 4th/5th Grades:

<https://www.teacherspayteachers.com/Product/Text-Evidence-Game-Text-Evidence-Center-Text-Evidence-Activity-3244457>

Finally, if you need more text evidence, low prep materials for 4th and 5th (or high third graders), I have another text evidence unit you might like. It has 8 doubled sided practice passages with comprehension questions, 2 color coding passages, 32 task cards, and graphic organizers!

Text Evidence Unit:

<https://www.teacherspayteachers.com/Product/Text-Evidence-Using-Informational-Text-Text-Evidence-Activities-981088>

Thanks again for downloading this set of RACE materials. If you like them, I would LOVE for you to leave some feedback on TpT for me. It helps other teachers learn more about the resource and it also gives you TpT points towards free resources.

Hope these work really well in your classroom!

Please make sure to email me if you have any questions:

jenn@the-teacher-next-door.com

Jenn

RACE

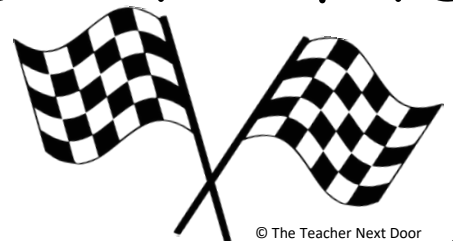
HOW TO ANSWER A TEXT EVIDENCE QUESTION:

Restate the Question

Answer the Question

Cite Text Evidence

Explain What it Means



Restate the Question

CHANGE THE QUESTION INTO A STATEMENT

EXAMPLE:

Question: Why was Max riding his bike to the park?

Answer: He was riding his bike to the park because...



Answer the Question

USE YOUR OWN KNOWLEDGE PLUS
INFERENCES FROM THE TEXT

MAKE SURE TO:

- Answer the specific question being asked
- Answer every part of the question
- Use character names before using pronouns (he/she/they)



Cite Text Evidence

**SUPPORT YOUR ANSWER USING A QUOTE
FROM THE TEXT**

EXAMPLES:

- According to the text...
- The author stated...
- Based on the text...
- The text mentioned that...
- In the second paragraph, it stated that...
- On page ____, the text stated...
- An example from the text is...



Explain What It Means

**TELL HOW THE TEXT EVIDENCE
PROVES YOUR POINT**

EXAMPLES:

- This evidence means...
- This evidence explains...
- This evidence shows...
- This evidence proves...
- This evidence is important because...



RACE EXAMPLE 1

QUESTION: Why did Megan start a dog walking business?

ANSWER USING RACE:

Megan started a dog walking business because she wanted to buy a bike and her parents said that she would have to earn the money to pay for it. The text stated that, "Megan was a hard worker and knew she could earn the money if she set her mind to it. After thinking about how she could earn the money, Megan decided that dog walking might be the best idea for her!" This evidence shows that Megan was determined. She really wanted a bike and would earn the money for it by walking neighborhood dogs.

Restate the question

Answer the question

Cite text evidence

Explain what it means



RACE EXAMPLE 2

QUESTION: How did Oscar show kindness to the new boy in class?

ANSWER USING RACE:

Oscar showed kindness to the new boy in class because Oscar noticed that Anthony was alone a lot at recess. So, Oscar invited him to play basketball with some of the kids in their class. In the second paragraph, the text noted that, "Every recess Anthony wandered around by himself. As soon as Oscar noticed him alone, he invited him to play a game of basketball." This evidence shows that Oscar was caring towards Anthony. He wanted Anthony to have friends and to be included, so he invited him to the basketball game.

Restate the question

Answer the question

Cite text evidence

Explain what it means



RACE EXAMPLE 3

QUESTION: When did Mrs. Miller start to change in the story?

ANSWER USING RACE:

Mrs. Miller started to change **when Ella brought her a bouquet of flowers.** The author mentioned that, "At first, Ella read books to Mrs. Miller because she wanted to do something nice for the elderly woman. After time, they developed a friendship. When Ella showed up on Mrs. Miller's porch one day with flowers, something in Mrs. Miller's heart started to melt." **This means that Mrs. Miller was very touched by Ella's gift of flowers. The text proves that the flowers made Mrs. Miller's heart change.**

Restate the question

Answer the question

Cite text evidence

Explain what it means



RACE EXAMPLE 4

QUESTION: Why was Mr. Bradley hesitant to take in the stray dog?

ANSWER USING RACE:

Mr. Bradley was hesitant to take in the stray dog **because** he knew it would be more work and because they already had several pets. The text mentioned that, "Mr. Bradley stood looking from the eyes of his two kids to the little puppy's eyes. He knew it would be fun to have a new puppy but it would also be a lot of work. Most importantly he thought, they already had two cats, a hamster, and some fish!" This evidence is important because it shows that although he wanted the dog, he was worried about how much work a puppy would be. He was also concerned about the number of pets in the house.

Restate the question

Answer the question

Cite text evidence

Explain what it means



RACE EXAMPLE 5

QUESTION: What is the strongest character trait Jordan shows in this story?

ANSWER USING RACE:

The strongest character trait Jordan shows is **courage**. In the second chapter, the text stated that, "Jordan stood frozen for a second, unsure of how to proceed. The rattlesnake was a foot away from his little sister and could strike at any moment. Jordan quickly picked up his sister and ran as far away as he could. He was so filled with a mix of determination and love that he felt like he could have carried her for a mile!" This proves that Jordan was truly brave to put himself in danger's way to save his little sister. He may have been afraid himself, but he was also brave.

Restate the question

Answer the question

Cite text evidence

Explain what it means



RACE RESPONSE PRACTICE

NAME: _____



<p>Restate the question</p>	<hr/> <hr/> <hr/> <hr/>
<p>Answer the question</p>	<hr/> <hr/> <hr/> <hr/>
<p>Cite text evidence</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Explain what it means</p>	<hr/> <hr/> <hr/> <hr/> <hr/>