



*Tools for*  
**The "Write Stuff"**

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**Written Response  
Mnemonic Strategy  
Teaching Pack**

The  
**RACE**  
Formula

*by Julie Faulkner*



**Any Subject  
Any Grade**

# Basic Writing Formula: RACE Mnemonic Strategy Posters & DEMO {FREEBIE}

By Julie Faulkner, 2012

<http://www.teacherspayteachers.com/Store/Julie-Faulkner>

**About this resource:** This strategy has been tried and tested and tweaked inside my own classroom for a few years now. There is something for each grade level and learning level of students to use here. This self-regulated strategy and mnemonic device would be great for short answer, constructed response, and paragraph writing. Once students have been familiarized with this process, it can even be adapted into a full essay. It is simple to do, yet so powerful. Over the years of using this strategy with regular, inclusion, and honors students, I have seen my students' writing test scores drastically improve. This is truly a road map for success!

**Prepare:** The diagrammed constructed response would make a good mini lesson or handout for students to use as reference. This is also a simple strategy for non ELA teachers to use to bring writing and constructed responses into their classroom.

## **Suggestions for Use:**

- **Annotated Student Response:** This is a sheet that you can actually use with students to model how to write and dissect a response. Perhaps cover the “answers” and have students annotate on their own first using color-coding.
- **Graphic organizer:** This can be used with any paragraph that you will require students to write. It can also be easily expanded to a full essay.

## **Common Core Standards:**

CCSS.ELA-Literacy.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## **TPT Disclaimers:**

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## RACE to the Best Written Response!!

This RACE strategy is a simple way for you to remember the essential parts of a strong answer. It can be used to start with a simple paragraph, and then branch out into a longer response. The

following is a sample response in which students were asked to analyze the tone of William Carlos Williams's poem "This is Just to Say." They were provided with the prompt and the poem to read.

### Sample constructed response diagrammed:

Sometimes a husband and wife joke with each other, and other times something is done facetiously. In William Carlos Williams's poem "This is Just to Say," tone is a crucial clue in determining his sincerity. His apology does not seem all that sincere. He says, "They were delicious." To further describe the plums that he ate, instead of saying he was sorry, he rubs it in that they were "sweet and so cold." Thus, his tone was insincere and he obviously enjoyed attempting to aggravate his wife.

Identify and mention the key word in the prompt/question and rephrase the question/prompt

Answer the question. This ultimately becomes the thesis for the response.

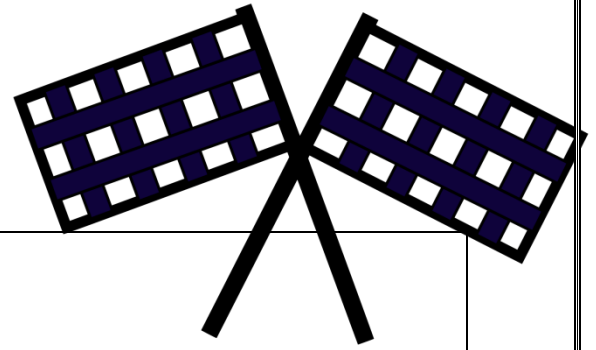
First evidence using a citation from the original poem with a signal phrase.

Second evidence using a citation from the original poem with a transition word and clear analysis.

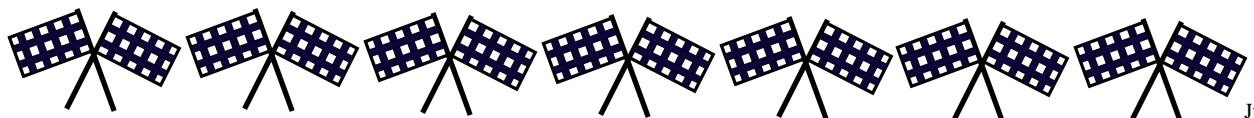
End the response by restating the key word or your answer for the key word. This example does both and gives a tiny bit more closure.

### Summarize what makes this paragraph effective:

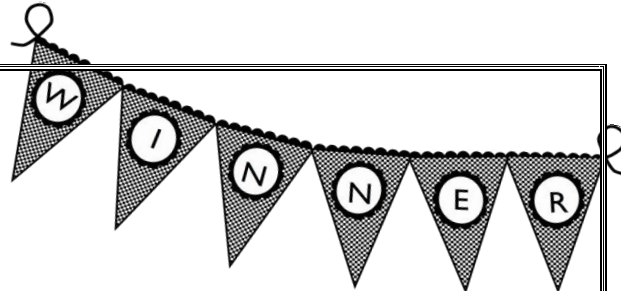
# RACE Graphic Organizer



<b>Reword</b>	
<b>Answer</b>	
<b>Cite &amp; Clarify</b>	<p>Reason, Citation, Clarification #1)</p>       <p>Reason, Citation, Clarification #2)</p>
<b>End</b>	



# RACE Evaluation Rubric



	4	3	2	1	0	TOTAL
<b>R</b>	The key word in the prompt is included and defined in the topic sentence originally and the title text and author are also mentioned	The key word in the prompt is included in the topic sentence and the title text and author are also mentioned	The key word is included in the topic sentence in almost the exact phrasing of the prompt and the title text and author might not be mentioned	The prompt is only reworded or rewritten exactly and the title text and author might not be mentioned	The key word in the prompt is not included and neither is the author and text	
<b>A</b>	Answers the question fully and completely logically and in a factual, objective tone (this is the thesis statement)	Answers the question logically and in a factual, objective tone	Answers the question, but may lack logical and/or a factual, objective tone	Answers the question partially, and may lack logical and/or an objective tone	Lacks a clear answer to the question	
<b>C</b>	The response offers original support for the thesis and cites at least twice (per the prompt) from the stimuli and follows each reference with an original analysis, interpretation, or clarification of the prompt	The response cites at least twice (per the prompt) from the stimuli	The response cites only once (or fewer than required from the prompt)	The response doesn't cite, but does summarize or list other reasons	The response doesn't cite or make an effort to support the thesis	
<b>E</b>	The response is ended with an original sentence that restates and names the key word from the prompt. The response goes further to "tie up" the ideas or offer a speculation or call-to-action on the topic.	The response is ended with an original sentence that restates and names the key word from the prompt.	The response is ended with a sentence that restates or renames the key word from the prompt.	The response is ended with a random statement that doesn't address the key words/ideas.	There is no clear ending sentence to close the response.	
<b>CONVENTIONS</b>	Free of run-ons, fragments, subject/verb agreement errors; generally free from other errors	Only one or two of the following errors: run-ons, fragments, subject/verb agreement errors; generally free from other errors	An accumulation of the errors – main idea not entirely inhibited	An accumulation of the following errors: run-ons, fragments, subject/verb agreement errors; beginning pattern of other errors – main idea inhibited	—	
<b>LANGUAGE</b>	Several uses of the following: Words that stand out; variety of sentence lengths; transitions and signal phrases introduce the citations; figurative language used effectively	One/two uses of the following: vocab words; sentence lengths; transitions and signal phrases; figurative language	Lacks use of vocab words; sentences are short and choppy; transitions and lacks signal phrases or figurative language	The language and sentence variety is very limited and not-grade level appropriate	---	

## Self Reflect:

1. What was my writing process?
2. What did I do well?
3. What do I need to target for improvement?



# RACE

**Restate the question  
with key word(s)**

**Answer the question  
(thesis statement)**

**Citing evidence x2  
and Clarify**

**Ending the Response**



**Credits:**

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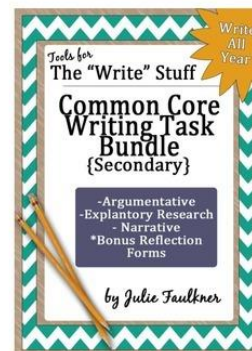
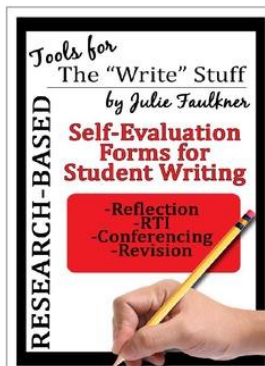
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## Related Resources

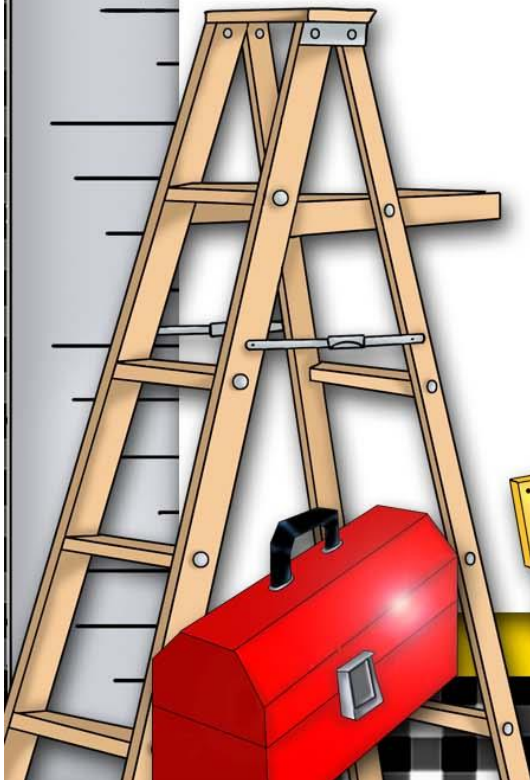
Williams  
prompt  
included here!



# New Resources Coming Soon!

Follow me to be notified when  
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- HOW TO TEACH WRITING TEACHING PACK
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