

RACE Writing Studio 6: Two Pieces of Evidence

Mission: Middle school answers need more than one quote. In this studio, you'll level up your RACE writing: dissect the prompt, choose TWO strong pieces of evidence, and explain how each one proves your answer.

Big question: How do I write a text-based answer that cites and explains multiple pieces of evidence?

★ Warm-up: Evidence pick

Which quote better proves the claim "Tessa changed"? Why?

"I'm not unpacking" OR "She took out her sketchbook"? ✓ **Both together: one shows the beginning, one the end.**

Why use two pieces of evidence? ✓ **To show a pattern or change and make the answer stronger.**

Key vocabulary

Cite	Quote or refer to the text as evidence.
Explicit	Stated directly in the text.
Inference	A conclusion from clues plus what you know.
Transition	A word that connects ideas (later, however, in contrast).

1 Box 1

Read "Moving Day"

In the simulator: Read the story and press ✓ I finished reading.

What is the turning point for Tessa?

☐ Working in the garden with Ines and Mr. Patel ☐ Eating dinner in silence ☐ Moving from Chicago

✓ **Working in the garden with Ines and Mr. Patel**

Dissect the prompt

In the simulator: Tap the key words in the prompt.

What did you notice?

2 Box 2

R + A: Restate and answer

Write your first sentence: restate the prompt AND answer it (from ___ to ___).

Look for: Names Tessa; Shows change; Beginning feeling; Ending feeling; at least 14 words

A: Sharpen the answer

In one sentence, name WHAT causes the change.

Look for: Names the cause; at least 8 words

3 Box 3

Choose two pieces of evidence

In the simulator: Highlight TWO sentences: one showing how Tessa feels at first, one showing how she feels at the end.

What did you notice?

C: Cite both

Write the Cite: introduce and quote BOTH pieces of evidence, with a transition between them.

Look for: Uses a transition; an exact quote from the text (2 quotes); at least 16 words

4 Box 4

E: Explain each

Explain how the two quotes TOGETHER prove the change.

Look for: Explains the first quote; Explains the second quote; Connects to the change; at least 20 words

5 Box 5

Revise the paragraph

Revise your full RACE paragraph.

R + A

Look for: Names Tessa; at least 18 words

C (two quotes)

Look for: an exact quote from the text (2 quotes); at least 14 words

E

Look for: Explains; at least 18 words

6 Box 6

You do: new story

In the simulator: Read "The Broken Violin" and finish reading.

What did you notice?

7 Box 7

You do: full RACE

Write all four parts on your own.

Restate

Look for: Names Malik; Uses "theme"; at least 8 words

Answer

Look for: States a theme about honesty or courage; at least 8 words

Cite (two quotes)

Look for: Introduces the quotes; an exact quote from the text (2 quotes); at least 16 words

Explain

Look for: Explains; Connects to the theme; at least 18 words

8 Box 8

Legend: counter-evidence  **Legend only**

Is there any detail that seems to go AGAINST your theme at first? Quote it and explain why it actually supports the theme.

Look for: Addresses the counter-detail; an exact quote from the text; at least 20 words



Exit ticket: answer the big question in your own words

How do I write a text-based answer that cites and explains multiple pieces of evidence?

Look for: Strong RACE answers restate the prompt, answer precisely, cite TWO pieces of evidence (each introduced and quoted exactly), and explain how each piece proves the answer. For change-over-time questions, pick one quote from the beginning and one from the end.



Completion codes

Students see a code like **ABC-I3** when they finish. The first part must match below. The letter is the level (E = Explorer, I = Investigator, L = Legend), and the number at the end is how many stars they earned.

Level	Code starts with
 Explorer	1TN-E
 Investigator	15K-I
 Legend	J50-L



Watch for these misconceptions

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- "An inference is a guess." It is a conclusion based on evidence.
 - "Any quote about the topic works as evidence." Evidence must support the specific claim.
 - "The theme is stated in the last sentence." Themes are usually developed across the whole text.