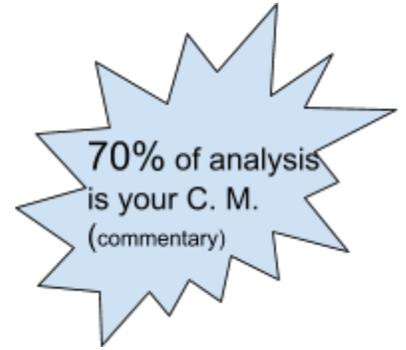


Reviewing R.A.C.C.E.S. Structure

***Glue this into the last page of your r/w notebook for future use,



R--Restate the question in your answer.

A--Answer the question (can be part of the restating or can be on its own, mapping out your points).

C--Provide context for your first point

C--Provide embedded citation (only the golden part) to support your point.

E--Explain and expand what the citation means and how it supports your point. This should be your COMMENTARY and should be at least a couple of sentences. Analyze!!!!!! Make connections!!!!

TRANSITION WORD--another example, additionally, furthermore, on the other hand, etc.

C--Provide context for your second point

C--Provide embedded citation (only the golden part) to support your point.

E--Explain and expand what the citation means and how it supports your point. This should be your COMMENTARY and should be at least a couple of sentences.

S--Conclude by SUMMARIZING your points back to the prompt/main idea/thesis, and **IF WRITING ADDITIONAL POINTS,** transition and **CONNECT** to the next paragraph or point.

TO REMEMBER ABOUT ANALYTICAL WRITING

- No 1st or 2nd person--so take out "I think" or "I believe" or "you should"
- Write about literature in the present tense
 - Melinda ***thinks***, "the first hour of blowing off school is great" (97)
 - ***NOT*** Melinda thought, "the first hour of blowing off school is great" (97)
- Do not begin sentences in essays with "Well".

The prompt: Does Melinda change in the “Fourth Marking Period”? Justify your answer with at least two examples of embedded TE using the R.A.C.C.E.S. format with a transition word. Run a grammar check before turning it in.

Exemplary student model (Thank you, Alexis)

Prompt: Does Melinda change in this marking period?

<p>Restates the question in her topic sentence. Answers the question and maps out her points. Context into embedded citation Thorough explanation Transition phrase Context into embedded citation for the second point Thorough explanation Summarize question at the end</p>	<p>Yes, Melinda has changed in the “Third Marking Period”. She has become more careless of school and things she is supposed to take seriously, such as her grades and physical well-being. An example of this is when she is late to school, decides to ditch the rest of the day, and thinks, “[t]he first hour of blowing off school is great. No one to tell me what to do, what to read, what to say,” (Anderson 97). Here, the text states how when she is not in school, she is freed of all the pressures, rules and restrictions she is usually forced to follow. Now that she has changed her perspective of taking school seriously and has started to view it as not that important, she could either start slacking even more or try to get herself back on track. Another example of Melinda starting to become more reckless is how she is constantly bleeding, whether by accident, purpose, or subconsciously. In the scene where she is on her roof, “there is blood in the snow. [She] bites [her] lip clear through. It needs stitches,” (136) This is only one of the multiple incidents where she bleeds, but it has become so common to the point where she is not worried about it hurting or scabbing or even wiping it since she lets it drip in the snow. These are some of the ways Melinda has changed in this marking period.</p>
--	---

--	--