**Day One**: Cold Read #1 (Pre-Assessment)

Standards Focus: RL.1, 3, & 10 (you also have writing and discussion in here)

Materials Needed:

* Student copies of pages 1 & 2 of *Recitatif* by Toni Morrison (ONLY THESE PAGES!)
* Slides to direct this work or a handout with instructions

To begin, distribute the first two pages of the story. Ask students to read this without assistance, focusing only on overall comprehension and understanding of plot events/characters. Their only task will be to write a one sentence summary in their own words, a prediction of what will happen in the next section of the text based on what they’ve read, including text evidence to support the prediction, and a one sentence description of each character introduced, using text evidence to support. This pre-assessment is included below.

Assess this and record their performance on each; this should give you an indication of whether or not students can accurately summarize/infer and provide evidence to support it (R.L. 1) and whether they can begin to characterize (R.L. 3).

**Day Two:** Examining Biases and Connecting to Text

Materials Needed:

* Student copies of the Anticipation Guide
* Student copies of the next four pages of the text (3 - 6); students should have pages 1 - 6 now.
* Slides to direct this work
* Pack of playing cards
* Chart Paper (or something to record responses)
* Sticky notes, index cards, or scrap paper (if not using tech)
* Writer’s Notebooks

To begin, ask students to complete the Anticipation Guide, which is below. Once they’ve completed it, go through each of the statements (I like to have one on each slide to show on the board) and ask students to move to one side of the room if they agree, the other if they disagree. No in between! This forces them to commit, but it will inevitably result in some uncomfortable thoughts. That’s good! More fodder for discussion and writing. Pause along the way to ask students at random (use the playing cards -- if you are a heart, share) why they chose this side, thus reiterating the need to give evidence to support claims.

An EdTech option if students have devices is to use Mentimeter or Poll Everywhere to record their responses in real time. This way, you have a digital copy of their belief statements before the complete reading/unit and it can be compared to after.

Ask the students to come back to their seats and reflect in their Writer’s Notebooks:

After examining your own responses to the belief statements, what conclusions did you make? How did that change when you participated in the whole group activity? Explain.

Now, time to model (I DO):

Students will follow along as you read aloud the third page of the text, stopping to articulate your thoughts as you identify character traits as revealed by the text. These will be noted by highlighting and annotation so students can see both explicit and implicit references.

Make a conclusion about one of the characters and show the relevant text evidence to support this.

Next, distribute the text and direct students to read the next three pages, continuing the annotation for characterization that they began on the pre-assessment. When they are finished reading, they should summarize in one paragraph of their own words how the story continued, make a new prediction about how it will unfold, and cite specific evidence to support the prediction.

Ask them to get into groups with at least one other color and one other suit, for groups of up to three or four students. Once the cold read is complete and students have their writing finished, they will:

* Create their groups
* Each member will share their summary
* Together, they will come to consensus on a prediction, pointing to specific text evidence that assisted them in formulating it.
* Record the prediction with properly cited text evidence on a notecard, chart paper, or sticky note with all group members names.
* Turn these in for formative assessment of the targets

For assessment, check each group’s work to be sure that students accurately comprehended the plot events and characters’ roles in the story and that they could choose relevant text evidence to support their predictions. If not, adjust your lesson on Day Three to include a recap of the story from a successful group, thus highlighting proficient work and re-teaching as needed (without you doing any extra work).

**This may be an ambitious amount of work for one class period, so if it carries over, I would say make the group work Day Three.**

**Day Three:** Taking the Pulse

Materials Needed:

* Proficient student samples from the pre-assessment & collected thoughts you had while giving feedback on the trends for improvement.
* Slides to facilitate this work
* Student copies of pages 7 - 20 of the text
* Highlighters for students if desired
* Writer’s Notebooks

To start, referencing the performance on the pre-assessment, highlight student work that was proficient and discuss trends in work that did not hit the mark. Then, ask students to write to the following prompt in their Writer’s Notebooks:

Now that you’ve worked with me, with a group, and on your own with the text and the strategies, how has this helped you be a better reader? What do you still need help with? Has your original prediction about the text come true? Explain.

Choose students to share (I like using the playing cards or Random Name Selector until they’ve all had a chance once a week to ensure equity).

Once that discussion has happened, distribute the next four pages of the text. Give students individual, silent time to read, annotating for character, but adding another layer; ask students to go through the text and highlight any unfamiliar words or cultural references in one color. Ask them to write an objective, one paragraph summary of the four pages once they have finished the annotation, and make a new prediction using text evidence to support. Finally, ask students to write one open-ended question (not yes/no, closed) about the text that could “quiz” another student.

Once they’ve completed this, spend some time reminding them about the three tiers of vocabulary (high frequency, academic, domain-specific) and the three levels of questions (on the line, between the lines, outside the lines). Ask students to note this if it is new information.

Now, have them return to their vocabulary and classify each of the highlighted words by tier. Make a master list for the class of Tier 2 Academic vocabulary. This could be a list to study as a class, taking into account contextual and any connotative meanings, or it could simply be for reference, depending on what you want to do with it.

Then, return to their questions. Ask for several volunteers to read their questions and classify them into levels. Once this is clarified and you feel like they understand levels of questions, have students form groups again and share their questions. Within the groups, students should:

* Share and evaluate their questions based on their knowledge of the levels
* Revise questions together, so that each student has one question at level 2 or 3
* Formulate possible answers to the questions based on the text and write them down
* Submit these for review

Collect these and give feedback. These will assess the ability to infer and to use text evidence to support. Keep the questions; these will be used for a large discussion at the end of the mini-unit. Distribute the remaining pages of the text and ask students to complete the reading, keeping in mind that they will be working to explain how Morrison characterizes Twyla and Roberta over the course of the entire text in class the next day. You can determine what else they should do with the text; I would suggest continuing with the vocabulary, questions, and summary.

**Day Four:** Wrapping Things Up

Materials Needed:

* Writer’s Notebooks
* Chart Paper
* Markers, colored pencils, or crayons
* Slides to facilitate this process or handouts with instructions

As class begins, give students 5 - 10 minutes of silent time to re-read the rest of the text (or read it if they didn’t do their homework!), concentrating on plot events and character development. Remind students to mark unfamiliar Tier 2 vocabulary and ask them to formulate at least one level two question about the text that could be used to “quiz” other students.

Then, come together and ask one student to summarize aloud. You want to be strategic here; choose a student that you know read, but maybe has some misconceptions. This way, you can clarify basic plot events aloud for the benefit of the group. Once this is complete, ask students to complete the following questions on individually:

* In one paragraph or less, describe Twyla. Explain how Morrison characterizes her over the course of the text, using relevant text evidence to support.
* In one paragraph or less, complete the same task for Roberta.
* Determine why she does this, what it says about life in general, about human nature, or people in society as a whole. Now, formulate a claim or thesis statement about Morrison’s characterization. You might want to use the following frame (but aren’t required): In *Recitatif*, Morrison characterizes Twyla as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through her use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Morrison does this in order to show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Then, choose one partner in the class that has picked the other main character. So, if you chose Twyla, pair up with someone who chose Roberta.
* Together, share your characterizations and claims. Evaluate each other’s work for clarity and academic level: does the work clearly make sense and does it relate to a universal truth beyond the text?
* Make adjustments as needed and record the two claims on chart paper.

Once the students have claims, ask them to create an image or symbol to represent their characters that reflects the claim and add it to the chart paper. Hang these around the room for a gallery walk and ask students to submit anonymous votes (on paper or using tech) for the best Twyla and the best Roberta with a short explanation as to why they chose these.

**Day Five: Discussion**

Materials Needed:

* Student designed questions and a box to keep them in (I use a shoe box or basket)
* Slides to facilitate this process
* Set up for discussion, including instructions for students on outside of circle

Now that this story is wrapped up and you have a good idea of what the students know and don’t know, take some time to set up a discussion for the questions you collected from them. Socratic Circles are awesome, but it is up to you. If you do that, you’d set up students in an inner circle and outer circle. Designate one student as the leader in each group; this student chooses a question out of the box to get things started and decides when to move on to the next question. Outsiders record the most important/interesting thing they hear, questions they have, comments, and evaluate the discussion dynamics. Then, they switch. You record when each student talks and how well they contribute. Relevant text references get bonus points in my book! I have some sample forms for this if you need them. Be sure to leave time at the end of the discussion for all students to reflect. This is key!

For each of the following statements, choose agree or disagree. You must commit to one or the other; no in between for this one.

|  |  |  |
| --- | --- | --- |
| **Belief Statements** | **AGREE** | **DISAGREE** |
| 1.My best friend knows everything about me. |  |  |
| 2. There are certain things about my ethnicity or culture that tell others who I am as a person. |  |  |
| 3. Addiction, depression, and/or anxiety can affect anyone, no matter their history or background. |  |  |
| 4. I accept others for who they are. |  |  |
| 5. Family is a stronger bond than friendship. |  |  |
| 6. I would change my personality or actions in order to better fit into a group. |  |  |
| 7. Everyone in the United States has an equal opportunity to succeed and have a good life. |  |  |
| 8. I judge people based on their appearance, gender, social status, or class before speaking with them. |  |  |
| 9. A person’s occupation may indicate his or her race. |  |  |
| 10. I can look at a person’s name and determine his or her race, having never met the person or seen a photo of him or her. |  |  |

**Pre-Assessment**

The following text is the first two pages of *Recitatif*, a short story by Toni Morrison, recent winner of the PEN Achievement Award in American Fiction. Read the excerpt and complete the tasks/questions. All tasks are indicated in bold. This will serve as your pre-assessment on the following standards:

RL.9-10.1 & 3

1. While reading the excerpt, **mark any text references** that assist you in determining characterization with a “C”.
2. Once you have read both pages, **write a** **one sentence summary, in your own words,** of the two pages. This should indicate to someone who has never read it the most important information without giving too much away.
3. Next, **make a prediction** about what will happen next in the story. **Support this** with evidence from the text, either quoted or highlighted and clearly marked as supporting evidence.
4. Then, choose one character that was introduced in the first two pages. **Write a one sentence description of the character**, **in your own words.** Remember to describe the character in such a way that a person who hasn’t read the story gets a mental image. **Support this characterization with text evidence**, either quoted or highlighted and clearly marked as supporting evidence.
5. **Submit** this for feedback.