“Raymond’s Run” Short Story Analysis

Before Reading

1. How would you describe the relationship between girls? (Think about girls who are friends, girls who are schoolmates, but not necessarily friends, girls who grow up together, etc.) How do they relate to each other? (Do they treat each other kindly? Are they competitive? Jealous? Mean? Etc.)
2. During the first half of the twentieth century (1900s-1950s), how were girls expected to behave? What were they expected to wear? What kinds of activities were they not to do/to do?
3. What do you think it is like to be the family member of someone with a disability? Do you think the family member would be a target? Explain

/3

During Reading

CRA10.1b Identify connections between self, texts, and culture. (Connections)

CRA10.1c Develop understanding and interpretations of a variety of texts by drawing upon personal experiences and prior knowledge of texts and language. (Inferences)

CRA10.1g Generate significant and thought-provoking questions about what is viewed, listened to, and read. (Questions)

CRA10.4d constructing images based on text descriptions

* While reading, code the text with the following symbols. You must be an active reader!!!

**Steps**

* While reading, **note places where you become confused or you have questions.** (If you become confused or you wonder why the author does a certain thing, this shows that you are an effective and strong reader; **it does not mean that you are dumb—it’s the exact opposite!)**
* While reading, **visualize** what the narrator is describing.
* While reading, **make inferences.** Look at what the text says and then think about what that means (what’s implied but not being stated.)
* While reading, **make connections** to your life, another text (book, movie, song, TV program, etc.), and to the world (news stories, history, people around you, etc.)
* When you note these places, you can highlight that portion or underline it or circle it. In the margin, draw the symbol and beside the symbol write your question, what you visualize, your inference, your connections, and so on.
* Be sure you complete the required number of codes for each symbol!!

**Text Coding Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| Symbol | When to code this symbol | **Examples** of what you might write. | Required number |
| ? | Use this symbol to indicate places in the text where you: (1.) are lost or confused; (2.) Where you have a question | * Why does the author use this word? * What is this character’s motivation for saying/doing this? | Ten - Questions/ Confusions |
| C:\Users\tanf1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WH4VFQL2\MC900238189[1].wmf | Use this symbol, when you are visualizing (seeing what the narrator is describing.) | * I see . . . | Six - Visualizations |
| C:\Users\tanf1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WFHNJPH8\MC900292594[1].wmf | Use this symbol, when you are making inferences. You take what the text says and what you know about it to figure out what it means. | * I know that . . . so I think this means that the character is . . . | Eight - Inferences |
| ⬄ | Use this symbol to make connections. | * This reminds me of . . . * I know what this is because I saw a documentary on . . . | Two – text-to-self  Two – text-to-text  Two – text-to-world |

Evaluation:

* Completes required number of codes /30
* Selects meaningful portions of text /5
* The marginalia (notes you write in the side) will be the basis for the following evaluation:

Questions/Notes regarding confusion demonstrate awareness of reading comprehension /10

Visualization shows engagement with text /10

* Inferences demonstrate significant thought and consideration /10
* Connections are meaningful, not just surface, unimportant things /10

Total: /75

After Reading

CRA10.1j Discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviours.

CRA10.1a Read, comprehend, and explain the human experiences and values reflected in various . . . texts created by . . . international authors from various cultural communities.

CRA10.1e Identify and evaluate effectiveness of text organization and elements.

CRA10.1f Respond thoughtfully and critically to text providing support from text to justify response.

Respond to the following questions:

1. Throughout the story characters face challenges. What are the challenges that the following characters face: /3
   1. The narrator (Hazel, AKA Squeaky)
   2. Raymond
   3. Gretchen
2. What qualities help the narrator face challenges successfully? What are the benefits of challenge for her? (Identify at least two qualities and two benefits) /4
3. What does the text reveal about relationships between girls? Cite at least two places in the text. /4
4. How does Hazel’s society affirm (meaning it supports her) or not affirm her desire to be an elite athlete? Refer to at least two ways in which it does or does not affirm her. /2
5. Draw a plot diagram for this story, labelling it with exposition, inciting event, rising action, climax, and denouement and indicating what happens in the story at each point. /10
6. What is the story’s resolution? /1