

Uncommon Impact

Examples of Text Dependent Questions for *Close Reading*

		← Toggle →	
		Text-Dependent Questions Used to Establish Meaning	Text-Dependent Questions Used for Analyzing Meaning
In	Word or Phrase Level		
	<p>Referent - ask what a word or phrase refers to (often in a grammatical sense)</p> <p>Denotation- ask the meaning of a specific word or phrase</p> <p>*Explanation- ask what a word or phrase means in this setting (e.g. which of several possible usages)</p>	<p>Word Pattern– ask about a pattern that is set up or broken by repeated word choice and how it contributes to meaning.</p> <p>Connotation– ask about the implied meaning of words based on their associations and how this affects meaning or tone</p> <p>*Sensitivity analysis– ask what would have happened if the author chose a different word here? (suggest an alternative)</p>	
Zoom	Sentence or Line Level		
	<p>Key lines –ask about the role a sentence plays in a paragraph</p> <p>Paraphrase– ask a student to rewrite a sentence using their own words or paraphrase given a character’s perspective</p> <p>Reference – ask what a sentence refers to (e.g. an earlier part of the book)</p> <p>Syntax or sentence structure – ask how the syntax or sentence structure affects meaning</p>	<p>Key lines–ask about the role a sentence plays in a paragraph</p> <p>Allusion – ask students to analyze an indirect reference to another text</p> <p>Figurative language– ask about the meaning of imagery or non-literal language in the text (simile, metaphor, symbolism, allusion, analogy, etc.)</p> <p>Pattern (sentence level) -- ask about a pattern in sentence structure (across sentences/line), syntax or sound (alliteration, etc.) and how they effect meaning.</p>	
Out	Paragraph or Stanza Level		
	<p>Summary – ask the student to summarize the paragraph</p> <p>Delineation– ask students to trace the elements of an author’s argument or the sequence of events in a narrative</p> <p>Finite Evidence – ask a student to summarize all of the evidence or arguments provided by an author</p>	<p>Paragraph function – ask about the role of paragraphs in a text or how paragraphs build on one another</p> <p>Dramatic irony– ask students to identify and analyze the difference between characters’ knowledge and their own as readers</p> <p>Extended metaphor/allegory – ask students to trace a metaphor across multiple lines of text</p>	

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		Text-Dependent Questions Used to Establish Meaning	Text-Dependent Questions Used for Analyzing Meaning
		Word or Phrase Level	
In	Zoom	<p>Referent –</p> <ul style="list-style-type: none"> What does ‘it’ refer to in the second line of the poem? Steinbeck writes, “...and in a while, they did not try anymore.” Who is “they” and what are “they” no longer trying to do?” Steinbeck writes that the “plows crossed and recrossed the rivulet marks.” Who is the unnamed subject of this sentence? <p>Denotation-</p> <ul style="list-style-type: none"> What does it mean that Aslan ‘turned on’ the witch? What does Dickens’ use of the word ‘start’ mean here? [“There was a general start. Horror was depicted on every countenance.”] What does Vonnegut mean when he ends the paragraph with the phrase “And so it goes”? <p>*Explanation-</p> <ul style="list-style-type: none"> What does the phrase “the last rains” appear to mean when it first appears this passage and how does a careful reading of the passage suggest a different meaning to that phrase? The text says that Aunt Alexandra’s opinion was “obliquely expressed?” What does this mean? What does the addition of the word “obliquely” suggest about Aunt Alexandra? 	<p>Word Pattern–</p> <ul style="list-style-type: none"> How many references are there to the sun in Steinbeck’s opening? What’s the sun’s relationship to the Earth in them and what does this tell us about the setting of the novel? This is the third time we’ve seen Vonnegut use the phrase, “And so it goes,” to end a scene. How does his repeated use of the phrase add to and possibly change its meaning from the first time we heard it? <p>Connotation–</p> <ul style="list-style-type: none"> What do you think Scout means by “Fine Folks” in the first part of the sentence and how do you think Aunt Alexandra would define “Fine Folks”? <p>*Sensitivity analysis–</p> <ul style="list-style-type: none"> How would this sentence have been different if the word ‘me’ was italicized? What if the author had used the word ‘civilized’ instead of polite? How would it change things if Vonnegut said “That’s the way it goes sometimes” instead of “And so it goes?”
	Out		Sentence or Line Level
		<p>Key lines –</p> <ul style="list-style-type: none"> What does this line reveal about Jonas’ father and his understanding of his actions during a “release”? [I know. It hurts, little guy. But I have to use a vein, and the veins in your arms are still too teeny-weeny.] What is Scout implying about Atticus’s actions in the italicized part of this sentence: “He would return his hat to his head, swing me to his shoulders in her very presence, and we would go home.” 	<p>Key lines–</p> <ul style="list-style-type: none"> Where else has Jonas heard his father speak like he does in this sentence and why does that matter? “Again the animals seemed to remember that a resolution against this had been passed in the early days, and again Squealer was able to convince them that this was not the case.” Why does Orwell include the phrase, ‘in the early days?’

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<p>Paraphrase–</p> <ul style="list-style-type: none"> • Rewrite the sentence in your own words. Be sure to explain what Scout means by Aunt Alexandra being “of the opinion obliquely expressed.” • Paraphrase the sentence, “The sun flared down on the growing corn day after day until a line of brown spread along the edge of each green bayonet.” Be sure to clarify what a “green bayonet” means and what a “line of brown” refers to both literally and figuratively. <p>Reference – ask what a sentence refers to (e.g. an earlier part of the book)</p> <p>Syntax or sentence structure –</p> <ul style="list-style-type: none"> • “Now he whistled; now he sang; now he leapt across the brook, taking care that his stout bow and score of arrows would not tumble as he ran free as the King's deer in the forest.” How does the way this sentence is written help us understand the progression of time? 	<p>Allusion –</p> <ul style="list-style-type: none"> • Why is Jonas playing catch with an apple in this line instead of, say, a ball? What other famous book might this call our attention to and why? <p>Figurative language–</p> <ul style="list-style-type: none"> • Paying close attention to Steinbeck’s word choice, what metaphor is the author using to describe the interactions of the sun and the Earth? <p>Pattern (sentence level) –</p> <ul style="list-style-type: none"> • We’ve seen several similar sentences now: <ul style="list-style-type: none"> ▪ “Now to see that nothing had changed.” ▪ “Everything was just the same.” ▪ “Everything was just as it should be.” • Why does the author keep mentioning this idea and why does he do it in different ways? • “Again the animals seemed to remember that a resolution against this had been passed in the early days, and again Squealer was able to convince them that this was not the case.” What’s repeated in this sentence? Why is ‘again’ repeated?
<p>Paragraph or Stanza Level</p>	
<p>Summary –</p> <ul style="list-style-type: none"> • “Summarize the opening paragraph of our novel” <p>Delineation–</p> <ul style="list-style-type: none"> • “Describe the events precipitated by event X and the order in which they occurred.” • “Let’s look back at these three paragraphs and separate Dr. King’s arguments from the evidence he provides for each.” <p>Finite Evidence –</p> <ul style="list-style-type: none"> • Diamond gives us three key reasons why agriculture was so negative for humanity. What were they? 	<p>Paragraph function –</p> <ul style="list-style-type: none"> • “Look carefully at paragraphs 5 and 6. How is King presenting his argument now. What is he proving and how is he using his evidence. What techniques is he using—logos, ethos, pathos?” <p>Dramatic irony–</p> <ul style="list-style-type: none"> • “Re-read this paragraph from <i>The Giver</i>. How does Lowry create dramatic irony?” <p>Extended metaphor/allegory – ask students to trace a metaphor across multiple lines of text</p>

NOTE: The table above provides useful examples of question stems for each of the types of Text Dependent Questions, but these are not the only form your TDQs might take.