

TEXT DEPENDENT QUESTIONS:

Fisher and Frey (2012) explain that questions should progress from establishing general understanding to considering key details, vocabulary/text structure, author's purpose, inferring, and forming arguments. Through rereadings, all question levels must be addressed. Here's a sample sequence:

- After the first reading, literal-level questions promote general understanding and focus on key textual details so students grasp the main idea. Examples include "Who's the main character? What information in the text lets you know this is the main idea?"
- The second reading fosters deeper thinking, focusing attention on vocabulary, text structure, and author's purpose. Questions ask students to think about the author's decisions, to consider the purpose. Examples include "How do the words influence the book's meaning? How does the story change from beginning to end?"
- On the third rereading, students answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support. Examples include "What would logically happen next? What clues support your thinking? What does the author want the reader to believe? How does the author use ____ to achieve his/her purpose? Provide evidence for your answers."

Responding to Text-Dependent Analysis Questions – Modes of Analysis

1. **Introduction** – compelling introduction or “hook” (e.g., quote, action, personal remark, question)
2. **Development** – includes appropriate organization, transitions, language, and conventions

What a text says – summary or restatement

- a) How would you summarize or write a shortened version of the text containing only the main points?
- b) What is the gist?
- c) What are the ideas in order of importance or presentation?
- d) What ideas might the author be suggesting rather than directly stating? What can you infer from the hints or suggestions?

What a text does – description: discusses aspects of the presentation of the text (choices of content, author’s perspective, language, and structure)

- e) What genre does the selection represent?
- f) How does the piece open – exposition, lead etc.?
- g) Whose voice did the author choose as narrator?
- h) From what point of view was this written?
- i) What are the sources of information and fact? Is there more than one source of information?
- j) What role does dialogue play in the text?
- k) How is the information organized (e.g., time, topic, cause/effect, compare/contrast, persuasion)?
- l) What language is used – dialect, variant spellings, archaic words, etc.?
- m) What are the style, mood, and tone?
- n) What word choice, imagery and figures of speech (e.g., simile, metaphor, alliteration, irony, repetition, personification, etc.) does the author use?
- o) What diction and sentence structure does the author use, and how do the sections of the text relate to each other—from the sentence and paragraph levels to the section and chapter levels?

What a text means – analysis: interprets the text and asserts a meaning for the text as a whole (putting the message in a larger context and determine theme)

- a) What is the central idea/thesis/theme of the text?
- b) How does the author support the central idea, thesis, or theme with ideas and details?
- c) What are the purposes, ends, and objectives?
- d) What is the author’s stance/perspective towards the topic?
- e) How does the author use language: dialect, variant spellings, archaic words, formal or informal words, etc. to shape the tone (the author’s attitude toward the subject) and the meaning of the piece?
- f) How does the author use point of view, style, mood, tone, text features, imagery, figures of speech (e.g., simile, metaphor, alliteration, irony, repetition, onomatopoeia, personification, etc.), and the lead, etc. to achieve his/her purpose (author’s intent)?
- g) Why does the author choose the method of presentation?
- h) What are the concepts that make the reasoning possible, what assumptions underlie the concepts, and what implications follow from the use of the concepts?
- i) What does the author want the reader to believe?
- j) What is the quality of information collected, and are the sources sufficient, relevant, credible, and current?
- k) Who or what is not represented? Why?

3. **Conclusion** – relevant statement or section; extends beyond a simple restatement of introduction.