

Layers of Text Dependent Questions Samples

| | Layer of Question | Examples |
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| First Read | General Understanding <i>These questions deal with the big picture of what is happening in the text, the gist or the main claim</i> | <ul style="list-style-type: none"> • Fran Hodgkins wrote “How People Learn to Fly” to introduce us to five main terms: gravity, drag, wings, lift, thrust. Give a brief explanation of each of the main terms found in the text. • The boy came to the deserted town and needed work. Once he completed the job of the painting the billboards with the man, why did he leave town and the job? • As we finish this first read through the text, give a brief outline about the three big events that affected the outcome? • What would you say the climax of the text was and how did it impact what you thought about the ending? • In this article, the author is telling us about the importance of healthy eating. What is his main claim about cooking food at home versus eating fast food? |
| | Key Details <i>These questions deal with the details of the text, specifically who, what, where, when, why and how</i> | <ul style="list-style-type: none"> • There was an evolution of flying from ancient times to modern day. Describe the phases in the evolution of flying. Be sure to use the correct terms like ‘lift’, ‘wings’, etc. in your response. • When the boy and the man were talking about why the boy paints, he says that he does it for the love of art. When the man says that he also earns a wage, the boy doesn’t answer. Why do you think? Is this in line with other responses that he’s had to these types of questions? • In chronological order, recount the most important steps in teaching a dog how to obey commands • Let’s take a look at how Jeremy changed once the bully came to school. What three events do you see as most damaging for him? How do you know? • Did you notice that the setting within the story changed from the forest, to the city and back to the forest? What did this change in settings do to help us understand the theme of the text? • The author uses two events within the text to highlight his theme of “when one things is going well, you can be assured that something bad will happen”? |

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| Second Read | <p>Vocabulary and Text Structure <i>These questions deal with author's choices of words and phrases in constructing the text</i></p> | <ul style="list-style-type: none"> The author used graphic illustrations to show the tough concepts like lift and wing shapes. In your opinion, did these illustrations show you how particular things worked even more than the description (words) did? What illustrations were most effective in helping you understand a concept...why? Were any illustrations missing, in your opinion? How would adding them have helped the reader understand the concept of flight even better? There are 4+ times in the selection that the author says something like “the boy didn’t answer.” It seems that the author is really trying to help us understand the character of the boy, but chooses to not use many words – or no words at all! How does inference play a part in our understanding of what the boy stands for or believes? The author uses dialogue between the characters to draw attention to their relationship. In this next section, what did the dialogue help you understand even better about Hans and Uinta? In this text on <i>How to Create Your Own Biosphere</i>, the author uses text boxes to pull out what information? How do the text boxes help you organize all of the scientific terms in this piece? The author uses the term “exhausted” to describe the fire victims, how does this word choice highlight the exasperation of the victims that another word might not have? |
| | <p>Author's Purpose <i>These questions deal with the point of view, why he wrote it and how the genre helps us figure this out</i></p> | <ul style="list-style-type: none"> Why did the author write this text? What clues in how the author organized the text gave you this idea? One of the things that I notice throughout the piece of literature is that the author leaves things undone or unsaid, as we’ve talked about! How does this help us figure out the author’s purpose for writing the book? What, based upon how he wrote the text, do you believe his purpose is? What other ways that the text was constructed help us understand his purpose in writing the book? Why would the author choose to write this text in a flashback form? How does this format highlight the relationship between the two main characters? This is historical fiction. What are the attributes of historical fiction that help you understand the topic of The Civil War even better? Did the author’s choice of genre help you clarify important information? The author chose to tell Juan’s story in first person – how does this first-person account help you become sympathetic to Juan? Would another point of view have done the same? What wording did the author use to draw attention to the progression of the city built during 1907 and 1931? Notice how the author kept repeating the phrase “like a beast” when referring to the triathlete. What do you think the significance of the phrase is? How does it connect to the central idea? |
| Third read | <p>Inferences <i>These questions help the reader probe an argument or idea within the</i></p> | <ul style="list-style-type: none"> Let’s look closely at how the author spent a considerable amount of time explaining wings...why do you think this was a particularly important part of the text when you consider what you now know about flight? I want to look at the brief interaction between the boy, man and the guy in the white suit talking on the phone about the ArrowStar. What does this man do for us as readers? How does this scene connect to the other parts of the story? What |

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| <p><i>text and how it connects to the whole meaning of the text</i></p> | <p>would we be missing if we never heard the conversation of the man in the white suit?</p> <ul style="list-style-type: none"> • Did you notice here that the author chooses to do a side-bar about the Navajo Indians? Why is this helpful at this point and how does it support the central idea of the other Indians outlined in this text? • Let's take a look at the fight that the kids had in the park after school. The boys disagreed on how to lock up their bikes as they played basketball after school, even though they were supposed to lock up their bikes just like they did at school. How did this fight help uncover the theme of the text? |
| <p>Opinions, Arguments and Intertextual Connections <i>These questions deal with claims, counter-claims and evidence</i></p> | <ul style="list-style-type: none"> • Let's use our logic for a second to think about why it took so long for people to figure out how to fly. Why did it take until the Wright Brothers to figure out how to use wings to fly? Why did flight by airplane become do-able with the Wright Brothers? Why not before then, do you surmise? • When we read <i>The Women of the Plains</i>, we realized how resourceful the women were. Now with this week's text, we're finding the same thing. What connections, similarities and differences can you find between both texts and this topic? • In his argument about whether the gray wolves should be hunted by farmers losing their crops, Feller said that he is "disgusted by the backward thinking" of the conservationists. His opposition has received a lot of flak for not having a strong argument against him. What evidence does the author give that best supports Feller and the opposing argument? In your opinion, which is stronger? • If you had to use two of the author's pieces of evidence against the jury, which would you use and why? What makes this evidence strong? |