

Annotation

Evidence

mark the passage

Guiding Questions

Textual Reference

language
diction
repetition
adjectives
short sentences

Commentary

So what?

Literary Term

tone—how author feels

foreshadowing—hint at
what will happen

heightened suspense

The elements we discussed that will help Guiding Questions work...

PASSAGE

transparency

Paper copies for students must look exactly the same as transparency.

READ ALOUD

Let them hear it the way it was supposed to be heard...as they are reading along...probably with the guiding question in mind, so they can be marking as they listen and read.

“If I write it, you write it.”

These are the words I use to train my students out of asking that infernal question: “Do we have to write this down?” Then any time I’m writing on the overhead projector, they know that they have to write it too.

GUIDING QUESTION

Craft your guiding question to direct students to specific textual feature (repetition of a particular word, short sentences, vivid verbs, linking verbs, word choice, unusual adjectives, et al) and link it to some literary term or greater meaning. (See chart on previous page.)

You might decide to give students the guiding question before reading the passage or after. It depends on what you’re trying to accomplish. Just make sure you make a definite choice.

Never answer their questions!

When you are leading the discussion about the passage (or about anything else, for that matter) do not answer their questions.

Do not even say Yes! or No. or Sorry. When you say, “Yes!” to one student, all the others will shut down. They don’t need to think anymore because the “right” answer has been discovered.

Instead, have a few “extending questions” on hand, questions like:

What do YOU think?

Why?

Why not?

Really?

Tell me more about that.

What evidence supports that?

Who else has an answer?

What other answers could we come up with?

So what?

Prove it!

The Guiding Questions for the Passages in the Packet:

- **For any introductory passage:**What literary terms are operating in this passage?
- **“Sea Devil” passage A:** How does the setting contribute to suspense?
- **“Sea Devil” passage B/C:** How does diction foreshadow future events?
- **“Sea Devil” passage D:** How does sentence structure contribute to suspense?
- **“Sea Devil” passage E:** How does sentence structure indicate the climax?
- **“Sea Devil” passage F:** How does the intense description of the man’s internal conflict contribute to suspense?
- **“Sea Devil” passage G:** How does the diction of this passage heighten suspense?

And a follow-up question: Why would suspense need to be especially intense in this particular passage?

- **“Sea Devil” passage H:** How does the language of this passage (compared to earlier passages) indicate that we have reached the denouement?
- **“Prison Door” passage from *The Scarlet Letter*:** How does contrast in this short and early passage successfully deliver—really—the entire story in a nutshell?
- **“My Name” passage from *The House on Mango Street*:** What evidence can you find in this passage that Esperanza will not in fact be like her grandmother?
- **passage from *The Adventures of Huckleberry Finn*:** How does the irony of this passage effectively deliver Twain’s message about the evils of a society that would condone slavery?

...or if you don’t want to give away a theme, ask it this way: How does the irony of this passage effectively deliver Twain’s message about slavery?

- **passage from *Of Mice and Men*:** How does tension and easing in this dialogue foreshadow the tragic end of this novel?
- **passage from *The Pearl*:** I usually do this one in two or three different parts to help 8th graders arrive at tone...

Which words and phrases describe the doctor?

Once we have found those words and phrases, I ask this question: Could Steinbeck have used different words to describe the same physical features?

Once we have explored that a bit, I ask the final question: How does Steinbeck feel about the doctor?

- **passages on page 13:** The guiding question about Sal’s dreams was written by 8th graders. With training and practice, they do learn how to do this themselves.