

ENGLISH III

ANNOTATION AND QUESTIONING GUIDELINES

Annotations - your text should be marked with underlining, highlighting, and circling; and your margins should be filled with notes, definitions, labels, questions, summaries.

- As you read, annotate the text in the following ways:
 - Underline any **vocabulary** with which you are unfamiliar, **and then** define them briefly in the margin. List all **questions** as you read in the margin, also.
 - Highlight any significant **style** elements (**tone, diction** [vocabulary, connotative language, etc.], **syntax** [sentence structure, repetition, etc.], **characterization, figurative language, rhetorical techniques**) that are important to understanding the author's style, **and then** label and describe the effect of each one in the margins
 - Identify the **central ideas** (including **themes/author's purpose**) for each section of the passage, **and then** write a **brief summary and/or notes** for each section in the margins or at the bottom.

Questioning - while you will naturally ask and write questions for understanding a text you read, you must also create questions that lead into the analysis of that text in order to understand the work's central ideas/themes, the style and rhetorical techniques being used, and the author's purpose.

- As and after you read, compose 3 questions for each section:
 - Level 1 - surface level question (factual/text-dependent)
 - In Paragraph 28, who does Edwards say is "in the hands of an angry God"?
 - Level 2 – inference/analysis questions (prompting inferences)
 - Why does Edwards refer to humans as the "Children of Men" and what effect does that have on the audience?
 - Level 3 – connection/prediction question (text-to-world/predict)
 - How do you believe Edwards' message would be received if it were delivered to a Protestant Christian congregation today?
 - What do you think were the immediate reactions to this sermon in the community who heard it? What about the long-term effects on the community?

DIFFERENTIATED QUESTION STEMS FOR LITERARY ANALYSIS

GHS ENGLISH

LEVEL ONE: TEXT-BASED COMPREHENSION QUESTIONS

- When did _____?
- How did _____?
- Who was _____?
- Which one _____?
- Why did _____?
- How is _____?
- How would you recognize ___?
- Where is _____?
- Which one _____?
- What is the main idea of ___?
- What did you observe _____?

LEVEL TWO: INFER AND ANALYZE

- What is the significance of _____?
- How does the author use _____?
- What inference can be drawn from _____?
- What evidence from the text can you find that _____?
- What are the advantages/disadvantages of _____?
- What are the pros and cons of _____?
- How can you explain _____?
- How can you classify _____ by _____?
- What would the result be if _____?
- Why do you think _____ did/does _____?
- What ideas/evidence supports _____?
- What did you observe _____?
- How would you compare/contrast _____?
- What example can you find of _____?
- Why does _____?
- How does the author demonstrate _____?

LEVEL THREE: CONNECTIONS AND EXTENSIONS

- Rate the _____. Explain your rating.
- What would happen if _____?
- How does this relate to _____? Why is that important?
- What criteria would you use to assess _____?
- How would _____ affect _____? (predict outcomes with different variables)
- What is the most important _____? Why?
- What would you suggest _____?
- What is your opinion of _____? Support your response.
- Predict the outcome if _____?
- What changes would you make to revise _____?
- What alternative would you suggest for _____?
- What is the impact of _____?
- How does _____ relate to _____?

