

## INSTRUCTIONAL TASK 10

### TASK 10 QUESTION THE AUTHOR

*This task includes a set of inquiries that students make about a text. This strategy asks students to consider figurative, connotative and technical meanings of words; the author's intent in writing the text; and his or her success at communicating that intent. The idea of "questioning" the author is a way to evaluate how well a selection of text stands on its own. Students examine the author's intent, clarity and organization to determine if the author has created a powerful or persuasive text and provide proof of it. Likewise, if students find that a text hasn't been written very clearly they are asked to make the text more understandable.*

#### Steps Outlined:

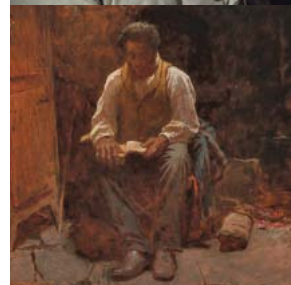
1. Select a text for student analysis. This could be a larger reading or a passage of text selected for closer review. A longer text could also be divided into sections for pairs/groups of students to review together.
2. Students read through the selected text without stopping.
3. Display and discuss the five questions students will use. If this task is new to students consider modeling the questions with an excerpt they are familiar with.
- 4.
5. Using the "Questioning the Author" graphic organizer provided below, students may work independently, in pairs, or in small groups to answer the questions for the selected text or segment of selected text.
6. Discuss student comments as a class. This task could be extended to a more formal writing argumentative writing assignment in which students defend their analysis of the text.

#### Source:

Reading Quest. "Questioning the Author."

Accessed April 19, 2013.

<http://www.readingquest.org/strat/qta.html>



## INSTRUCTIONAL TASK 10 (continued)

### QUESTIONING THE AUTHOR

TEXT SELECTION (TITLE OR EXCERPT):	
What is the author trying to tell you?	
Why is the author telling you that?	
Is it said clearly?	
How might the author have written it more clearly?	
What would you have wanted to say instead?	