Reading and Questioning Connections

Alice Walker’s “Everyday Use”

**Level One: Reading On the Line For Recall Questions**

As you read, you should be mentally asking questions that can be answered by explicit information you can physically point out in the passage. You “recall” or “remember” facts and details that answer questions such as *who*, *what*, *where*, and *when*.

Examples from “Everyday Use”

1. **Question:** Where is Dee when the house is burning?

**Answer:** Dee is “standing off under the sweet gum tree” (42).

1. **Question:** When did the narrator’s school close down?

**Answer:** Her school closed down in “1927” (59) “after second grade” (58).

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| **In the space below, write two additional Level One questions from “Everyday Use.”** |

1. **Question:**

**Answer:**

1. **Question:**

**Answer:**

Level Two: Reading Between the Lines for Interpretive Questions

Proficient readers make interpretations based upon details in the text. As you read, you should be asking questions that can be answered by making inferences and assumptions based upon evidence in the text, such as “What does a detail or image represent, suggest, or personify?”

Generate questions that can be answered by interpreting, classifying, comparing, contrasting, and finding patterns. These questions are “interpretive” questions.

Examples from “Everyday Use”

1. **Question:** How is Dee’s location during the house fire symbolic of her relationship with the family?

**Answer:** She views herself as better than her mother and her sister. In fact, as she reads to them, she pushes them away right before they understand what she is saying so that she can still feel intellectually superior over them (46-52).

1. **Question:** Why is the closing of the narrator’s school significant?

**Answer:** Because the fact that the narrator has not had the same level of education as her daughter causes tension within their relationship (23).

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| **In the space below, write two additional Level Two questions from “Everyday Use.”** |

1. **Question:** \_\_\_\_\_

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**Answer:** \_\_\_\_\_\_

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1. **Question:** \_\_\_\_\_\_

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**Answer:**

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**LEVEL THREE: READING BEYOND THE LINES FOR UNIVERSAL MEANING QUESTIONS**

As you read, you should move beyond the text to connect to universal meaning. Ask mental questions like, “How does this text connect with my life, with life in a larger sense for all human beings, with my ideas about morality or values?” These questions are open-ended and go beyond the text. They are intended to provoke a discussion of abstract issues and thematic concerns.

Generate questions that can be answered by connecting literature to your own experiences or to universal meanings. These questions begin with ideas in the text but move from the “what?” of the text to the “so what?” of the text—the abstract issues and thematic concerns. Specific textual references are NOT included.

Examples from “Everyday Use”

 1) **Question:** How can education both foster and damage relationships?

 2) **Question:** In what ways are stereotypes both damaging and beneficial to people?

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| **In the space below, write two additional Level Three questions suggested by “Everyday Use.”** |

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1. **Question:**

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