

Figure 5.3

## Recognizing the Author's Craft During Close Reading

Elements That Contribute to Craft	Possible Questions
<p>Identifying imagery, including comparisons:</p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Personification</li> <li>• Figurative language</li> <li>• Symbols</li> </ul>	<ol style="list-style-type: none"> <li>1. What is being compared?</li> <li>2. Why is the comparison effective? (typically, because of the clear/strong/unusual/striking/vivid, etc., connection between the two)</li> <li>3. What symbols are present? Why did the author choose these symbols?</li> <li>4. Are there lots of symbols? If so, could this be an <u>allegory</u>?</li> </ol>
<p>Effective word choice</p>	<ol style="list-style-type: none"> <li>1. What word(s) stand out? Why? (strong/contrasts to what you expect, vivid)</li> <li>2. How do particular words get us to look at characters, events, setting, or other text elements in a particular way?</li> <li>3. Are there any words that seem "old"—words or expressions that you don't hear very much today? What does this show?</li> <li>4. Did the author use nonstandard English or words from another language? Why? What is the effect?</li> <li>5. Are there any words that could have more than one meaning? Why might the author have played with language in this way?</li> </ol>
<p>Tone and voice</p>	<ol style="list-style-type: none"> <li>1. What <u>one word</u> describes the tone? (will be something like <i>funny, serious, angry, lonely</i>)</li> <li>2. Is the voice formal or informal? If it seems informal, how did the author make it that way? If it's formal, what makes it formal?</li> <li>3. Does the voice seem appropriate for the intent of the content?</li> </ol>
<p>Structuring the beginning, middle, and end</p>	<ol style="list-style-type: none"> <li>1. How does the author craft the beginning of the story or informational piece to get readers' attention?</li> <li>2. How does the author build suspense during the text?</li> <li>3. How does the author end the piece in a memorable way?</li> </ol>
<p>Linking parts of the passage together:</p> <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Sentences</li> <li>• Paragraphs/stanzas</li> </ul>	<ol style="list-style-type: none"> <li>1. What words link thoughts together? (e.g., <i>and, but, however, therefore, in conclusion</i>)</li> <li>2. What do these linking words show about the ideas in the text?</li> <li>3. How does the author help you understand how the text is organized?</li> </ol>

**Elements That Contribute to Craft**

**Possible Questions**

**Sentence structure:**

- Short sentence
- Long sentences
- Sentences where word order is important
- Sentence fragments
- Questions
- Commands
- Balanced sentences

1. What stands out about the way this sentence is written?
2. Why did the author choose a **short** sentence here? (short: stands out from sentences around it; for emphasis)
3. Why did the author make this sentence really **long**? (long: may convey the "on and on" sense of the experience; to create rhythm)
4. Why did the author write a **fragment** instead of a complete sentence? (emphasis; often shows the internal thought of a character)
5. Based on the **order of the words** in this sentence, which one do you think is the most important? Why? What was the author trying to show by placing this word in this place? (Strong words at the beginning or end of a sentence are more powerful than if the same word is in the middle of the sentence.)
6. Why does the author use a **question** here? (Rhetorical questions are not really intended to be answered, but to make a point: "Why am I always the one who gets blamed?" Some questions set up the main idea of the paragraph: "Why do we care about endangered species?")
7. What is the **exclamation point/command** all about? (high importance; bossy tone)
8. What sentences are **balanced** here? Which are intentionally *not* balanced? (Balance creates pleasing rhythm; intentionally out of balance creates a strong effect because you notice the change.) What punctuation does the author use to create balance? (might be a comma, semicolon)

**How many types of writing there are in the passage**

1. Example: Is there narration, exposition, argument, rhymed lines, description, etc.?
2. How do these different types of writing make the text more lively?

**Punctuation and print conventions**

1. Is there anything unusual or interesting about the punctuation or the way the author used punctuation? (parentheses to offer small asides; semicolons; etc.)
2. Did the author place print in an interesting way to reinforce meaning?
3. What about font and the size of print? Do these contribute to meaning? How?

**Repeated lines, words, or phrases**

1. Does the author repeat particular words, lines, or phrases?
2. How does this impact meaning? (provides emphasis)