

## **Deeper Thinking Questions & Answers**

The best way to understand a text is to write a question to answer about that text. Deeper Thinking Questions are questions that are not just easy to answer. A true DTQ forces the reader to look back into the text, consider the author's opinion or purpose and/or think about their own thoughts and feelings as well. At times, students will be given DTQs and students will also be asked to write their own DTQs for many texts. Refer to the chart below to better understand Deeper Thinking Questions.

### **UNDERSTANDING DEEPER THINKING QUESTIONS (DTQ's)**

What makes it a DTQ?

"BARF BACK" Question: One that asks for a one word answer that is found directly in the reading.

Ex. Who was selected for the Hunger Games in the first book?  
Answer: Prim Everdeen

**NOT A DTQ**

"AUTHOR/READING AND YOU" Question:  
This type of question is related to a reading, but also requires inferencing by the reader and/or prior knowledge from the reader to fully provide a response to the question.

Ex. What was Katniss' strategy in surviving the Hunger Games? Use a quote to explain her strategy. Do you predict that this strategy will work? What other strategies could work in her situation?

**THIS IS A DTQ!**

"SEARCH AND FIND" Question:  
One that asks a question that can be answered quickly from information directly found in one reading.

Ex. What did Katniss say when she took Prim's place for the Hunger Games?  
Answer: "I volunteer as tribute".

**NOT A DTQ**

"AUTHOR/READING" Question:  
This type of question requires a reader to go deep into the book and to provide evidence that is in the form of textual clues or simply strong evidence/facts. The difference between this question and a "search and find" is in the explanation. The reader must provide an explanation of how the evidence supports a claim being made by the author.

Ex. What message about society does the author/director portray in the movie/book? Create a claim and back it up with evidence and explanation.

**THIS IS A DTQ!**

When you answer a DTQ, you need to write your answer in paragraph form with the following requirements:

- ★ Header on Document
- ★ Document in Google Drive English Folder with Title
- ★ DTQ Typed at the Top of the Page w/ Book Title & Author included
- ★ 7-10 Sentences Paragraphs
- ★ LEAF Paragraph Structure (See Below)
- ★ 1 Cited Quote per DTQ Answer (See Below)
- ★ Proofreading/Editing

## **The L.E.A.F Paragraph**

**L**: Lead Sentence (Topic Sentence): Clearly state your main idea for this paragraph– all evidence and analysis in this paragraph must relate to your main idea.

**E**: Evidence (Quote): The evidence is proof of what you are arguing in your writing. It can be a quotation, a statistic, or a fact.

**A**: Analysis (Supporting Details): This is where you connect the evidence to your main idea. Discuss your insights, original thoughts, and emotional reactions to the evidence as it supports your main idea.

**F**: Finisher (Concluding Statement): Finish up your thoughts. Connect the main idea of this paragraph to your essay focus. Transition to the next paragraph.

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## **How to Cite a Quote**

“When you use a quote from a text, you must cite it,” (Settles 1)

↑  
Evidence

↑      ↑  
Last Name Page #

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## **Previous Student DTQ Answer Example**

Student Name  
Date of Assignment  
Class Period, English  
Assignment Name

Book Title & Author: Looking for Alaska by

DTQ: How does Miles change throughout the story?

In the book "Looking for Alaska" by John Green, Miles changes throughout the story. In the beginning of the book Miles was a shy kid, who had no real friends. Also he never did anything wrong and followed the rules. Then later in the book when he goes to private school and meets Alaska and Chip. Chip says, "But look, you're going to get in trouble. Ninety-nine percent of the time, your parents never have to know, though" (Green, 51). This is Chip saying that when they do something that they're not supposed to, they won't get caught. This changes Miles because when he is with Chip he starts doing bad things. For example he started smoking because of Chip. Miles thinks, "1. this was Alaska's room, and that 2. she had a single room because the girl who was supposed to be her roommate got kicked out at the end of last year, and that 3. Alaska had cigarettes, although the Colonel neglected to ask whether 4. I smoked, which 5. I didn't" (Green, 45). Miles only started smoking because Chip did, and he gave them to him. Also him and Chip do lots of other things that he wouldn't have done if he hadn't gone to private school. Miles changes drastically due to the friendships he makes throughout the story.

**\*Now, please go to your Google Drive English folder, open a document and name is DTQ Answers. These DTQ answers are due Weds 9/27/17. You will have some time to work on this in class but it is expected that you complete these for homework!\***

## DTQ Answer Rubric

Criteria	4	3	2	1
Formatting	DTQ Answers submitted in Google Drive or on Paper, 12 Point Font, Times New Roman, Double Spaced w/ Header, 7-10 Sentence Paragraphs	DTQ Answer is missing one element of formatting.	DTQ Answer is missing two or a few elements of formatting.	DTQ Answer is missing many elements of formatting.
Development of Deeper Thinking Questions	Student developed true deeper thinking questions that provoke a lot of thought and reflection.	Student developed adequate deeper thinking questions that provoke a good amount of thought.	Student developed questions that may provoke some thought.	Student developed questions that are easy to answer, not deeper thinking.
Topic Sentences/ Introduction	Student utilized hooking topic sentences and/or completed a thorough introduction	Student used adequate topic sentences and/or completed an introduction with the necessary parts	Student used some topic sentences, some could use improvement and/or completed an introduction that may be lacking some elements	Student lacks topic sentences and/or an introduction, or these need a lot of work and improvement
Supporting Details, A Explanation/Analysis	Student analyzed and explained content/evidence thoroughly and creatively.	Student analyzed and explained content/evidence adequately.	Student analyzed and explained most of the content/evidence, some improvements could be made.	Student's analysis/explanation is lacking, could use a good amount of improvement.
Concluding Statement/ Conclusion	Student utilized a thoughtful concluding statement or conclusion. Made some type of observation or finalized the writing piece in a cohesive way.	Student utilized adequate concluding statements and/or completed a conclusion with the necessary parts.	Student used some concluding statements, some could use improvement and/or completed a conclusion that may be lacking some elements.	Student lacks concluding statements and/or a conclusion, or these need a lot of work and improvement.
Use of Quotes/ Dialogue/ Evidence	Student utilized the correct amount of quotes or more and cited them correctly.	Student utilized an adequate amount of quotes and cited them correctly.	Student utilized only some of the required quotes and cited some correctly.	Student's writing piece is lacking quotes or only has a few, citing needs improvement.
Proofreading/ GUM	Piece is free of grammar/spelling errors.	Piece is mostly free of grammar/spelling errors.	Piece needs to be proofread, some errors.	Piece has many errors, needs a lot of proofreading.
Knowledge of Book	Student knows the book very well.	Student knows the book well.	Student knows the book somewhat well.	Student does not know the book well or did not read.

Grade:

Feedback: