

Sample Anti-Bias Text Dependent Questions

These questions model a critical literacy approach to examining the role of power and privilege. Craft your questions so students must defend their responses with reference to the text. Where applicable, CCSS ELA/Literacy anchor standards are indicated.

TEXTUAL PURPOSES

- What is this text “saying”? Cite several pieces of textual evidence to support your analysis. (R.1)
- What is the author’s point of view or purpose in this text? How does he or she convey this throughout the text? How does he or she develop his or her argument? (R.6)
- What are the central ideas of the text and how are they developed? (R.2)

TEXTUAL STRUCTURES AND FEATURES

- How does the author structure or organize the text? How do specific sentences or paragraphs contribute to the development of the author’s ideas or claims? (R.5)
- To what genre does this text belong? How does this genre affect the author’s message?
- What do the images suggest? How do they work together with the text to provide meaning?
- How does the author’s use of particular words and language affect the meaning or tone of the text? (R.4)

CONSTRUCTION OF INDIVIDUALS, IDEAS, AND EVENTS

- How do individuals, ideas, and events develop and interact over the course of the text? (R.3)
- How do these constructions influence the reader’s understanding of the individuals, ideas, or events? (R.3)
- Why is this significant? (R.3)

POWER AND INTEREST

- What cultural knowledge does the reader need to understand this text?
- Describe the relationship between the reader and the author of this text.
- How does the text depict age, gender, or cultural groups? (R.3)
- Whose views are excluded or privileged in the text? Who is allowed to speak? Who is quoted? How does this affect the author’s claims and reasoning?

GAPS AND SILENCES

- How does the author use rhetoric to advance his or her ideas? Are there silences in this text that leave out certain viewpoints or voices? What effect do the gaps and silences have on the text and reader? (R.6)
- How does the author acknowledge or respond to conflicting viewpoints? (R.6)

WHOSE VIEW? WHOSE REALITY?

- What views of the world does the text present? How does the author construct this version of reality? (R.3)
- How would the text be different if it were told in another time, place or culture?

INTERROGATING THE AUTHOR

- What can you infer about the author's interests and values based on this text? (R.1)
- What view of the world and values does the author assume the reader holds? How do we know?

MULTIPLE MEANINGS

- What different interpretations of the text are possible?
- How do contextual factors influence how the text is interpreted?
- How does the text rely on intertextuality (its relationship to other texts) to create its meaning?