

① Using the question stems to the right, create a question that asks you to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone). This question should require you to:

- determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies;
- use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy);
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; **and/or**
- analyze nuances in the meaning of words with similar denotations.

② Using the stems to the right, create a question that requires analysis of how Fitzgerald's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, surprise, or any other reaction.

The Great Gatsby

COMP. BOOK TASK #2

Use the directions above to create two questions. Respond to each in your composition book: each response a full paragraph that's on its own page. When done, carefully proofread according to the Proofreading Expectations handout.

STEMS for QUESTION #1

- Read the following sentence from the passage: (Excerpted text) What does the phrase (excerpted text) mean?
- The author describes a character as looking ____ and speaking _____. How does this word choice impact the meaning of the passage?
- What is the effect of the repetition of the word ____ throughout the passage?
- Part A: How do paragraphs 1–4 help to establish the tone of the passage?
 - Part B: Select the two words in paragraphs 1–4 that establish the tone of the passage.
- Explain how the author describes Character A. Then, explain how this affects the tone.
- Part A: How does the author's word choice aid in character development?
 - Part B: What does this word choice convey about the meaning of the text?

★ Keep your response to QUESTION 1 on its own page. It should be a full paragraph in length.

STEMS for QUESTION #2

- Select the sentence that creates tension in the plot.
- How does the author use structure to convey a sense of tension in the passage?
- How does the author's decision to use a slow pace in telling the story affect the meaning of the text?
- Part A: How does the author set the tone of the passage?
 - Part B: How does the tone support the meaning?
- Explain how the author creates the pacing of the passage. Then, explain the effect the pace has on the meaning of the passage.
- How does the order of events in the passage affect the meaning of this quotation?

★ This response should also be a full paragraph in length and should be on its own page.