TDQs

In This Blind Alley
# Vocabulary-Based TDQs

## TEXT

**In This Blind Alley**  
by Ahmad Shamlu

They smell your mouth  
Lest you've told someone 'I love you.'  
They smell your heart  
These are strange times, my dear  
Love,  
they drag out under lampposts to thrash.  
*Love must be hid in closets at home.*  
In the cold of this blind alley  
They keep their fires ablaze  
burning our anthems and poems.  
Do not venture to think.  
These are strange times, my dear  
He who pounds on the door in the nighttime  
Has come to kill the light.  
*Light must be hid in closets at home.*  
Lo! the butchers  
stationed on roads  
with chopping-board and cleaver soaked in blood  
These are strange times, my dear  
They slit smiles off of lips  
And song from the throat.  
*Joy must be hid in closets at home.*  
Canaries are being roasted  
on a spit of lilacs and jasmine  
These are strange times, my dear  
Satan, triumph-drunk  
Feasts at a table spread with our mourning  
*God must be hid in closets at home.*

## TDQ WRITING PRACTICE

**Prep Questions:**  
What is the central idea/theme of this passage?

What vocabulary words do you think are most important to the central idea/theme?

**Suggested Question Stems:**  
What specific word choice or phrase in the text develops your understanding of the central idea?

**Practice Question Writing:**
## Central Idea/Thematic TDQs

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### TDQ WRITING PRACTICE

**Prep Questions:**  
What is the central idea/theme of this passage?

What lines/sections of this text do you think are most important to the central idea/theme?

**Suggested Question Stems:**  
Identify two specific word choices in the text and explain how these words contribute to the overall theme/central idea.

**Practice Question Writing:**
## Multiple Choice Question Stems

**Aligned by Standard**

Extracted from the June 2014, August 2014, and January 2015 NYS Common Core Regents Exams

<table>
<thead>
<tr>
<th>RI.2</th>
<th>RI.3</th>
<th>RI.4</th>
<th>RI.5</th>
<th>RI.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which statement from the text best summarizes the central idea?</td>
<td>The author’s anecdote about ___ serves to introduce a</td>
<td>The speaker repeats the word ____ throughout the ____ in order to</td>
<td>The primary purpose of lines ___ through ____ is to clarify the ___.</td>
<td>The references to ____ in lines ____ through ____ contribute to the authors purpose by suggesting that _____.</td>
</tr>
<tr>
<td>With which statement would the author of this text most likely agree?</td>
<td>How do lines ____ through ____ develop a claim?</td>
<td>What effect is created by the use of irony in line ____ and lines ____ through ____?</td>
<td>The authors reference to ____ is used to help clarify ___.</td>
<td>The function of lines ____ through ____ is to _____.</td>
</tr>
<tr>
<td>With which statement would the authors most likely agree?</td>
<td>The reference to ____ in lines ____ through ____ is used to emphasize the questioning of our _____.</td>
<td>Which statement best clarifies the sentence in lines <strong><strong>-</strong></strong>?</td>
<td>The authors attempt to engage the audience through the use of _____.</td>
<td>Lines ____ through ____ establish a _____.</td>
</tr>
<tr>
<td>The central idea of the ____ paragraph focuses on the _____.</td>
<td>Which statement from the text best summarizes the central idea of paragraph ____?</td>
<td>The speaker’s attitude in lines ____ through ____ can be best described as _____.</td>
<td>The speaker’s use of [literary element] in lines ____ and ____ serves to represent the _____.</td>
<td></td>
</tr>
<tr>
<td>Which statement from the text best summarizes the central claim made in lines ____ through ____?</td>
<td>What purpose is not referenced in the ____?</td>
<td></td>
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</tbody>
</table>
The description of ___ in lines ___ through ___ emphasizes the idea of ___.

The examples presented in lines ___ through ___ help the reader understand ___.

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<td>The sentence ___ contributes to the central theme by...?</td>
<td>In this passage, the conversation between ___ and ___ (lines ___ through ___) serves to ___</td>
<td>Lines ___ through ___ suggest that the ___ people ___</td>
<td>The comparison in lines ___ and ___ emphasizes the ___</td>
<td>The poet’s purpose in the poem can best be described as ___</td>
</tr>
<tr>
<td>As used on Line ( ) the phrase ___ means that ___ things are ___</td>
<td>Which analysis is best supported by the details in lines ___ through ___ of the text?</td>
<td>Which word best describes the narrator’s tone ___</td>
<td>The author structures the text around references to ___</td>
<td>Why does &lt;character&gt; not “character thought/dialogue” in line ___</td>
</tr>
<tr>
<td>The primary function of lines ___ is to ___</td>
<td>The author’s description of the conversation between ___ and ___ in lines ___ through ___ serves mostly to ___</td>
<td>The reference to [character’s] “descriptive trait” and “descriptive trait” in line ___ reveals his/her ___</td>
<td>The narrator’s purpose &lt;in the first stanza&gt; is to ___</td>
<td>Lines ___ through ___ illustrate the narrator’s belief that ___</td>
</tr>
<tr>
<td>Which quotation best reflects a central theme in the text?</td>
<td>The conversation with ___ (lines ___ through ___) leaves the narrator with a sense of ___</td>
<td>How do the words ...(line), “<em><strong>” (line), and “</strong></em>” (line) advance the author’s purpose ___</td>
<td>What is the effect of withholding ___</td>
<td>What is most likely not a purpose of the repetition of the phrase “___”?</td>
</tr>
<tr>
<td>The ___ references throughout the poem serve to ___</td>
<td>The narrator views “___” as ___ (line) because the narrator wishes to ___</td>
<td>The prevailing tone of the poem is ___</td>
<td>The author’s description of ___ stresses the ___</td>
<td>---</td>
</tr>
<tr>
<td>L.4</td>
<td>L.4A</td>
<td>L.5</td>
<td></td>
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<tr>
<td>Overall, the author’s view of the people could be best described as ___</td>
<td>Which phrase from the text clarifies the meaning of “___” as used in line ___?</td>
<td>The Author’s use of figurative language ___ serves to emphasize a sense of ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As used in line ___ the word ___ is closest in meaning to (a) ___</td>
<td>Which words from the speech help the reader understand the meaning of “___” as used in line ___</td>
<td>What is the effect of the simile ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As used in line ___ what does the word ___ mean?</td>
<td>[a character’s] reaction to ___ in lines ___ reflects his ___</td>
<td>In line ___ the phrase ___ is used by the narrator to describe her ___</td>
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<td>The words ___ (line) imply that</td>
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<tr>
<td></td>
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<td>The purpose of the figurative language in lines ___ and ___ is to</td>
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<tr>
<td></td>
<td></td>
<td>The details in lines ___ - ___ contribute to the speaker’s purpose by ___</td>
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<td></td>
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</table>
# Multiple-Choice Item Writing Form

<table>
<thead>
<tr>
<th>WHAT DOES THE STUDENT NEED TO KNOW TO ANSWER?</th>
<th>ASSESSED STANDARD(S):</th>
<th>STANDARD AlIGNED QUESTION STEM(S):</th>
</tr>
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<td></td>
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**TEXT EVIDENCE FOR OPTIONS (PARAGRAPH, LINE, OR PHRASE) AND IDENTIFY THE KEY:**

1)  
2)  
3)  
4)  

**WRITE YOUR NEW QUESTION BELOW:**

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