

Text-Dependent Questions



1

Key understanding: Identify the key understandings and insights you want students to learn from the text. (You may use this later to write an essential question.)

2

Build understanding of the meaning: Start with easier questions about what, where, why, and how, to help build understanding of the meaning of the passage.

Primary
Example

Retell the story using time sequence words such as *first*, *next*, *then*, & *finally*.

Elementary
Example

How does the main character change in the text?

3

Vocabulary and text structure: Craft questions about the most powerful academic words, and text structures (such as cause/effect, problem/solution, compare/contrast, sequence, etc.).

Primary
Example

How did the author help us understand what *angle* means?

Elementary
Example

What does the word *postal* mean in paragraph three? or Knowing the structure, what can we expect?

4

Author's purpose and point of view: Ask questions to draw the reader's attention to genre, author's purpose, point of view, and multiple perspectives.

Primary
Example

Who tells the story?

Elementary
Example

Whose point of view do we see? Whose point of view is not represented in the text? or Why does the author write this?

5

Inference questions: Challenge students to examine inferences on ideas or key details/arguments in the text.

Primary
Example

What caused the bird to fly away? Why do you think that?

Elementary
Example

What can we infer about what really happened to the main character? What evidence in the text supports your claim/ thinking?

6

Opinion and intertextual questions: Have students assert their opinions or make connections to other texts, and support their claims with evidence from the text.

Primary
Example

Is Ramona Q's family a loving family? What in the books makes you think that?

Elementary
Example

Think about both authors' attitudes towards conservation. Which author do you agree more with? Defend your thinking with evidence from the text.

Text Dependent Questions Second Grade

Debra J. Housel



Text Dependent Questions Second Grade:

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The Stories Julian Tells Language Learning Activities Melissa Callaghan,2014-01-01 These activities for The Stories Julian Tells by practice key language convention skills The activities integrate literature with learning about grammar word choice and sentence structure Learning can be fun when it s connected to literature

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Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides *Text Complexity* Douglas Fisher, Nancy Frey, Diane Lapp, 2016-01-28 There is a big difference between assigning complex texts and teaching complex texts Doug Fisher Nancy Frey and Diane Lapp And that s the crux isn t it That s why in this brand new edition of the bestselling Text Complexity the renowned author team provide four new chapters that lay open the instructional routines that take students to new places as readers No matter what discipline you teach you will learn how to craft purposeful instruction pitched to your readers comprehension capacities your curriculum s themes and your own assessments on what students need next Doug Nancy and Diane provide How to s for measuring word and sentence length and other countable features of any written work while

giving ample consideration to the readers in your room and how their background knowledge experiences and motivations come into play A rubric for analyzing literary texts for plot structure point of view imagery clarity and more and a complexity scale for analyzing informational texts that describe inform and explain Classroom scenarios of teachers and students engaging with fiction and nonfiction texts that provide enough of a stretch so you ll know the difference between a healthy struggle and frustration The authors latest thinking on routines that invite students to interact with complex texts and with one another including teacher modeling close reading scaffolded small group reading and independent reading It s time to see text complexity as a dynamic powerful tool for sliding the right text in front of our students at just the right time Think of this second edition as Text Complexity 2 Go because it s all about the movement of minds at work going deeper than anyone ever thought possible

TDQs: Strategies for Building Text-Dependent Questions Jessica Hathaway,2014-06-01 This innovative resource provides teachers with the tools needed to effectively instruct using text dependent questions It contains current research and sample text dependent questions and prompts to aid teachers in creating high quality questions for any piece of literary or informational text Sample reading passages and student resources provide an excellent guide for teachers in creating their own questions or for students as they practice using evidence from the text to support and verify their responses and build deeper comprehension as called for in today s standards

Get the Picture: Visual Literacy in Content-Area Instruction Marva Cappello,Nancy T. Walker,2019-07-01 Visual sources are increasingly prevalent in today s society This cross curricular resource by Marva Cappello and Nancy T Walker provides teachers with new and engaging strategies to help students closely read visual texts Teachers will learn to evaluate the complexity of visual texts and match them to their students Students will learn to analyze visual sources understand both explicit and implicit messages interpret underlying meaning and engage in meaningful discussion Based on practical research this approach offers students engagement in the full suite of Language Arts as defined by the International Literacy Association and National Council of Teachers of English reading writing listening speaking viewing and visually representing The strategies are divided by purpose receptive and productive strategies and arranged by content area to support all teachers Sample lessons for grades K 1 and 2 3 are provided for each strategy With concrete tools and techniques and a wide range of suggested visual texts to use in the classroom teachers can prepare students for interaction with primary sources digital media and the visual heavy world of 21st century learning Digital downloads of visual texts and student pages are included

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the text to support and verify their responses and build deeper comprehension as called for in today's standards School Leader's Guide to the Common Core James A. Bellanca, Robin J. Fogarty, 2013-07-08 Implement the Common Core State Standards with downloadable reproducibles lists of resources to support the many topics affected discussion questions and relevant information to share with your colleagues Explore the background of the standards and the changes that must take place to meet them The authors offer five principles for school leaders on effective coaching and feedback

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