Text-Dependent Questions



- 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.)
- 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?

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.).

What does the word postal/mean in

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?

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.

Whose point of view do we see? Whose

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?

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

What can we infer about what really

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

Elementary Example happened to the main character? What evidence in the text supports your claim/ thinking?

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

Think about both authors' attitudes

Primary

is Ramona O's family a loving family? What in the books makes you think that? Elementary Example towards conservation. Which author do you agree more with? Defend your thinking with evidence from the text.

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Text Dependent Questions For 1st Grade

Debra J. Housel

Text Dependent Questions For 1st Grade:

Text-Dependent Questions, Grades K-5 Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02 Fisher Frey's answer to close and critical reading Learn the best ways to use text dependent questions as scaffolds during close reading and the big understandings they yield But that s just for starters Fisher and Frey also include illustrative video texts and questions cross curricular examples and an online facilitator s guide making the two volumes of TDQ a potent professional development tool across all of K 12 The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways What does the text say How does the text work What does the text mean What does the text inspire 40 Strategies for Guiding Readers Through Informational Texts Barbara Moss, Virginia Loh-Hagan, 2016-05-23 Gaining the skills to critically read a wide variety of informational texts is more important than ever for today s K 12 students This carefully crafted book offers 40 standards based instructional activities that teachers can immediately put to use in the classroom Clear rationales and step by step instructions are provided for implementing each strategy together with helpful classroom examples and suggested texts for different grade levels In a large size format for easy photocopying the book includes 44 reproducible worksheets Purchasers get access to a Web page where they can download and print the reproducible materials Prior edition title 35 Strategies for Guiding Readers through Informational Texts New to This Edition Now features more strategies including 16 that are completely new Explicit links throughout to the Common Core State Standards CCSS and other current standards Two additional strands of activities Reading Closely and Discussion Numerous new and revised reproducible tools all downloadable First Grade Fun Bernadette Brexel, 2015-07-15 Priva is ready for her first day of first grade She counts how many students she already knows and how many students she does not know She tours the school learning all it has to offer She even runs into her stepmother who teaches Art This fiction title is paired with the nonfiction title My Stepmom is a Teacher for connecting across texts and comprehension through connection strategies

Dive into Close Reading: Strategies for Your K-2 Classroom Diane Lapp,Barbara Moss,2017-04-24 Explore the what why and how of close reading to give students in grades K 2 the tools they need to be successful In this must have guide teachers will learn the key elements of a close reading lesson as well as strategies for analyzing and selecting a text and how to support students based on their progress and performance The included lesson template will allow teachers to not only use the provided lessons and texts but also create their own Correlated to standards this book includes grade specific sample close reading lessons and digital copies of teacher and student resources *Text-Dependent Questions, Grades 6-12*Douglas Fisher,Nancy Frey,Heather Anderson,Marisol Thayre,2014-09-02 Fisher Frey's answer to close and critical reading Learn the best ways to use text dependent questions as scaffolds during close reading and the big understandings they yield But that s just for starters Fisher and Frey also include illustrative video texts and questions cross curricular examples and an online facilitator's guide making the two volumes of TDQ a potent professional development tool across all of K 12 The

genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways What does the text say How does the text work What does the text mean What does the text inspire you to do **Leveled Text-Dependent Question Stems: Analyzing Characters** Debra J. Housel,2015-02-01 Build student understanding of analyzing characters through leveled text dependent question stems Engage each student at their level with these dynamic questions **Leveled Text-Dependent Question Stems: Identifying the Setting** Debra J. Housel,2015-02-01 Build student understanding of setting through leveled text dependent question stems Engage each student at their level with these dynamic questions

Leveled Text-Dependent Question Stems: Identifying Point of View Debra J. Housel, 2015-02-01 Build student understanding of identifying point of view through leveled text dependent question stems Engage each student at their level Leveled Text-Dependent Question Stems: Understanding Main Idea and Theme with these dynamic questions Debra J. Housel, 2015-02-01 Build student understanding of main idea and theme through leveled text dependent question stems Engage each student at their level with these dynamic questions Your Curriculum Companion: Libby Woodfin, Suzanne Nathan Plaut, 2021-02-01 This essential guide to the EL Education K 5 Language Arts Curriculum is one part roadmap to the curriculum one part orientation to its instructional practices and one part coach to answer your questions relieve your stress and put you and your students on the path to success Your Curriculum Companion explores the foundations of the curriculum including the principles and research it was built on and the instructional practices that make it unique The book is designed to help you look under the hood at practices embedded throughout the curriculum so that you can sharpen your instruction support students to be leaders of their own learning and make well informed changes necessary to best meet your students needs Key features of Your Curriculum Companion include Twenty seven accompanying videos see the curriculum in action Task cards for guidance on how to plan when the planning has been done for you The why what and how of the K 2 Reading Foundations Skills Block A deep dive into the purpose and structure of close reading and close read alouds including two sample annotated lessons An exploration of the relationship between reading and writing and how the curriculum is designed to help students become strong communicators including an annotated read think talk write lesson Detailed descriptions of the ways in which English language learners and other students who may need additional support are challenged engaged and empowered throughout the curriculum Guidance for turning evidence of student progress into usable data that can inform your instruction Support for school leaders Little Readers, Big Thinkers Amy Stewart, 2023-10-10 Young learners are full of questions and wonderings so much so that sometimes they need a guide for their curiosity Author Amy Stewart brings her manageable approach to close reading in Little Readers Big Thinkers Teaching Close Reading in the Primary Grades With Stewart guiding you ll be able to harness the big thinking we know is inside their inquisitive minds She showcases ways that close reading can teach even the youngest students new ways to enjoy texts think about them critically and share that thinking with peers and adults With its description of the pillars of close reading multiple

lesson sequences for grades K 2 and real life classroom scenarios Little Readers Big Thinkers offers a trove of insights What close reading is and is not How to encourage students to read like detectives Ways to weave close reading practices into your lessons How to cultivate real reading organic thinking and deep conversation Which books invite amazing learning and thinking experiences By giving young minds a great foundation close reading will become a stepping stone to a lifelong love Rigorous Reading, Texas Edition Douglas Fisher, Nancy Frey, 2018-02-09 Newly revised and updated throughout this new Texas Edition has been specially developed to align with the Texas Essential Knowledge and Skills standards What it really means to read closely What could Fern Arable Jay Gatsby and Winston Churchill possibly have in common They all need masterful teachers to help students revel in their complexity And Nancy Frey and Doug Fisher are just the two mentors to help you make that happen Call it close reading call it deep reading call it analytic reading call it what you like The point is it s a level of understanding that students of any age can achieve with the right kind of instruction In Rigorous Reading Nancy and Doug articulate an instructional plan so clearly and so squarely built on research that teachers schools and districts need look no further The 5 Access Points Toward Proficiency Purpose Modeling Teachers think aloud to demonstrate critical thinking and how good readers always know why they are reading Close Scaffolded Reading Instruction Teachers engage students in repeated readings and discussions with text dependent questions prompts and cues to help students delve into an author's ideas Collaborative Conversations Teachers orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers An Independent Reading Staircase Teachers artfully steer students to more challenging books with strategic bursts of instruction and peer conferences to foster metacognitive awareness Performance Teachers offer feedback and assessments that help students demonstrate understanding of text in authentic ways and plan instruction based on student understanding There s more Also included are illustrative classroom video clips available via QR codes along with an online Facilitator's Guide with PowerPoints making Rigorous Reading the only resource a teacher school or district needs to seriously stretch students capacity to read and comprehend text Rigorous Reading, Florida Edition Douglas Fisher, Nancy Frey, 2020-05-27 Newly revised and updated throughout this new Florida Edition has been specially developed to align with Florida's new BEST Standards What it really means to read closely What could Fern Arable Jay Gatsby and Winston Churchill possibly have in common They all need masterful teachers to help students revel in their complexity And Nancy Frey and Doug Fisher are just the two mentors to help you make that happen Call it close reading call it deep reading call it analytic reading call it what you like The point is it s a level of understanding that students of any age can achieve with the right kind of instruction In Rigorous Reading Nancy and Doug articulate an instructional plan so clearly and so squarely built on research that teachers schools and districts need look no further The 5 Access Points Toward Proficiency Purpose Modeling Teachers think aloud to demonstrate critical thinking and how good readers always know why they are reading Close Scaffolded Reading Instruction Teachers engage

students in repeated readings and discussions with text dependent questions prompts and cues to help students delve into an author's ideas Collaborative Conversations Teachers orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers An Independent Reading Staircase Teachers artfully steer students to more challenging books with strategic bursts of instruction and peer conferences to foster metacognitive awareness Performance Teachers offer feedback and assessments that help students demonstrate understanding of text in authentic ways and plan instruction based on student understanding There s more Also included are illustrative classroom video clips available via QR codes making Rigorous Reading the only resource a teacher school or district needs to seriously stretch students capacity to read and comprehend text Rigorous Reading Nancy Frey, Douglas Fisher, 2013-09-13 What it really means to read closely What could Fern Arable Jay Gatsby and Winston Churchill possibly have in common They all need masterful teachers to help students revel in their complexity And Nancy Frey and Doug Fisher are just the two mentors to help you make that happen Call it close reading call it deep reading call it analytic reading call it what you like The point is it's a level of understanding that students of any age can achieve with the right kind of instruction In Rigorous Reading Nancy and Doug articulate an instructional plan so clearly and so squarely built on research that teachers schools and districts need look no further The 5 Access Points Toward Proficiency Purpose Modeling Teachers think aloud to demonstrate critical thinking and how good readers always know why they are reading Close Scaffolded Reading Instruction Teachers engage students in repeated readings and discussions with text dependent questions prompts and cues to help students delve into an author's ideas Collaborative Conversations Teachers orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers An Independent Reading Staircase Teachers artfully steer students to more challenging books with strategic bursts of instruction and peer conferences to foster metacognitive awareness Performance Teachers offer feedback and assessments that help students demonstrate understanding of text in authentic ways and plan instruction based on student understanding There s more Also included are illustrative classroom video clips available via QR codes along with an online Facilitator's Guide with PowerPoints making Rigorous Reading the only resource a teacher school or district needs to seriously stretch students capacity to read and comprehend text

Climbing the Literacy Ladder Beverly Tyner,2019-08-05 Literacy skills are the cornerstone upon which students knowledge self esteem and future educational opportunities are built But far too many teachers lack the time materials and specialized knowledge required to address these skills adequately To that end Climbing the Literacy Ladder is a one stop shop to help teachers plan and differentiate literacy instruction for all students from prekindergarten through 5th grade Literacy educator Beverly Tyner presents plans for small group instruction that addresses elementary students six developmental stages of reading and writing emergent beginning fledgling transitional fluent and independent To help teachers support students literacy development this book also provides Characteristics of readers and writers at each stage

Lesson plans that target each of the research based instructional components fluency word study vocabulary and comprehension Authentic classroom scenarios and conversations Practical classroom strategies and activities Advice for when to move students to the next stage If students cannot read with comprehension by 3rd grade then their educational future is cast in doubt Climbing the Literacy Ladder will not only help you grow as a competent and empowered literacy teacher but also ensure that your students continue to travel a clear and unobstructed educational road This book is a co A Close Look At Close Reading Diane Lapp, Barbara Moss, Maria Grant, Kelly publication of ASCD and ILA Johnson, 2015-01-29 The Common Core State Standards have put close reading in the spotlight as never before While elementary school teachers are certainly willing to teach students to closely read both literary and informational text many are wondering what exactly this involves Is there a process to follow How is close reading different from guided reading or other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by Common Core assessments Is it even possible for students in grades K 5 to read to learn when they re only just learning to read Literacy experts Diane Lapp Barbara Moss Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach young learners to be close readers and how to make close reading a habit of practice in the elementary classroom Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is a right for your learning purposes and your students. The process and purpose of close reading in the elementary grades with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and required by the Common Core How to plan teach and manage close reading sessions across the academic disciplines including the kinds of guestions to ask and the kinds of support to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from a complex text Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start Leveled Text-Dependent Question Stems: Social Studies Niomi Henry, Jodene Smith, 2017-02-01 Help their journey develop kindergarten through twelfth grade students critical thinking and comprehension skills with Leveled Text Dependent Question Stems Social Studies This book includes a variety of high interest social studies texts as well as specific text dependent questions that are provided at four different levels to meet the needs of all students With this easy to use resource teachers will learn strategies to effectively guide students in analyzing informational text to build their comprehension skills and use evidence to justify their responses Mining Complex Text, Grades 2-5 Diane Lapp, Thomas DeVere Wolsey, Karen Wood, 2014-10-07 Your power tools for making the complex comprehensible Now more than ever our students are being asked to do highly advanced thinking talking and writing around their reading If only there were ingenious new

tools that could give our students the space to tease apart complex ideas in order to comprehend and weld their understandings into a new whole Good news these tools exist Mining Complex Text You ll learn how graphic organizers can Help students read reread and take notes on a text Promote students oral sharing of information and their ideas Elevate organized note making from complex text's Scaffold students narrative and informational writing This Is Balanced Literacy, Grades K-6 Douglas Fisher, Nancy Frey, Nancy Akhavan, 2019-08-26 This is Balanced Literacy Grades K 6 Students learn to read and write best when their teachers balance literacy instruction But how do you strike the right balance of skills and knowledge reading and writing small and whole group instruction and direct and dialogic instruction so that all students can learn to their maximum potential. The answer lies in the intentional design of learning activities purposeful selection of instructional materials evidence based teaching methods and in strategic groupings of students based on assessment data Together these create the perfect balance of high impact learning experiences that engage and excite learners In this hands on essential guide best selling authors Douglas Fisher Nancy Frey and Nancy Akhavan help you define that balance for your students lighting the path to implementing balanced literacy in your classroom Their plan empowers you to integrate evidence based approaches that include Instructional materials comprised of both informational and narrative texts The best uses of instructional delivery modes including direct and dialogic instruction Grouping patterns that work best to accomplish learning aims for different learners at different stages Instruction in foundational skills and meaning making including oral language phonemic awareness phonics fluency vocabulary comprehension and writing Technology used as a tool for increasing learning of a specific literary process All the tips and tools you need to realize the goal of balanced literacy learning are included with classroom videos that show strategies in action Tap your intuition collaborate with your peers and put the research based strategies embedded in this roadmap to work in your classroom to implement or deepen a strong successful balanced literacy program Grow as a reading and writing teacher while leading your students to grow as readers Leveled Text-Dependent Question Stems: Making Inferences Debra J. Housel, 2015-02-01 Build student and writers understanding of making inferences through leveled text dependent question stems Engage each student at their level with these dynamic questions

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