

# 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 First Grade

**Kevin Thomas Smith**



## **Text Dependent Questions First 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 you to do?  
*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.  
*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 and writers

**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 of reading

**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

*Informational Texts in Pre-Kindergarten through Grade-Three Classrooms* Elaine M. Bukowiecki,Marlene P. Correia,2016-11-14 This book presents a myriad of instructional techniques and critical literacy strategies while serving as a professional resource for inservice and preservice primary grade teachers as they include informational texts in their classrooms In each of the nine chapters there is a particular topic that guides the focus of the chapter These themes include a rationale for incorporating informational texts in the primary grade classroom a discussion of the unique features of informational texts the selection of high quality informational materials for primary readers critical literacy prereading during reading and post reading strategies the writing of informational texts and inquiry projects for the primary classroom This book also contains a preface an introduction and an afterword in which the controversy regarding the Common Core State Standards is discussed Unique features of each chapter are specific standards reflecting the Common Core State Standards strategies for all students to be successful with the Standards transcriptions of lessons from primary grade classrooms examples of pupils work as they interact with informational materials and a Give It a Try section where a lesson plan or a pedagogical suggestion is presented for the reader to try out in his her own classroom

**Teaching Literacy in the Visible Learning Classroom, Grades K-5** Douglas Fisher, Nancy Frey, John

Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding

**Common Core Curriculum: World History, Grades 3-5** Great Minds, 2014-03-10 Comprehensive Common Core curriculum for World History Grades 3 5 The Alexandria Plan is Common Core's curriculum tool for the teaching of United States and World History It is a strategic framework for identifying and using high quality informational texts and narrative nonfiction to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA while also sharing essential historical knowledge drawn from the very best state history and civics standards from around the country The curriculum is presented in this four volume series Common Core Curriculum United States History Grades K 2 Common Core Curriculum World History Grades K 2 Common Core Curriculum United States History Grades 3 5 and Common Core Curriculum World History Grades 3 5 Features of each book include Learning Expectations which articulate the key ideas events facts and figures to be understood by students in a particular grade span Suggested anchor texts for each topic In depth text studies comprised of text dependent questions student responses and assessments based on a featured anchor text Select additional resources Concise Era Summaries that orient both teachers and students to the historical background The curriculum helps teachers pose questions about texts covering a wide range of topics This volume Common Core Curriculum World History Grades 3 5 introduces upper elementary students to 18 key eras in world history from the discovery of fire to modern globalization through stories that they will treasure forever

*Just the Facts* Lori Oczkus, 2014-06-01 Effectively use informational text in the classroom This resource provides a clear explanation of engaging strategies for instruction with informational text and includes practical tips suggestions lesson ideas and digital resources

**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

Reading, Writing, and Rigor Nancy Boyles, 2018-04-12 What does rigor a word that frequently pops up in conversations about education really mean More specifically what does it mean for literacy instruction and how does it relate to challenging

standards based assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb s Depth of Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with standards text complexity close reading student interaction the reading writing connection and formative assessment Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing

A Close Look At Close Reading Diane Lapp,Barbara Moss,Maria Grant,Kelly 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 questions 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 their journey A Close Look at Close Reading Barbara Moss,Diane Lapp,Maria Grant,Kelly Johnson,2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze

complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports 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 complex texts 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 their journey *Teaching With Text-Based Questions* Kevin Thomas Smith,2014-03-14 Help your students navigate complex texts in history social studies and English language arts This book shows you how to use a key tool text based questions to build students literacy and critical thinking skills and meet the Common Core State Standards You ll learn how to ask text based questions about different types of nonfiction and visual texts including primary and secondary sources maps charts and paintings You ll also get ideas for teaching students to examine point of view write analytical responses compare texts cite textual evidence and pose their own high level questions The book is filled with examples that you can use immediately or modify as needed Each chapter ends with a reflection section to help you adapt the ideas to your own classroom What s Inside Helpful information on teaching different types of nonfiction texts including literary nonfiction informational texts primary and secondary sources and visual texts Ideas for locating primary sources Questions students should ask about every text Techniques for soliciting higher order questions from students Ways to get students to think critically about the relationships between texts Strategies to help students integrate information from different types of sources a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams Tips for teaching students to write good responses to text based questions including how to cite sources and incorporate point of view Ideas for using rubrics and peer grading to evaluate students responses Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3 12 and of the Common Core State Standards for Literacy in History Social Studies Science and Technical Subjects **Striking a Balance** Nancy L. Cecil,2017-05-12 *Striking a Balance* explores a comprehensive program of early literacy instruction through a balanced approach to reading and writing for both enjoyment and information The fifth edition retains the special features that adopters have come to appreciate classroom vignettes discussion questions field based activities a student website and study guide This latest edition offers expanded content on differentiating instruction for diverse learners including working with English Language Learners and students with special needs Also new to this edition is greater coverage on integrating state standards with early literacy instruction The book s

practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts

**New Standards-Based Lessons for the Busy Elementary School Librarian** Joyce Keeling, 2020-02-06 Busy elementary librarians need help applying the new AASL Standards Framework especially in collaboration with social studies teachers seeking to apply the social studies standards framework This book shows a path forward for both This book will be a tremendous help to the busy elementary school librarian who is working with busy elementary social studies teachers As they are designing and co teaching library based lessons based on the Social Studies Standards Framework the English Literacy Common Core Standards and the new American Association of School Librarians AASL Standards Learners Framework these reproducible lessons will enhance planning and implementation You ll get ready to use lessons as well as model lessons to adapt to the needs of your own curriculum and students All standards are applied with needed handouts and other tools and current lists of recommended resources are provided Lessons are coordinated to common elementary social studies curricula at indicated grade levels but can be adapted as template lessons as needed Current resource lists aid librarians in collection development to support new and current standards

*English Language Arts, Grade 6 Module 1* PCG Education, 2015-10-01 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and

career readiness for all students providing state of the art curriculum and state of the art implementation      *Analyzing and Writing with Primary Sources* Wendy Conklin, 2015-08-01 Engage students with intriguing and authentic primary sources This classroom resource provides detailed instructions and pedagogical tactics on teaching with primary sources Students will learn to critically analyze various kinds of primary sources while developing their close reading and comprehension skills and responding to text dependent questions This standards based manual is tailored for specific grade spans Chapters are divided by the type of primary source including Paintings Photographs and Prints Official Documents Personal Documents Posters Signs and Advertisements Political Cartoons and Comic Strips Maps Artifacts and Oral Histories Interviews Audio and Video Recordings      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

This book delves into Text Dependent Questions First Grade. Text Dependent Questions First Grade is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Text Dependent Questions First Grade, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Text Dependent Questions First Grade
    - Chapter 2: Essential Elements of Text Dependent Questions First Grade
    - Chapter 3: Text Dependent Questions First Grade in Everyday Life
    - Chapter 4: Text Dependent Questions First Grade in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, this book will provide an overview of Text Dependent Questions First Grade. This chapter will explore what Text Dependent Questions First Grade is, why Text Dependent Questions First Grade is vital, and how to effectively learn about Text Dependent Questions First Grade.
  3. In chapter 2, this book will delve into the foundational concepts of Text Dependent Questions First Grade. The second chapter will elucidate the essential principles that must be understood to grasp Text Dependent Questions First Grade in its entirety.
  4. In chapter 3, this book will examine the practical applications of Text Dependent Questions First Grade in daily life. The third chapter will showcase real-world examples of how Text Dependent Questions First Grade can be effectively utilized in everyday scenarios.
  5. In chapter 4, the author will scrutinize the relevance of Text Dependent Questions First Grade in specific contexts. The fourth chapter will explore how Text Dependent Questions First Grade is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, the author will draw a conclusion about Text Dependent Questions First Grade. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Text Dependent Questions First Grade.

<https://movement.livewellcolorado.org/About/scholarship/default.aspx/tesccc%20hs%20mathematics%20unit%20lesson%201.pdf>

## **Table of Contents Text Dependent Questions First Grade**

1. Understanding the eBook Text Dependent Questions First Grade
  - The Rise of Digital Reading Text Dependent Questions First Grade
  - Advantages of eBooks Over Traditional Books
2. Identifying Text Dependent Questions First Grade
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Text Dependent Questions First Grade
  - User-Friendly Interface
4. Exploring eBook Recommendations from Text Dependent Questions First Grade
  - Personalized Recommendations
  - Text Dependent Questions First Grade User Reviews and Ratings
  - Text Dependent Questions First Grade and Bestseller Lists
5. Accessing Text Dependent Questions First Grade Free and Paid eBooks
  - Text Dependent Questions First Grade Public Domain eBooks
  - Text Dependent Questions First Grade eBook Subscription Services
  - Text Dependent Questions First Grade Budget-Friendly Options
6. Navigating Text Dependent Questions First Grade eBook Formats
  - ePub, PDF, MOBI, and More
  - Text Dependent Questions First Grade Compatibility with Devices
  - Text Dependent Questions First Grade Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Text Dependent Questions First Grade
  - Highlighting and Note-Taking Text Dependent Questions First Grade
  - Interactive Elements Text Dependent Questions First Grade

8. Staying Engaged with Text Dependent Questions First Grade
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Text Dependent Questions First Grade
9. Balancing eBooks and Physical Books Text Dependent Questions First Grade
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Text Dependent Questions First Grade
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Text Dependent Questions First Grade
  - Setting Reading Goals Text Dependent Questions First Grade
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Text Dependent Questions First Grade
  - Fact-Checking eBook Content of Text Dependent Questions First Grade
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

### **Text Dependent Questions First Grade Introduction**

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