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 First Grade

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Text Dependent Questions For 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 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 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 **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 Teaching ,1921 Virginia Journal of Education ,1920 <u>Issues in Literacy</u> ,1985 The Civil Service Question-book ... Charles William Bardeen, 1888 Illinois Schools Journal ,1926 Yearbook of the National Reading Conference

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National Catholic Educational Association,1919 The ... Yearbook of the National Reading Conference (U.S.). Meeting,1991 REPORT OF THE COMMISSIONER OF EDUCATION ,1884 Amended School Laws

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Bulletin Catholic Educational Association,1919 Nov issue includes Proceedings of the annual meeting

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