

Teaching Students to Read Closely with Text-Dependent Questions



Why Do We Need to Ask Text-Dependent Questions

The CCSS Requires Three Shifts in ELA/Literacy

1. **Building knowledge** through content-rich nonfiction
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

achievethecore.org



Common Core ANCHOR STANDARDS for Reading Across Grade Levels READING (Literature and Informational Text)

Literature



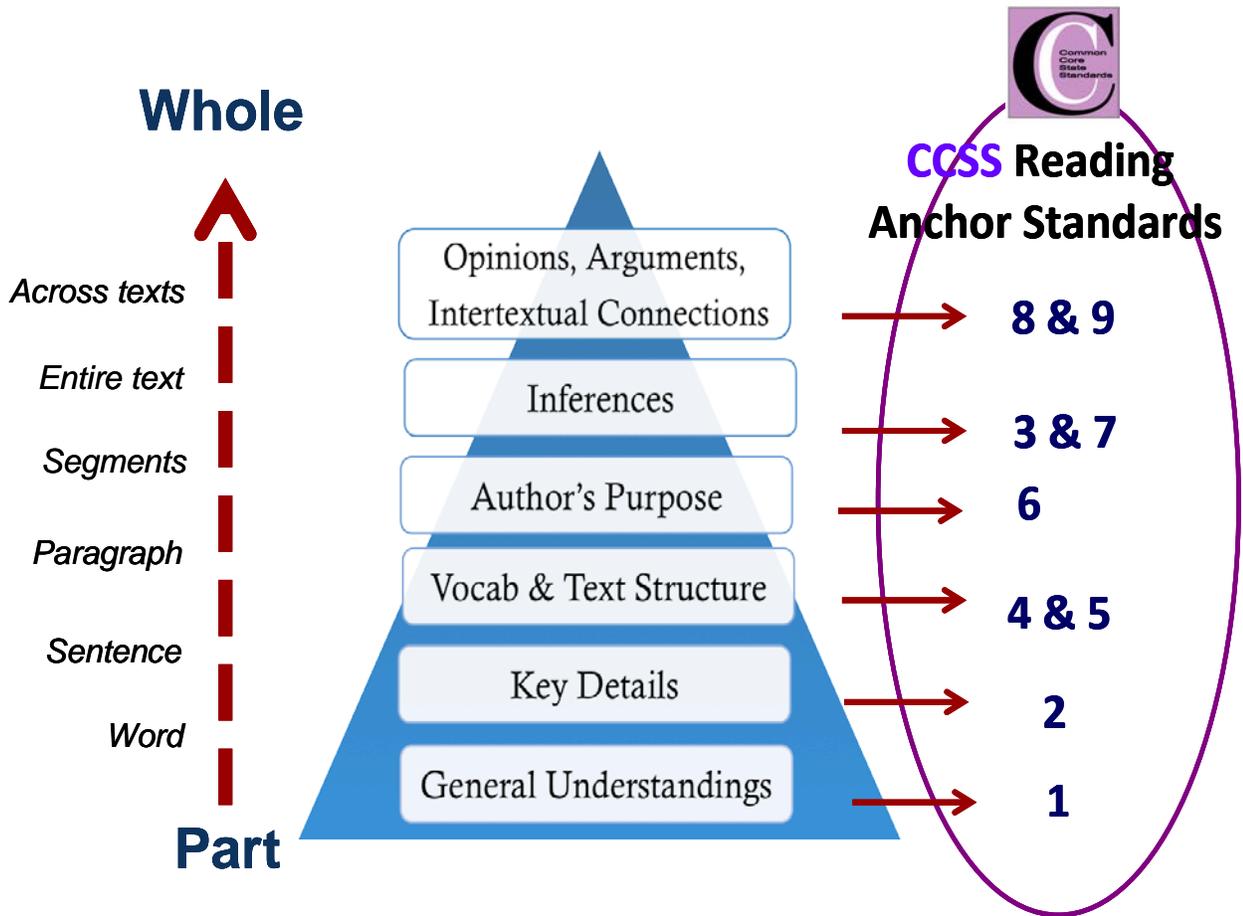
Informational Text



Category	<input type="checkbox"/>	Anchor Standard
Key Ideas and Details <i>What does the text say?</i>	<input type="checkbox"/>	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<input type="checkbox"/>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<input type="checkbox"/>	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure <i>How does the text say it?</i>	<input type="checkbox"/>	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	<input type="checkbox"/>	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	<input type="checkbox"/>	6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas <i>What does it mean and how does it connect to other texts?</i>	<input type="checkbox"/>	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	<input type="checkbox"/>	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	<input type="checkbox"/>	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Text-Dependent Questions Chart

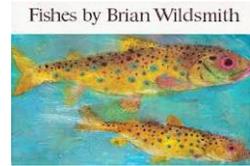
fisherandfrey.com



Text-Dependent Questions Qualities



Samples are written as reference to the Kindergarten book, *Swimmy*
Narrative Informational



<p>OPINIONS, ARGUMENTS, INTER-TEXTUAL CONNECTIONS</p> <ul style="list-style-type: none"> Author's opinion and reasoning (K-5) Claims 	<ul style="list-style-type: none"> Evidence Counterclaims Judgment, viewpoint <i>Links to other texts throughout the grades</i>
<ul style="list-style-type: none"> Is this a happy story or a sad one? How do you know? Can a story be sad and happy at the same time? 	<ul style="list-style-type: none"> How are these two books similar? How are they different?
<p>INFERENCES</p> <ul style="list-style-type: none"> The process of making a logical conclusion from things we assume are true. Arrive at a conclusion. Read between the lines. 	<ul style="list-style-type: none"> The process of using observation and background knowledge to determine a conclusion that makes sense. Schema (what I already know) + clues from text = inferences
<ul style="list-style-type: none"> When Swimmy swam away alone in the deep wet world, what made him happy again? When Swimmy meets the new school of red fish, why does he teach them to swim together as the biggest fish in the sea? 	
<p>AUTHOR'S PURPOSE</p> <ul style="list-style-type: none"> Genre: Entertain? Explain? Inform? Persuade? The reason the author wrote about the topic 	<ul style="list-style-type: none"> Point of View: First-person, third-person limited, omniscient, unreliable narrator Critical Literacy: Whose story is not represented?
<p>How did the author teach us about teamwork in this book?</p>	
<p>VOCABULARY AND TEXT STRUCTURE</p> <ul style="list-style-type: none"> Tier 2 academic words What makes the text challenging Sentence syntax 	<ul style="list-style-type: none"> Multiple meanings Figurative language How organization and text structure contributes to meaning
<ul style="list-style-type: none"> How does the author describe the tuna fish on that bad day? What words did the author use to show that Swimmy was feeling happy again? 	
<p>KEY DETAILS</p> <ul style="list-style-type: none"> Determine why it is important Find supporting details that support the main idea(s) 	<ul style="list-style-type: none"> Answers who, what, when, where, why, how much, or how many. Readers begin to connect information from the text
<ul style="list-style-type: none"> What caused Swimmy to feel scared, lonely and very sad? Can you name all of the wonderful creatures Swimmy saw while swimming in the deep wet world? 	
<p>GENERAL UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Overall view, 	<ul style="list-style-type: none"> what the whole text is about; critical components; main claim and evidence
<p>What did Swimmy teach the school of red fish to do?</p>	

Text Dependent Question Prompts

General Understandings

Literature General Reading: both Literature and Informational Text



Informational Text



- What is the most important point in this ___(paragraph, piece, page, passage)?
- The beginning of this passage helps the reader recognize ____.
- The phrase ___ means ____.
- What ideas in the text support/validate ___?
- How do you know ____? Explain your thinking.
- What is the evidence of ____?
- ____ is an example of ____.
- Where does the author provide evidence of ____? What clues show you?
- Point to the evidence that ____?
- Share a sentence that ____?

Literature



Literature

- How does the main character change throughout the story? What evidence does the author include?
- How does the main character treat other characters? What evidence does the author include?

CCSS Reading Standard 1

Key Details

Literature General Reading: both Literature and Informational Text



Informational Text



- Describe the major events of _____, in order.
- What supporting details does the author include to help you learn about____?

Literature



Literature

- How does the author show each character's feelings?
- How does the character react to the setting? How do you know?
- How does the setting change through the story? How do you know?
- What do you know about (character)? What words does the author use to show you?
- How does each detail about setting and characterization support the plot?
- How does the main character treat other characters? What evidence does the author include?
- What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?
- How does the setting change through the story? How do you know?
- How does the sequence of events develop the story?
- What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?

CCSS Reading Standard 2

Text Dependent Question Prompts

Vocabulary & Text Structure

General Reading (both Literature and Informational Text)

Literature



Informational Text



- What text structure(s) does this author use (question/answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why was this a good choice?
- What context clues tell you what ___ (word) means?
- What does ___ mean? How do you know?
- What words or phrases grab your attention?
- What does the word _____ mean as used on page _____?
- What word does the author use to show us how _____?
- How does the use of the word _____ contribute to _____?
- How does the author use transition words (such as first, last, suddenly, later) to help you transition from sentence to sentence, paragraph to paragraph, and section to section?
- What words (color, size, shape, material, proper names) help the author be specific?
- What strong verbs do you notice? How do they help you visualize the author's meaning?
- How do the author's words help develop sensory images?

Literature

Literature



- What do you notice about the author's use of punctuation?
- What words or phrases tug at your heart?
- What beautiful language does the author use?
- What words (color, size, shape, material, proper names) help the author be specific?
- What strong verbs do you notice? How do they help you visualize the author's meaning?
- How do the author's words help develop sensory images?
- What comparisons (simile, metaphor, personification) do you notice in the text? How do they help you understand the text?
- What onomatopoeia, interjections, and alliteration does the author use? How does it support you as a reader?

CCSS Reading Standard 4 & 5

Text Dependent Question Prompts

Author's Purpose

Literature



Informational Text



General Reading: both Literature and Informational Text

- What is the author's purpose? How do you know?
- What does the author want us to know about ___?
- What is the purpose of paragraph/sentence x? What are the clues that tell you this?
- Why did the author use (specific text feature) on this page?

Literature



Literature

- What is the author's message to his/her readers?

CCSS Reading Standard 6

Inferences

Literature



Informational Text



General Reading: both Literature and Informational Text

- What new information did you learn from the captions?
- What do we know from the title and cover?
- What do you learn from the illustrations?
- Look at the illustration on page x. Why did the illustrator include details like ___?
- What do you learn from the text? From the illustrations?
- Where in the text can you make inferences? How does your inference help you understand the text more deeply?

Literature



Literature

- How does the dialogue help you understand the interaction between characters?
- Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting?
- How does the author help you learn about the setting (time, place, season)?
- What does the author mean by this quote _____? What is the message in it? What would the text mean without it?

CCSS Reading Standard 3 & 7

Opinions, Arguments, Inter-textual Connections

Literature



Informational Text



General Reading: both Literature and Informational Text

- What is the author's point of view? How do you know?
- I think the author means ___ when he/she says ___.
- What does the author think about ___?

Literature



Literature

- An author usually does some research to help him/her write the text. What evidence of research do you find in this text?
- The author addressed the opposing view when he/she says_____.
- What reasons does the book give for ___?

CCSS Reading Standard 8-9