

# 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**

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

Literature



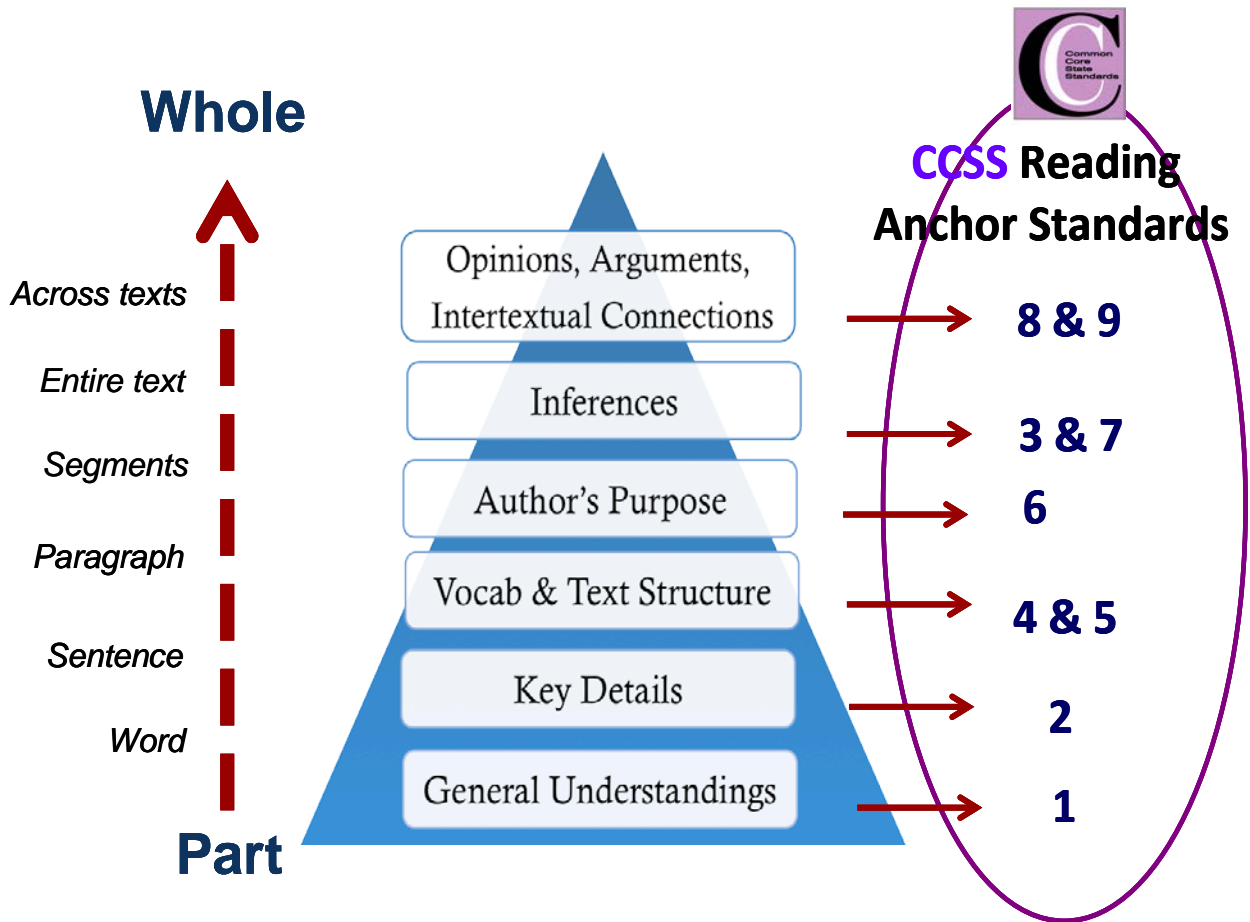
Informational Text



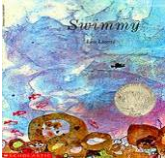
Category	<input type="checkbox"/>	Anchor Standard
<b>Key Ideas and Details</b> <i>What does the text say?</i>	<input type="checkbox"/>	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support 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.
<b>Craft and Structure</b> <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.
<b>Integration of Knowledge and Ideas</b> <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

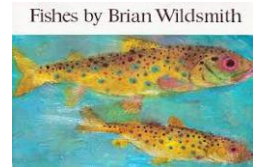
fisherandfrey.com



# Text-Dependent Questions Qualities



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



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



- 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



- 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*