

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 Question Types Informational Text

PCG Education



Text Dependent Question Types Informational Text:

TDQs: Strategies for Building Text-Dependent Questions Hathaway, Jessica, 2017-03-01 Use effective questions across all grade levels to improve comprehension 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 aide 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

Leveled Text-Dependent Question Stems Housel, Debra J., 2017-03-01 Create effective text dependent questions to increase students understanding of text through in depth examinations This teacher resource enables students to study broad concepts such as text structure and point of view as well as analyze the overarching themes concepts arguments and claims presented in texts Written at a variety of grade level ranges these text dependent question stems allow teachers to differentiate content so all students can access and understand the concepts explored Question stems can also be used to correlate to the Common Core and other state standards

[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 Debra J. Housel, 2015-01-05 This teacher resource enables students to study broad concepts such as text structure and point of view as well as analyze the overarching themes concepts arguments and claims presented in texts Written at a variety of grade level ranges these text dependent question stems allow teachers to differentiate content so all students can access and understand the concepts explored Question stems can also be used to correlate to the Common Core and other state standards

40 Strategies for Guiding Readers through Informational Texts Barbara Moss, Virginia Loh-Hagan, 2016-04-05 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

Teaching Foundational Skills to Adolescent Readers Douglas Fisher, Nancy Frey, Sarah Ortega, Kierstan Barbee, Aida Allen-Rotell, 2025-01-08 Recharge Adolescent Literacy Strategies to Foster Joyful and Proficient Readers There are many adolescent readers who for a variety of reasons find it difficult to connect with written words and have fallen behind on their foundational reading skills Thankfully it s never too late to give these necessary skills a boost and help students find joy in reading and learning Armed with equity empathy evidence based research and practical application Teaching Foundational Skills to Adolescent Readers provides classroom practices teachers can use with the whole class or with small groups to integrate reading support seamlessly with grade level content learning Bestselling authors Douglas Fisher and Nancy Frey along with Sarah Ortega Kierstan Barbee and Aida Allen Rotell creatively organize the book around a metaphor adolescent literacy is a battery when all the parts are connected working together and fully charged literacy can thrive Throughout the book the following features will guide your learning Plug Into the Research an overview of the evidence based research supporting each section of the literacy model Power Up Classroom Practice connecting the dots on the research classroom practice and human aspects of learning Voices from the Field classroom examples of application and strategies from other secondary educators Take Charge key takeaways and reflection questions Tips on building and organizing your classroom library to incorporate tools technology and media available to maximize lesson effectiveness Dozens of videos to model time efficient strategies and key concepts By focusing on research classroom practices and the human aspects of learning this book is an essential tool to recharge reading practices for adolescent readers and help educators increase foundational reading skills in the classroom

Thinkquiry Toolkit 1 PCG Education, 2016-05-03 Essential easy to implement tools for teachers to help improve literacy across the content areas as mandated by the CCSS Thinkquiry Toolkit 1 Second Edition is a collection of teacher instructional practices student learning strategies and collaborative routines that improves reading comprehension and vocabulary learning in grades 4 through 12 Each practice strategy or routine is research based high impact multi purpose and effective in improving student learning across multiple content areas It addresses the importance of the ability to read write speak listen and think well enough to learn whatever one wants to learn to demonstrate that learning and to transfer that learning to new situations Thinkquiry Toolkit 1 is comprised of five sections Overview of the Common Core State Standards for English Language Arts teach them to students and use them regularly across content areas students will develop confidence and competence as readers writers and learners A division of Public Consulting Group PCG PCG Education provides instructional and management services and technologies to schools school districts and state education agencies across the U S and internationally They apply more than 30 years of management consulting expertise and extensive real world experience as

teachers and leaders to strengthen clients instructional practice and organizational leadership enabling student success

Dive into Close Reading: Strategies for Your 3-5 Classroom Diane Lapp, Barbara Moss, 2017-05-01 Explore the what why and how of close reading to give students in grades 3-5 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 K-5
Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02 Fisher Frey's answer to close and critical reading No doubt since the cave paintings of prehistoric times humans have asked questions to make sense of the message So what could possibly be new about posing questions about text Plenty and with TDQ Doug Fisher and Nancy Frey reveal it all After one quick read you will have learned all the very best ways to use text dependent questions as scaffolds during close reading and the big understandings they can yield especially when executed the Fisher and Frey way But that's just for starters Fisher and Frey also include illustrative video recommended texts and questions examples from across content areas and an online professional learning 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 that help teachers organize the journey through a text and frame an extended discussion around it Step by step this approach ensures that in every close reading lesson students are guided to consider explicit and implied meanings and deeply analyze and appreciate various aspects of a text especially those that may be challenging or confusing Here's how the four inter-related processes play out with every why and every how answered What does the text say general understandings and key details How does the text work vocabulary structure and author's craft What does the text mean logical inferences and intertextual connections What does the text inspire you to do write investigate present debate The cool thing These questions ignite students engagement and discussion because they strategically lead students to a place of understanding where explicit and implied meanings and interpretations can be debated Far from being overly literal or teacher led the questioning framework Fisher and Frey advance enhances the quality of student talk and idea generation All in all there's no better resource to cultivate students capacity for independent reading and incisive thinking Longtime collaborators and recipients of numerous teaching and leadership awards DOUGLAS FISHER and NANCY FREY are Professors of Educational Leadership at San Diego State University as well as teacher leaders at Health Sciences High Middle College

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 B.E.S.T 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

Reading Basics for All Teachers Lin Carver,Lauren Pantoja,2020-04-15 Reading provides the foundation allowing students to access and analyze information However it is not just a single skill Students comprehension is impacted and supported by solid foundational skills in oral language phonemic awareness phonics fluency and comprehension This book analyzes the skills needed in these areas and strategies and activities to support their development It expands teachers skills and strategies to help them make a significant difference in their students lives

The Apple Shouldn't Fall Far from Common Core Denise Skarbek,2015-12-18 The purpose of The Apple Shouldn t Fall Far From Common Core Teaching Techniques to Include All students is to offer teacher candidates teachers teacher educators administrators and other education professionals evidence based interventions to use when developing and implementing common core state standards or adopted state standards to children considered at risk English Language Learners and students having disabilities Certain evidence based interventions are offered in this book with the hope that readers will utilize the chapter author s experiences and knowledge to inform their own practices The evidence based interventions selected for this book are considered common across the different accreditation bodies and critical for common core implementation Other evidence based interventions have been selected for this book because they are important to the professional discourse and present additions to the more mainstream teaching such as differentiation of instruction universal design of instruction and adaptations to the lessons such as accommodations are presented

Human Interface and the Management of Information. Visual Information and Knowledge Management Sakae Yamamoto,Hirohiko Mori,2019-07-08 This two volume set LNCS 11569 and 11570 constitutes the refereed proceedings of the Thematic Area on Human Interface and the

Management of Information HIMI 2019 held as part of HCI International 2019 in Orlando FL USA HCII 2019 received a total of 5029 submissions of which 1275 papers and 209 posters were accepted for publication after a careful reviewing process The 91 papers presented in the two volumes were organized in topical sections named Visual information Data visualization and analytics Information cognition and learning Information empathy and persuasion Knowledge management and sharing Haptic and tactile interaction Information in virtual and augmented reality Machine learning and intelligent systems Human motion and expression recognition and tracking Medicine healthcare and quality of life applications **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 **Teaching 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

From the Classroom to the Test Adele Macula, 2015-07-28 Today it is more essential than ever that students develop the knowledge and skills necessary to become college and career ready There is a nationwide focus on the skills and strategies students need in order to be successful At the core are the assessments currently in circulation From the Classroom to the Test How to Improve Student Achievement on the Summative ELA Assessments is a comprehensive book to help educators of grades 3 8 support students in these efforts It provides information for adjusting instruction to enhance reading comprehension close reading vocabulary development writing and media skills speaking and listening and much more Sample test items for each grade level round out this resource

What works in early grade literacy instruction

Jennae Bulat, Margaret Dubeck, Paula Green, Karon Harden, Catherine Henny, Mónica Mattos, Alison Pflepsen, Ana Robledo, Yasmin Sitabkhan, 2017-02-28 Over the past decade RTI International has pursued the goal of quality inclusive differentiated early grade literacy instruction in nearly 30 early grade reading or early grade literacy programs in low and middle income LMI countries Across our diverse portfolio we have supported Ministries of Education Ministries in diverse contexts in their development and implementation of research based early grade literacy programs and have learned important lessons based on our experience working with Ministries to design develop and implement early grade literacy programs This paper describes the core elements that we have found to improve early grade literacy instruction and learner outcomes the approach to teaching Teach the availability of quality relevant learner materials Text the effective use of instructional time Time the use of formative assessment to guide instruction Test and provision of instruction in the most effective language Tongue This paper focuses on the acquisition of literacy in alphabetic and alphasyllabic languages in the early primary years most typically academic levels 1 through 3 and the kinds of exposures instruction and support learners need to become fully literate These are the elements of a literacy program that can be taught that should be present in teaching and learning materials and in teacher trainings and that relate specifically to what happens in a classroom Many more factors contribute to literacy acquisition However we focus on the core elements in this paper to delve deeper and facilitate a richer discussion about these components No one size fits all approach to the development and implementation of literacy programs exists the local context and constraints of any implementation can require adaptation and adjustments In many cases the fully diversified approach to early grade literacy instruction described in the classroom scenario has not yet

been achieved However we hope that this compilation of lessons learned and best practices achieved through our experiences will help to further the efforts of all to provide high quality effective literacy instruction to all learners particularly those in LMI countries

Leveled Text-Dependent Question Stems: Social Studies Niomi Henry,Jodene Smith,2017-02-01 Help 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

Health Information Processing Yanchun Zhang,Qingcai Chen,Hongfei Lin,Lei Liu,Xiangwen Liao,Buzhou Tang,Tianyong Hao,Zhengxing Huang,2025-04-10 This two volume set CCIS 2432 2433 constitutes the refereed proceedings of the 10th China Health Information Processing Conference CHIP 2024 held in Fuzhou China during November 15 17 2024 The 32 full papers included in this set were carefully reviewed and selected from 65 submissions They are organized in topical sections as follows biomedical data processing and model application mental health and disease prediction and drug prediction and knowledge map

Reading Across Multiple Texts in the Common Core Classroom Janice A. Dole,Brady E. Donaldson,Rebecca S. Donaldson,2014-04-15 This teacher friendly resource addresses one of the most important critical reading skills in the Common Core State Standards reading across multiple texts As the world grows ever more complicated students more than ever need to become skillful at reading multiple sources comparing contrasting and integrating texts Responding specifically to Standards 7 and 9 this guide shows teachers how to work with students as they read think about critique and evaluate multiple texts including narrative and informational print graphic and video hard copy and online The authors provide strategies for helping students answer text dependent questions find evidence in a text and scan for information Model lessons developed and taught by the authors and their professional colleagues will be especially useful to teachers whether they are beginning or expanding their own teaching of multiple texts Reading Across Multiple Texts in the Common Core Classroom K 5 is the book for which elementary school literacy educators have been waiting for ever since the Common Core State Standards were released From the Foreword by Robert J Marzano CEO Marzano Research Laboratory These authors provide a refreshingly realistic look at what it could mean to read across texts Planning templates and examples illustrate the potential of CCSS to vastly improve students text based experiences The combination of an extended application of comprehension research and a clear understanding of classrooms make this book a must read for teachers Sharon Walpole professor School of Education University of Delaware

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Table of Contents Text Dependent Question Types Informational Text

1. Understanding the eBook Text Dependent Question Types Informational Text
 - The Rise of Digital Reading Text Dependent Question Types Informational Text
 - Advantages of eBooks Over Traditional Books
2. Identifying Text Dependent Question Types Informational Text
 - 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 Question Types Informational Text
 - User-Friendly Interface

4. Exploring eBook Recommendations from Text Dependent Question Types Informational Text
 - Personalized Recommendations
 - Text Dependent Question Types Informational Text User Reviews and Ratings
 - Text Dependent Question Types Informational Text and Bestseller Lists
5. Accessing Text Dependent Question Types Informational Text Free and Paid eBooks
 - Text Dependent Question Types Informational Text Public Domain eBooks
 - Text Dependent Question Types Informational Text eBook Subscription Services
 - Text Dependent Question Types Informational Text Budget-Friendly Options
6. Navigating Text Dependent Question Types Informational Text eBook Formats
 - ePub, PDF, MOBI, and More
 - Text Dependent Question Types Informational Text Compatibility with Devices
 - Text Dependent Question Types Informational Text Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Text Dependent Question Types Informational Text
 - Highlighting and Note-Taking Text Dependent Question Types Informational Text
 - Interactive Elements Text Dependent Question Types Informational Text
8. Staying Engaged with Text Dependent Question Types Informational Text
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Text Dependent Question Types Informational Text
9. Balancing eBooks and Physical Books Text Dependent Question Types Informational Text
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Text Dependent Question Types Informational Text
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Text Dependent Question Types Informational Text
 - Setting Reading Goals Text Dependent Question Types Informational Text
 - Carving Out Dedicated Reading Time

-
12. Sourcing Reliable Information of Text Dependent Question Types Informational Text
 - Fact-Checking eBook Content of Text Dependent Question Types Informational Text
 - 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

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