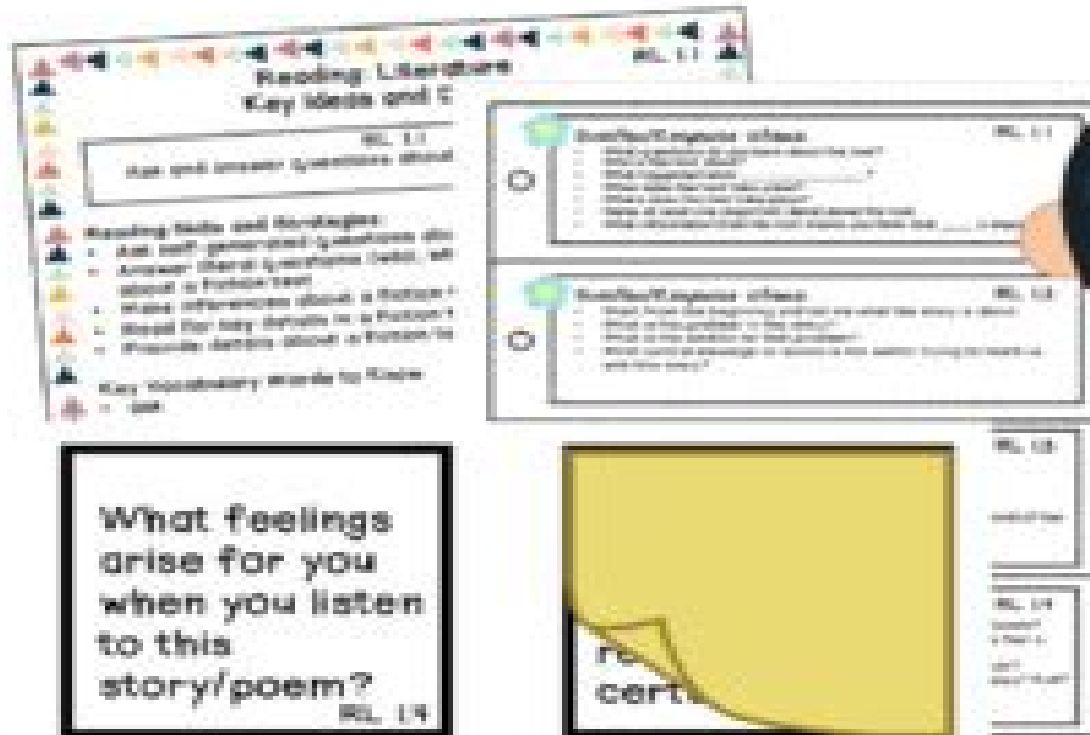


# TEXT-DEPENDENT QUESTION STEMS



## GRADE 1



# Text Dependent Questions For 1st Grade

**Debra J. Housel**



## **Text Dependent Questions For 1st 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?

**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.

*Leveled Text-Dependent Question Stems: Identifying Point of View* Debra J. Housel, 2015-02-01  
Build student understanding of identifying point of view through leveled text-dependent question stems. Engage each student at their level with these dynamic questions.

**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, 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.

**Leveled Text-Dependent Question Stems: Understanding Main Idea and Theme** Debra J. Housel, 2015-02-01  
Build student understanding of main idea and theme through leveled text-dependent question stems. Engage each student at their level with these dynamic questions.

**Teaching Foundational Skills to Adolescent Readers** Douglas Fisher, Nancy Frey, Sarah Ortega, Kierstan Barbee, Aida Allen-Rotell, 2025-01-07  
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

**Rigorous Reading, Texas Edition** Douglas Fisher, Nancy Frey, 2018-02-09 Newly revised and updated throughout this new Texas Edition has been specially developed to align with the Texas Essential Knowledge and Skills 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 along with an online Facilitator s Guide with PowerPoints making Rigorous Reading the only resource a teacher school or district needs to seriously stretch students capacity to read and comprehend text

**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

**Rigorous Reading** Nancy Frey, Douglas Fisher, 2013-08-30 What it really means to read closely 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 Frey and Doug Fisher articulate an instructional plan so clearly and so squarely built on research that teachers schools and districts need look no further Purpose Modeling Close Scaffolded Reading Instruction Collaborative Conversations An Independent Reading Staircase Performance

**Climbing the Literacy Ladder** Beverly Tyner, 2019-08-05 Literacy skills are the cornerstone upon which students knowledge self esteem and future educational opportunities are built But far too many teachers lack the time materials and specialized knowledge required to address these skills adequately To that end **Climbing the Literacy Ladder** is a one stop shop to help teachers plan and differentiate literacy instruction for all students from prekindergarten through 5th grade Literacy educator Beverly Tyner presents plans for small group instruction that addresses elementary students six developmental stages of reading and writing emergent beginning fledgling transitional fluent and independent To help teachers support students literacy development this book also provides Characteristics of readers and writers at each stage Lesson plans that target each of the research based instructional components fluency word study vocabulary and comprehension Authentic classroom scenarios and conversations Practical classroom strategies and activities Advice for

when to move students to the next stage If students cannot read with comprehension by 3rd grade then their educational future is cast in doubt Climbing the Literacy Ladder will not only help you grow as a competent and empowered literacy teacher but also ensure that your students continue to travel a clear and unobstructed educational road This book is a co publication of ASCD and ILA     [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     **Leveled Text-Dependent Question Stems: Identifying the Setting** Debra J. Housel,2015-02-01 Build student understanding of setting through leveled text dependent question stems Engage each student at their level with these dynamic questions     **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     **Mining Complex Text, Grades 2-5** Diane Lapp,Thomas DeVere Wolsey,Karen Wood,2014-10-07 Your power tools for making the complex comprehensible Now more than ever our students are being asked to do highly advanced thinking talking and writing around their reading If only there

were ingenious new tools that could give our students the space to tease apart complex ideas in order to comprehend and weld their understandings into a new whole Good news these tools exist Mining Complex Text You ll learn how graphic organizers can Help students read reread and take notes on a text Promote students oral sharing of information and their ideas Elevate organized note making from complex text s Scaffold students narrative and informational writing **First Grade Fun** Bernadette Brexel,2015-07-15 Priya is ready for her first day of first grade She counts how many students she already knows and how many students she does not know She tours the school learning all it has to offer She even runs into her stepmother who teaches Art This fiction title is paired with the nonfiction title My Stepmom is a Teacher for connecting across texts and comprehension through connection strategies **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 Leveled Text-Dependent Question Stems: Analyzing Text Structure Debra J. Housel,2015-02-01 Build student understanding of analyzing text structure through leveled text dependent question stems Engage each student at their level with these dynamic questions **Leveled Text-Dependent Question Stems: Understanding the Plot** Debra J. Housel,2015-02-01 Build student understanding of plot through leveled text dependent question stems Engage each student at their level with these dynamic questions **Developing Core Literacy Proficiencies, Grade 6** Odell Education,2016-07-19 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades

6 12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9 12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels

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



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