

Social Studies – Text Dependent Questions

Unit 1 - Lesson 1 – Pages 22-27

Name: _____ Date: _____

Read pages 22-27 in your Social Studies book and answer these questions.
Use the text and write the page number where you found the answers.

Ⓐ What is history?

Page Number: _____

Ⓑ What is the past?

Page Number: _____

Ⓒ What are two things that change over time?

Page Number: _____

Ⓓ What do people do in a community?

Page Number: _____

Ⓔ What does a calendar keep track of?

Page Number: _____

Ⓕ On what date is music class on the calendar on p.27?

What happens on September 4th?

Text Dependent Questions Harcourt

**John Hattie, Timothy O'Leary, Kyle
Hattie, Gregory Donoghue**



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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?

Teaching Literacy across Content Areas Lasisi Ajayi, Tamara Collins-Parks, 2016-04-26 This book is written primarily for pre-service and in-service teachers of Literacy, English Language Arts, school administrators, literacy graduate education students, and literacy education researchers and addresses the myriad of questions regarding the implementation of the Common Core State Standards. Classroom teachers and pre-service teachers are currently confronting questions such as: how can they teach the Common Core State Standards to make sure they are fully addressing them? how can they have the time to teach students to have deeper understandings of the skills and concepts addressed in the Standards? what can they do to meet the learning needs of diverse students such as English language learners and students with learning disabilities? whether teachers of content areas are required to add reading instruction to their teaching responsibilities? whether the Standards tell teachers what to teach and whether the document tells teachers how to implement the Standards in the classroom, among others. This book is designed to answer these questions and many others. Each chapter contains instructional practices, examples, vignettes, and illustrations that connect the Common Core State Standards to classroom practices and thereby provide pre-service and in-service teachers with meaningful, relevant, and practical teaching strategies to prepare culturally, academically, and linguistically diverse students in California and other states of the nation for both career and college. In this regard, readers of this book will find that the authors have provided a pathway to better understand the Common Core State Standards and will be able to use what they learn in the pages of this book to provide more effective instruction for their students across the disciplines, to read, analyze, and critique complex texts, and apply knowledge to solve practical, real-life problems.

Text Complexity Douglas Fisher, Nancy Frey, Diane Lapp, 2016-01-28 There is a big difference between assigning complex texts and teaching complex texts. Doug Fisher, Nancy Frey, and Diane Lapp. And that's the crux, isn't it? That's why, in this brand new edition of the bestselling *Text Complexity*, the renowned author team provides four new chapters that lay open the instructional routines that take students to new places as readers. No matter what discipline you teach, you will learn how to craft purposeful instruction pitched to your readers' comprehension capacities, your curriculum's themes, and your own assessments on what students need next. Doug, Nancy, and Diane provide how-to's for measuring word and sentence length and other countable features of any written work while giving ample consideration to

the readers in your room and how their background knowledge experiences and motivations come into play A rubric for analyzing literary texts for plot structure point of view imagery clarity and more and a complexity scale for analyzing informational texts that describe inform and explain Classroom scenarios of teachers and students engaging with fiction and nonfiction texts that provide enough of a stretch so you ll know the difference between a healthy struggle and frustration The authors latest thinking on routines that invite students to interact with complex texts and with one another including teacher modeling close reading scaffolded small group reading and independent reading It s time to see text complexity as a dynamic powerful tool for sliding the right text in front of our students at just the right time Think of this second edition as Text Complexity 2 Go because it s all about the movement of minds at work going deeper than anyone ever thought possible

Jacob's Ladder Reading Comprehension Program William & Mary Center for Gifted Education,2021-09-03 The Jacob s Ladder Reading Comprehension Program targets reading comprehension skills in high ability learners by moving students through an inquiry process from basic understanding to critical analyses of texts using a field tested method developed by the Center for Gifted Education at William Mary Students in grade 3 will learn to comprehend and analyze any reading passage after completing the activities in Jacob s Ladder Grade 3 2nd ed previously published as Level 1 Research conducted by the Center for Gifted Education with Title 1 students demonstrated that the Jacob s Ladder Reading Comprehension Program delivers results related to improved reading comprehension increased critical thinking and an enhanced interest in reading Using skill ladders connected to short stories poetry essays and nonfiction students move from lower order concrete thinking skills to higher order critical thinking skills The ladders include multiple skills necessary for academic success covering language arts standards such as sequencing determining cause and effect classifying inferencing and recognizing main ideas The second edition of the book builds off the previous Level 1 edition including new readings and ladders for student use This book provides teachers with an explanation of the nature of supplementary tasks that scaffold reading comprehension Also included is an overview of the goals and objectives of the Jacob s Ladder tasks and suggestions for implementation giving every teacher the tools needed to promote successful reading comprehension Optional Student Workbook Packs In addition to this teacher s guide companion student workbooks are available for Poetry Short Stories and Nonfiction The student workbooks feature ample room for student responses and notes make reviewing and providing feedback on student work easier than ever provide students with an easy to use reference to use during discussions and save time as there is no need to reproduce student handouts Grade 3 *Jacob's Ladder Reading Comprehension Program* Center for Gifted Education at William & Mary,2021-09-03 The Jacob s Ladder Reading Comprehension Program targets reading comprehension skills in high ability learners by moving students through an inquiry process from basic understanding to critical analyses of texts using a field tested method developed by the Center for Gifted Education at William Mary Students in grade 5 will learn to comprehend and analyze any reading passage after completing the activities in Jacob s Ladder Grade

5 2nd ed previously published as Level 3 Research conducted by the Center for Gifted Education with Title 1 students demonstrated that the Jacob s Ladder Reading Comprehension Program delivers results related to improved reading comprehension increased critical thinking and an enhanced interest in reading Using skill ladders connected to short stories poetry essays and nonfiction students move from lower order concrete thinking skills to higher order critical thinking skills The ladders include multiple skills necessary for academic success covering language arts standards such as sequencing determining cause and effect classifying inferencing and recognizing main ideas The second edition of the book builds off the previous Level 3 edition including new readings and ladders for student use This book provides teachers with an explanation of the nature of supplementary tasks that scaffold reading comprehension Also included is an overview of the goals and objectives of the Jacob s Ladder tasks and suggestions for implementation giving every teacher the tools needed to promote successful reading comprehension Optional Student Workbook Packs In addition to this teacher s guide companion student workbooks are available for Poetry Short Stories and Nonfiction and Essays Speeches The student workbooks feature ample room for student responses and notes make reviewing and providing feedback on student work easier than ever provide students with an easy to use reference to use during discussions and save time as there is no need to reproduce student handouts Grade 5

Best Practices in Literacy Instruction Lesley Mandel Morrow, Ernest Morrell, Heather Kenyon Casey, 2023-05-24 This authoritative text and PreK 12 teacher resource is now in a substantially revised seventh edition with 80% new material foregrounding advances in inclusive equitable instruction Teachers are guided through every major component of reading as well as assessment motivation teaching bilingual learners strengthening connections with families and communities and more The book presents principles and strategies for teaching literature and nonfiction texts organizing and differentiating instruction supporting struggling readers and promoting digital literacy Pedagogical features include chapter opening bulleted previews of key points reviews of the research evidence recommendations for best practices in action with examples from exemplary classrooms and end of chapter engagement activities New to This Edition Chapter on culturally responsive teaching plus more attention to social justice and equity throughout Chapter on supporting students in the invisible middle Important new focus on social and emotional learning SEL All chapters thoroughly revised or rewritten to reflect current research theory and instructional practices

Teaching and Researching Reading William Grabe, Fredricka L. Stoller, 2019-09-24 Now in its third edition *Teaching and Researching Reading* charts the field of reading first and second language systematically and coherently for the benefit of language teaching practitioners students and researchers This volume provides background on how reading works and how reading differs for second language learners The volume includes reading curriculum principles evidence based teaching ideas and a multi step iterative process for conducting meaningful action research on reading related topics The volume outlines 14 projects for teacher adaptation and use as well as numerous new and substantially expanded resource materials that can be used for both action research and

classroom instruction These 6 Things Dave Stuart Jr.,2018-06-28 Dave Stuart Jr s work is centered on a simple belief all students and teachers can flourish These 6 Things is all about streamlining your practice so that you re teaching smarter not harder and kids are learning doing and flourishing in ELA and content area classrooms In this essential resource teachers will receive Proven classroom tested advice delivered in an approachable teacher to teacher style that builds confidence Practical strategies for streamlining instruction in order to focus on key beliefs and literacy building activities Solutions and suggestions for the most common teacher and student hang ups Numerous recommendations for deeper reading on key topics *CliffsNotes Praxis Reading for Virginia Educators* Jane R. Burstein,Diane E. Kern,2020-12-15 The perfect way to study for Virginia s elementary education and special education reading teacher certification test with subject reviews and two model practice tests Focusing on what entry level Virginia elementary and special education teachers need to be certified to teach this test prep guide includes targeted strategies for the selected response and constructed response questions and reviews of every test specification a candidate will be tested on including instructional process assessment and diagnostic teaching oral language and communication reading development and writing and research The two practice tests are full length model exams that include answers and explanations to help candidates succeed when they take the test

Great Learners by Design John Hattie,Timothy O Leary,Kyle Hattie,Gregory Donoghue,2024-11-12 Supercharge learners and learning Today s students need more than great teaching of the curricula they must also be taught the love and strategies of learning It s time for a balanced approach that teaches students how to access and process information and inspires a desire for continuous learning Written by renowned researchers and educators Great Learners by Design advocates moving away from rote learning and teacher centric classrooms Instead it promotes cultivating self sufficient strategic and visible learners through effective learning strategies This approach helps foster a learning environment where mistakes are seen not as embarrassments but as opportunities for growth Inside you ll discover New and traditional learning theories and how to implement them in the classroom 12 learning strategies and 13 learning principles that will transform your class and school into an organization dedicated to excellence How to use and integrate tools for measuring learning With the goal of creating lifelong learners Great Learners by Design offers an in depth analysis of learning theories practical classroom applications and tools It is a vital resource for enhancing students skills and encouraging them to use optimal strategies to succeed both in the classroom and beyond Critical Content Analysis of Children's and Young Adult Literature

Holly Johnson,Janelle Mathis,Kathy G. Short,2016-06-17 In this book the authors describe their strategies for critically reading global and multicultural literature and the range of procedures they use for critical analyses They also reflect on how these research strategies can inform classrooms and children as readers Critical content analysis offers researchers a methodology for examining representations of power and position in global and multicultural children s and adolescent literature This methodology highlights the critical as locating power in social practices by understanding

uncovering and transforming conditions of inequity. Importantly, it also provides insights into specific global and multicultural books significant within classrooms as well as strategies that teachers can use to engage students in critical literacy. **Are First Grade Basal Reading Programs Really All that Much Alike?** Linda A. Meyer, 1986. *Handbook of Research on Science Literacy Integration in Classroom Environments*. Tai, Chih-Che, Moran, Renee M. R., Robertson, Laura, Keith, Karin, Hong, Huili, 2018-10-12. Secondary schools are continually faced with the task of preparing students for a world that is more connected, advanced, and globalized than ever before. In order to adequately prepare students for their future, educators must provide them with strong reading and writing skills as well as the ability to understand scientific concepts. The *Handbook of Research on Science Literacy Integration in Classroom Environments* is a pivotal reference source that provides vital research on the importance of cross-curriculum discipline connections in improving student understanding and education. While highlighting topics such as curriculum integration, online learning, and instructional coaching, this publication explores practices in teaching students how to analyze and interpret data as well as reading, writing, and speaking. This book is ideally designed for teachers, graduate-level students, academicians, instructional designers, administrators, and education researchers seeking current research on science literacy adoption in contemporary classrooms. **Foucault** Stuart Elden, 2017-02-16. Michel Foucault's *The Archaeology of Knowledge* was published in March 1969. *Discipline and Punish* in February 1975. Although only six years apart, the difference in tone is stark: the former is a methodological treatise, the latter a call to arms. What accounts for the radical shift in Foucault's approach? Foucault's time in Tunisia had been a political awakening for him, and he returned to a France much changed by the turmoil of 1968. He taught at the experimental University of Vincennes and then moved to a prestigious position at the Collège de France. He quickly became involved in activist work concerning prisons and health issues such as abortion rights, and in his seminars he built research teams to conduct collaborative work often around issues related to his lectures and activism. Foucault's *The Birth of Power* makes use of a range of archival material, including newly available documents at the Bibliothèque nationale de France, to provide a detailed intellectual history of Foucault as writer, researcher, lecturer, and activist. Through a careful reconstruction of Foucault's work and preoccupations, Elden shows that while *Discipline and Punish* may be the major published output of this period, it rests on a much wider range of concerns and projects. **Teaching Secondary English** Daniel Sheridan, 2013-03-07. This new edition of *Teaching Secondary English* is thoroughly revised, but its purpose has not changed. Like the popular first edition, it balances content knowledge with methodology, theory with practice, and problem posing with suggested solutions. The tone and format are inviting while addressing student readers on a professional level. Rather than attempting to cover everything, the text provides a framework and materials for teaching a secondary English methods course while allowing considerable choice for the instructor. The focus is on teaching literature, writing, and language: the basics of the profession. Attention is given to the issues that arise as one seeks to explore what it means to teach English. The problems

and tensions of becoming a teacher are discussed frankly in a manner that helps students figure out their own attitudes and solutions. Features Focuses on a few central concepts in the teaching of secondary English. Provides an anthology of 22 readable and challenging essays on key topics allowing students to hear a variety of voices and opinions. Includes an applications section for each reading that extends the discussion and asks students to explore problems and grapple with important issues related to the articles. Offers short writing assignments in questions that follow the readings and in brief writing tasks in the applications and a longer writing assignment at the end of each chapter. Addresses student readers directly without talking down to them. New in the Second Edition This edition is shorter, tighter, and easier to use. The opening and concluding chapters more directly address the concerns of new teachers. The anthology is substantially updated; of the 22 articles included, 14 are new to this edition. Each essay is preceded by a brief introduction and followed by questions for further thought. There are fewer applications, but these are more extensive and more fully integrated within the text. A writing assignment is provided at the end of each chapter. Interviews with college students before and after student teaching are included in Chapters 1 and 6. The bibliographies at the end of each chapter are fully updated.

Handbook for Teaching Introductory Psychology Michelle Rae Hebl, Charles L. Brewer, Ludy T. Benjamin, Jr., 2001-08-01 Like its predecessors, Volume III of the *Handbook for Teaching Introductory Psychology* provides introductory psychology instructors with teaching ideas and activities that can immediately be put into practice in the classroom. It contains an organized collection of articles from *Teaching of Psychology* (TOP), the official journal of the Society for the Teaching of Psychology, Division 2 of the American Psychological Association. Volume III contains 89 articles from TOP that have not been included in other volumes. Another distinction between this volume and its predecessors is its emphasis on testing and assessment. The book is divided into two sections. Section One, *Issues and Approaches in Teaching Introductory Psychology*, contains 52 articles on critical issues such as how to approach the course, understanding students' interests, perceptions, and motives; students' existing knowledge of psychology, including their misconceptions; a comparison of introductory textbooks and tips on how to evaluate them; test questions and student factors affecting exam performance; an overview of different forms of feedback; giving extra credit; and how to deal with academic dishonesty. Section Two consists of 37 articles that present demonstrations, class and laboratory projects, and other techniques to enhance teaching and learning in both the introductory as well as advanced courses in the discipline. This section is organized so as to parallel the order of topics found in most introductory psychology textbooks. Intended for academicians who teach the introductory psychology course and/or oversee grad assistants who teach the course, all royalties of the book go directly to the Society for the Teaching of Psychology to promote its activities to further improve the teaching of psychology.

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