

# 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 Questions Hmh Journeys

**Douglas Fisher, Nancy Frey, John Hattie**

### **Text Dependent Questions Hmh Journeys:**

Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre, 2017-04-12 It could happen at 10 10 a m in the midst of analyzing a text at 2 00 when listening to a students debate or even after class when planning a lesson The question arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller Visible Learning for Literacy Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools that have high impact on learning and insights on which stage of learning they have that high impact With their expert lessons video clips and online resources you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy Mobilizing Visible Learning Use lesson design strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing listening speaking and thinking by using strategic questioning and other teacher led discussion techniques to help learners to clarify thinking discuss debate and goal set Student Led Dialogic Learning Promote intellectual social and creative growth with peer mediated learning experiences that transfer to other subject areas including history science math and the visual and performing arts Independent Learning Ensure that students deepen learning by designing relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for 6 12 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning

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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     Houghton Mifflin Math Central: Student text ,1998     *Building Comprehension in Every Classroom* Rachel Brown,Peter Dewitz,2013-10-09 This book presents a practical model and specific unit and lesson planning ideas for enhancing students reading comprehension in any 2 8 classroom The authors provide innovative suggestions that help teachers construct a comprehension curriculum organized around literature informational texts or a basal reading program Vivid case examples and vignettes bring to life ways to build the knowledge strategies and motivation that children need to engage with different types of texts and become proficient enthusiastic readers Graphic elements throughout the volume link instructional and assessment practices directly to the Common Core standards     *Teaching Evidence-Based Writing: Fiction* Leslie Blauman,2016-09-19 One in a million Yes that s how rare it is to have so many write about reading strategies so beautifully put to use Each year Leslie Blauman guides her students to become highly skilled at supporting their thinking about texts and in Evidence Based Writing Fiction she shares her win win process Leslie combed the ELA standards and all her favorite books and built a lesson structure you can use in two ways with an entire text or with just the excerpts she s included in the book Addressing Evidence Character Theme Point of View Visuals Words and Structure each section includes Lessons you can use as teacher demonstrations or for guided practice with Best the Test tips on how to authentically teach the skills that show up on exams with the texts you teach Prompt Pages serve as handy references giving students the key questions to ask themselves as they read any text and consider how an author s meaning and structure combine Excerpts to Write About Pages feature carefully selected passages from novels short stories and picture books you already know and love and questions that require students to discover a text s literal and deeper meanings Write About Reading Templates scaffold students to think about a text efficiently by focusing on its critical literary elements or text structure demands and help them rehearse for more extensive responses Writing Tasks invite students to transform their notes into a more developed paragraph or essay with sufficiently challenging tasks geared for grades 6 8 And best of all your students gain a confidence in responding to complex texts and ideas that will serve them well in school on tests and in any situation when they are asked What are you basing that on Show me how you know     Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow,Karen K. Wixson,Timothy Shanahan,2012-12-07 The Common Core State Standards CCSS are the first academic standards to be independently adopted by almost every state in the country The purpose and intent of the Common Core standards for English Language Arts ELA as well as Literacy in History Social Studies and Science education are the focus of this book This volume is aimed at educators administrators graduate students university

professors and others who deal with students in grades 3 through 5 Each of the chapters addresses one of the major English Language Arts domains literature informational texts foundational skills writing speaking and listening language technology and assessment They contain invaluable information insight and research from literacy leaders in their respective fields Their objective is twofold to provide a theoretical background and detailed explanation of each of the CCSS ELA standards as well as practical suggestions classroom vignettes models instructional resources and unit ideas to implement the standards

*Standards-Based Lesson Plans for the Busy Elementary School Librarian* Joyce Keeling, 2017-04-17 This helpful resource provides all new tested standard based lessons accompanied by reproducible handouts and easy to follow directions A new book by Joyce Keeling an elementary librarian and teacher with more than two decades experience Standards Based Lesson Plans for the Busy Elementary School Librarian presents many integrated lesson plans for students in each of the elementary grades kindergarten through 5th grade All lessons have been tested and refined in a school setting and they are specifically written to match the AASL Information Literacy Standards the McREL Compendium of Standards and Benchmarks and the Common Core State Standards In addition to the reproducible lesson plan worksheets the book offers in depth discussion of how best to collaborate to teach information literacy within the scope of common elementary school curricula

**Literature-Based Teaching in the Content Areas** Carole Cox, 2011-01-12 Forty classroom tested classroom ready literature based strategies for teaching in the K 8 content areas Grounded in theory and best practices research this practical text provides teachers with 40 strategies for using fiction and non fiction trade books to teach in five key content areas language arts and reading social studies mathematics science and the arts Each strategy provides everything a teacher needs to get started a classroom example that models the strategy a research based rationale relevant content standards suggested books reader response questions and prompts assessment ideas examples of how to adapt the strategy for different grade levels K 2 3 5 and 6 8 and ideas for differentiating instruction for English language learners and struggling students

Throughout the book student work samples and classroom vignettes bring the content to life **Research-Based Practices for Teaching Common Core Literacy** P. David Pearson, Elfrieda H. Hiebert, 2015-05-22 Nothing provided *Houghton Mifflin Reading*, 2003 Set of selected representative elements of HM reading curriculum materials for fourth grade teacher s edition is incomplete including teaching materials for Theme 1 of the six themes comprising the complete curriculum

*Comprehension First* Claudia Cornett, 2017-06-30 This book is about designing instruction that makes comprehension the priority in reading and in content area study The comprehension model described responds to calls from literacy experts and professional organizations for inquiry based instruction that prepares readers to be active meaning makers who are adept at both critical and creative thinking *Comprehension First* introduces a before during after *Comprehension Problem Solving* CPS process that helps readers ask key questions so they arrive at a substantial comprehension product big ideas based on themes and conclusions drawn from literary works and expository texts The book further describes how to orchestrate

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*Reading Course: Dante* United States. Office of Education. Home education division,1914 *The Independent* William Livingston,1912 *Social Studies and Diversity Education* Elizabeth E. Heilman,Ramona Fruja,Matthew Missias,2010-01-21 This one of a kind resource features ideas from over one hundred of our nation s most thoughtful teacher educators reflecting on their best practices and offering specific strategies through which future teachers learn to teach

**Understanding Terrorism** Gus Martin,2024-07-16 Understanding Terrorism Challenges Perspectives and Issues offers a multidisciplinary comprehensive exploration of domestic and international terrorism that helps students develop the knowledge and skills needed to critically assess the expressions and underlying causes of terrorism Martin explores theory and provides in depth analysis in an accessible engaging manner that helps readers develop the knowledge and skills they need to engage meaningfully with this robust course **The Independent and the Weekly Review** ,1912 *New-York Observer* ,1908 **Journal of Education** ,1881 **The Journal of Education** Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1899

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