Text-Dependent Questions

Part 4: Creating Text-Dependent Questions for Close Reading

Facilitator Notes

Goal:

Using a common text, participants will create new text-dependent questions and revise existing questions.

Session Preparation:

All participants (grade level groups, interdisciplinary teams, or content teams) should come to today's session with a series of questions they currently use, and the accompanying short text.

NOTE: Short texts are preferred. If participants bring a novel, please ensure that they choose an excerpt from the text as a focus for their work. The intent is for participants to find a poignant part in the novel that is worthy of a close read.

Distribute to Participants:

- *Guide to Creating Text Dependent Questions for Close Analytic Reading*
- Text-Dependent Questions Worksheet
- Example of Text-Dependent Questions Worksheet

Time Required: approximately 1 hour (participants may require additional time to craft questions)

Reminder: It is critical that participants go through the sequence of modules for Text-Dependent Questions in order to build understanding and maintain fidelity.

Facilitator Instructions:

- Participants independently read *A Guide to Creating Text Dependent Questions for Close Analytic Reading*. (approximately 5-10 minutes)
    - o Encourage participants to jot down notes in the margins to aid conversations and future work creating text-dependent questions.
- Assign participants to one of the six steps found on the second page of the document. (NOTE: Step Seven focuses on a culminating activity and therefore will not need to be discussed)

- o Like numbers group to discuss findings for their individual step in order to clarify or build upon their understanding. (approximately 5 minutes)
- o Groups will summarize their observations with the larger group for each of the six steps. (approximately 12 minutes, 2 minutes per group)
  (NOTE: Groups should report out to the larger group in chronological order for each of the six steps.)
- Participants group according to the common texts they brought to the session.
  - o Participants should: (approximately 30 minutes)
    1. Craft 2-3 text-dependent questions by referring to the six step process. Participants should use the Text-Dependent Questions Worksheet to record their questions. A partially completed example of the worksheet has been provided for facilitator use.
       a) Determine/highlight text under consideration and record in first column
       b) Create question
       c) Record professional discussion in Instructional Commentary column.
       (NOTE: If participants are experiencing difficulty getting started, direct them to the first page of the guide. The bottom of the page provides seven tasks students may perform when answering text-dependent questions. These 'tasks' may serve as a springboard for their thinking.)
    2. Consider questions that were brought to the session
       a) Reread all questions.
       b) Add any questions that are text-dependent to the newly created set.
       c) Order the questions purposefully.
       d) Determine if any questions may be revised in order to become text-dependent. Add those questions to the newly created questions, again, being purposeful about the order.
    3. Reread set of revised/newly created questions and make any necessary changes (i.e., sequence, redundancy, balance).
- Ask participants to take a moment to consider the following questions:
  (approximately 10 minutes)
  - o How might students respond to this type of questioning?
  - o How will this type of questioning change the way a student interacts with the text?
  - o What was most difficult about today's work?
- Encourage participants to share responses with the larger group.