

Text Dependent Questioning

Moving Toward the Common Core

Why Text Dependent Questioning?

- The Common Core State Standards for reading strongly focus on **students gathering** evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in **each grade** require text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

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Examples of Questions Gone Rogue

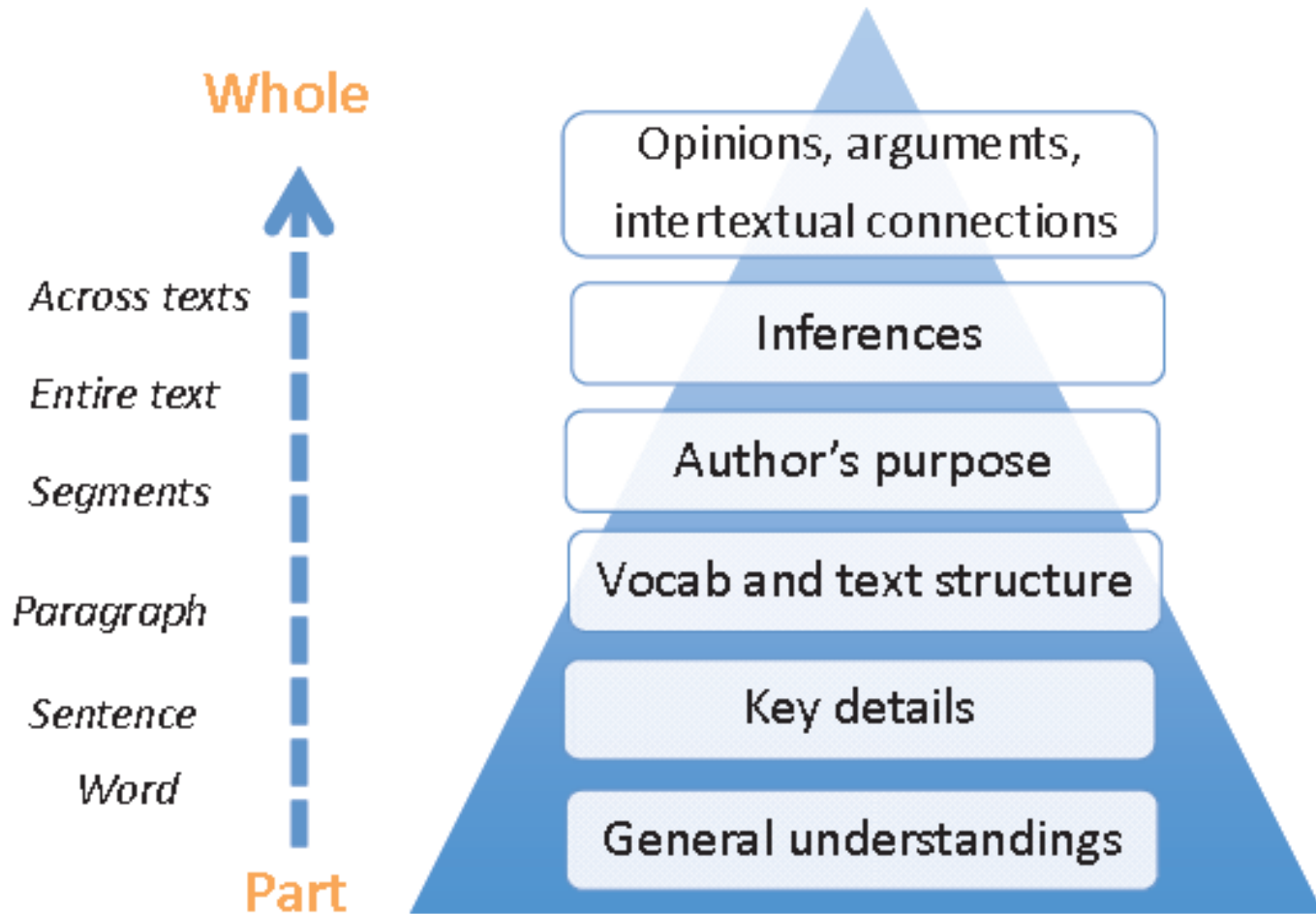


- In *Henry and Mudge Puddle Trouble*, the dog Mudge, eats a flower. What other things can dogs do that might get them in trouble with their owners?
- In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.
- In the chapter you read last night, plate tectonics and how they effect earthquakes was discussed. Explain how you feel about earthquakes.
- In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.
- You read an article yesterday about safety in welding class. Describe a time you saw someone being unsafe.

Examples of real live actual TEXT DEPENDENT Questions

- When Henry was mad at Mudge for eating the flower, why did Henry stop and decide not to call Mudge a “bad dog”? Find the sentences that support your ideas.
- What makes Casey’s experiences at bat humorous?
- Explain the link between plate tectonics and earthquakes the author makes in this article.
- What can you infer from King’s “Letter from a Birmingham Jail?” about the letters he received?
- From the article you have just read, what are the most essential safety measures that must be taken when welding?

Text Dependent Questioning



Source: Frey, N., & Fisher, D. (in press). *Common Core State Standards in Literacy (Grades 3-5)*. Solution Tree

Developing Text Dependent Questions

- Do the questions require the reader to return to the text?
- Do the questions require the reader to use evidence to support his or her ideas or claims?
- Do the questions move from text-explicit to text-implicit knowledge?
- Are there questions that require the reader to analyze, evaluate and create?

Practice!!

- With your team, read the section of the article you've been given: "A Guide to Creating Text Dependent Questions for Close Analytic Reading".
- Create two or three text dependent questions for your portion of the article with your team. Be prepared to share your questions AND your answers.
- Be prepared to explain why your questions are text dependent.

