



The LeafLIT

Text Dependent Questions and Tasks

"The types of questions that students are asked about a text influence how they read it. If students are asked recall and recitation questions, they learn to read for that type of information. Unfortunately, many of the questions that students are asked about are personal connections, which may not even require that they have read the text at all. The architects of the Common Core State Standards in English Language Arts are challenging the practice of asking students questions that can be answered without reading the text. They are pressing for questions that instead require students to locate evidence within the text. Those text dependent questions require students to read carefully and produce evidence in their verbal and written responses." (Fisher and Frey, 2012)



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James Cunningham (2013) suggests that teachers need to practice formulating whole-text dependent tasks and text dependent questions. "Here the biggest challenge may be in assuring ourselves that the questions we ask to guide, follow up, and evaluate reading represent the best that text-dependent questions should be." In essence, we will never become skilled at it if we don't start practicing.

CCR Anchor Standards for Reading

RL1/RI1: citing specific textual evidence

RL10/RI10: read and comprehend complex texts

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Before the CCSS we might have asked our students questions like, "How would you feel if you were the character?" Students not only don't have to read the text to answer this type of question, but more importantly, they don't have to site any textual evidence to answer it. Now that CCSS have made their way into our instruction, we are asking questions like, "What does the author want the reader to understand about the character based on details in the story?"

In this month's edition of *The LeafLIT*, we share a few resources to help you better understand how to incorporate text dependent questions within your instruction.

Here are some resources to assist you with Text Dependent Questions and Tasks:

[See it in action](#)– Watch a secondary teacher use text dependent questions in a literature lesson

[Activity](#)– This text dependent instructional task by James Cunningham has students analyze text closely and site evidence from the text.

⇒ Post a point-of-view chart with characters from a book students have read listed across the top. (For example, from *Charlotte's Web* by E.B. White, the characters would be Wilbur, Fern, Arable, Charlotte, and the narrator.) Engage the students in a discussion of each character's "point of view" and fill in the chart as they share their ideas. Make this a text dependent task by ending the discussion of each character's point of view in this way. Ask the students to search for and read a sentence or two that provides evidence for any ideas on the chart for that character. Put the page number after any comment with evidence. Praise students who are able to find appropriate evidence in the text for an idea they or another student had.

[Creating Text Dependent Questions](#)— achievethecore.org provides some structures, examples, and non-examples for writing text dependent questions.

[Text Dependent Questions](#)— This article, written by Doug Fisher and Nancy Frey helps teachers understand different types of text dependent questions by giving examples and purposes behind each type all the while getting away from basic recall types of questions.

[GIST](#)– The GIST strategy, developed by Cunningham (1982), is an example of a text-dependent task that emphasizes students ability to go back into the text and use key ideas and details to summarize the piece.



RPDP Fall Literacy Classes

- 520C Being a Writer, K-2
- 521C Being a Writer, 3-5
- 525C K-1 Literacy Centers
- 524D 3-5 Literacy Stations
- 529D CCSS Narrative Writing
- 529C CCSS Opinion Writing
- 527A Nonfiction in Focus

For more information visit rpd.net



This month's **professional book pick** would be a great book study with your staff!

Neuman, S.B., & Gambrell, L.B. (Eds.). (2013). *Quality Reading Instruction in the Age of the Common Core Standards*. Newark, DE: International Reading Association



Parent Engagement Corner



One challenge of implementing the Nevada Academic Content Standards has been getting all stakeholders, including parents, on board with the changes. There seems to be a lack of understanding about expectations placed on their child, as well as the implications the Standards have on our instruction. Parents do however; want to know how they can help their student in reaching these ambitious benchmarks. Gone are the days of parents assisting their child in practicing a list of spelling words or isolated vocabulary, or even simply requiring their child to read for thirty minutes per evening (without discussion) as effective practices. These types practices are not sufficient and do not support the high-level work we are doing in our classrooms.

The [National PTA](#) has developed Parent Guides to Student Success for each grade level, in both English and Spanish. These guides include an overview of some of the key concepts their child will learn in English Language Arts (and Mathematics), ideas for activities to help their child learn at home, as well as talking points to discuss their child's academic progress with their child's teacher.

[Kindergarten](#)

[Kindergarten \(Spanish\)](#)

[1st Grade](#)

[1st Grade \(Spanish\)](#)

[2nd Grade](#)

[2nd Grade \(Spanish\)](#)

[3rd Grade](#)

[3rd Grade \(Spanish\)](#)

[4th Grade](#)

[4th Grade \(Spanish\)](#)

[5th Grade](#)

[5th Grade \(Spanish\)](#)