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| **TEXT DEPENDENT QUESTION WORKSHEET** | | Teachers can use the worksheet to create new-text dependent questions for a text. | |
| Text Name and Author: | |  | |
| **Suggestions for Framing Text Dependent Question** | | | |
| * Focus on why the author chose a particular word/phrase | * Focus on testing comprehension of ideas and arguments | | * Focus on noticing what is missing or understated |
| * Focus on defining academic vocabulary | * Focus on looking for pivot points in the paragraph | | * Focus on unpacking challenging portions of the text |
| * Focus on examining the impact of sentence structures | * Focus on tracking down patterns across sections of text | | * Focus on investigating beginnings and endings of text |

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| Question Checklist | Use professional judgement in assessing whether or not the question is text dependent using the following checklist; if no boxes are checked for a particular step, revise the question appropriately | | | | | | | | | |
| Step 1: Check that the Question has a Text Based Focus | | | | | | | | | | |
| * Is there a particular word that is the focus? (Standard 4) | | * Is there a particular phrase that is the focus? (Standard 4) | | | * Is there a particular sentence that is the focus? (Standard 5) | | * Is there a particular paragraph that is the focus (Standard 5) | | | * Is there a connection between two parts of the text that is the focus? (Standard 5) |
| Step 2: Check that the Question is Aligned to a Close Reading Skill | | | | | | | | | | |
| * Are students tasked with determining central ideas or themes and analyzing their development (Standard 2) | | | * Are students tasked with summarizing the key supporting details and ideas? (Standard 2) | | | * Are students tasked with analyzing how specific word choices shape meaning or tone? (Standard 4) | | | * Are students tasked with analyzing how and why individuals, events and ideas develop and interact? (Standard 3) | |
| * Are students tasked with assessing how point of view or purpose shapes the content and style? (Standard 6) | | | * Are students tasked with integrating and evaluating content presented in diverse media and formats? (Standard 7) | | | * Are students tasked with assessing the relevance and sufficiency of the evidence? (Standard 8) | | |
| * Are students tasked with delineating and evaluating the specific claims and overarching argument? (Standard 8) | | | * Are students tasked with assessing the validity of reasoning? (Standard 8) | | | * Are students tasked with analyzing how two or more texts address similar themes or topics? (Standard 9) | | | * Are students tasked with interpreting technical, connotative, and figurative meanings of words and phrases? (Standard 4) | |
| Step 3: Check that the Question Requires a Text Based Answer | | | | | | | | | | |
| * Is the question focused enough that it could only be answered with evidence or inferences from the text? (Standard 1) | | | | * Is the question specific enough that it could only be asked about this particular text? (Standard 1) | | | | * Is the question explicit enough that it could only be answered by first reading the text? (Standard 1) | | |

Adapted from *Text Dependent Question Worksheet-* <http://www.aspeninstitute.org/publications/tools-teachers-implementing-key-shifts-common-core-state-standards>

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| **C3 INQUIRY LITERACIES** | | | | | |
| * Questioning | | * Making Claims | | * Presenting Arguments and Explanations | |
| * Selecting Sources | | * Using Evidence | | * Critiquing Arguments and Explanations | |
| * Gathering Information from Sources | | * Constructing Arguments and Explanations | | * Analyzing Social Problems | |
| * Evaluating Sources | * Adapting Arguments and Explanations | | * Assessing Options for Action | | * Taking Informed Action |

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| **SOME EXAMPLES of C3 DISCIPLINARY LITERACIES** | | |
| * Using Deliberative Processes | * Using Economic Data | * Using Geographic Data |
| * Participating in School Settings | * Identifying Prices in a Market | * Classifying Historical Sources |
| * Following Rules | * Reasoning Spatially | * Determining the Purpose of an Historical Source |
| * Making Economic Decisions | * Constructing Maps | * Analyzing Cause and Effect in History |