

FACILITATOR'S GUIDE: TEXT-DEPENDENT QUESTIONS

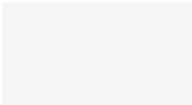
Common Core Shifts for ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Text-Dependent Questions is a 1–4 hour module designed to promote educators' understanding of how text-dependent questions support the key shifts called for by the Common Core State Standards for ELA/Literacy. Incorporating high-quality text-dependent questions into instruction is a critical step for educators and their students in the shift toward reading, writing, listening and speaking grounded in textual evidence (Shift #2). The information contained in this module is important for K–12 ELA/Literacy instructors, as well as social studies and science teachers, as these teachers prepare students to meet the expectations of the Common Core State Standards.

What's In This Module?

1. Facilitator's Guide
2. Core Video
3. PowerPoint Presentation (20 slides, with Facilitator's Notes)
4. PowerPoint Presentation for share-out (20 slides, does not include Facilitator's Notes)
5. 1 Hands-On Activity
 - Creating and Evaluating Text-Dependent Questions **or**
 - Evaluating and Modifying Text-Dependent Questions
6. 2 Handouts
 - Guide to Creating Text-Dependent Questions
 - Checklist for Evaluating Question Quality
7. Discussion Topics (3 prompts)
8. Related Reading/Research (2 articles)
 - [Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches](#)
 - [Engaging the Adolescent Reader: Text-Dependent Questions](#)
9. Video Resources
10. Web Resources



Using This Module

You are encouraged to customize any or all portions of this module to meet the needs of your audience. These modules are intended to fit into a variety of different professional development settings; below are suggestions for implementation depending on the time available. All times are suggested and be expanded to incorporate more discussion as needed. Any portions of this module may be modified, reproduced and disseminated without prior permission.

| If you have 1 hour... | If you have 2 hours... | If you have 4 hours... |
|--|---|--|
| 1. Show the Core Video (10 mins) | 1. Show the Core Video (10 mins) | 1. Show the Core Video (10 mins) |
| 2. Share the Power Point presentation (45 mins) | 2. Share the Power Point presentation (45 mins) | 2. Share the Power Point presentation (45 mins) |
| 3. Assign Handouts as a take home activity (On Your Own) | 3. Lead the Hands-On Activity (1 hour version) | 3. Lead the Hands-On Activity (2 hour version) + a conversation around the Discussion Topics (30 mins) |
| 4. Utilize remaining module components (Hands-On Activity, Discussion Topics, Related Reading, Additional Videos) as time permits throughout the year (i.e.: in professional learning communities) | 4. Utilize remaining module components (Discussion Topics, Related Reading, Additional Videos) as time permits throughout the year (i.e.: in professional learning communities) | 4. Utilize remaining module components (Additional Videos, Related Reading) as time permits throughout the year (i.e.: in professional learning communities) |

Suggested Module Delivery

1. Show the Core Video: “Common Core in ELA/Literacy: Shift 4 – Text-Based Answers”¹ (10 mins)

<http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/>

2. Share the PowerPoint Presentation: “Text-Dependent Questions” (45 mins)

The presentation describes the key shifts in ELA/Literacy briefly and the dives deeply into the role of text-dependent questions in support of these key shifts, particularly the shift toward reading and writing grounded in evidential text. The presentation also provides information about the characteristics of text-dependent questions and what should be considered in order to create high-quality questions. Examples of high-quality text-dependent questions

¹ What was formerly Shift 4 has been incorporated into Shift 2.



are also provided. Facilitators should allow for additional time for discussion during and after the presentation. Questions and comments should be strongly encouraged throughout, allowing new ideas to be quickly tested and absorbed.

3. Lead Participants in the Hands-On Activity (1 or 2 hours)

Participants will read an appropriately complex text for a particular grade level. Participants will work individually or with colleagues to evaluate, create, or modify a sequence of questions and tasks for the text, using two handouts: the **Guide to Creating Text-Dependent Questions** and the **Checklist for Evaluating Question Quality**. The activity can be done in either 1 or 2 hours (please note there is a different guide for the facilitator depending on which option is chosen). The handouts are required for the activity. These can also be distributed after the PowerPoint presentation for participants to complete later, if there isn't sufficient time during the session. However, time should be reserved for a brief explanation of how to use both documents. The **Guide for Creating Text-Dependent Questions** and the **Checklist for Evaluating Question Quality** are designed to assist teachers in integrating text-dependent questions into classroom instruction. They may be freely distributed electronically and adapted to varying purposes as needed.

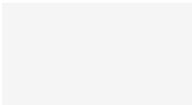
4. Lead conversation around the Discussion Topics: "Text-Dependent Questions" (30 mins)

The questions are designed to engage participants in thoughtful conversations relevant to the material included in the module. The prompts should be used at the discretion of the facilitator for teacher teams, professional learning communities, content departments, or faculty meetings.

5. Share articles for post-reading

The two articles included in Related Readings/Research can be used in professional learning communities (PLCs) or as post-reading for this professional development session. The articles recommended for this module are:

McKeown, Margaret G., Isabel L. Beck, and Ronette G.K. Blake. "Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches." *Reading Research Quarterly* 44.3 (2009): 218-53. Print. This article discusses the recent study in which two approaches to comprehension instruction—strategy and content—were compared for effectiveness. The research found that for narrative recall and expository learning probes, content students outperformed strategy students on a variety



of measures. Margaret McKeown discusses the research presented in this article in a podcast presented by the "Voice of Literacy": <http://www.voiceofliteracy.org/posts/34422>

Fisher, Douglas, and Nancy Frey. "Engaging the Adolescent Reader: Text-Dependent Questions." Reading.org. International Reading Association, Apr. 2012. Web. <http://www.reading.org/Libraries/Members_Only/Fisher_and_Frey_-_Text_Complexity_-_January_2012.pdf>. This article examines the necessity and role of text-dependent questions with adolescent learners.

6. Share Video Resources for post-viewing

Core Video: "Common Core in ELA/Literacy: Shift 4 – Text-Based Answers" <http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/>

Additional Videos: Text-Dependent Questions in the Classroom. The following videos feature teachers who have incorporated text-dependent questions into their classroom instruction. They can be found on America Achieves' "Common Core Classroom Project" website, <http://commoncore.americaachieves.org>. All videos and related resources are free but users will need to sign up for an account to access the video resources.

- Grade 2, "Finding Evidence: 'The Wonders of Nature'" (Liben)
- Grade 5, "Close Reading: 'The Making of a Scientist'" (Liben)
- Grade 8, "The Declaration of Independence" (Bailey)
- Grade 9, "Symbolism in 'The Lottery'" (Eckhardt)

7. Share Web Resources

- www.achievethecore.org
This site is assembled by Student Achievement Partners to provide free, high-quality resources to educators now doing the hard work of implementing these higher standards.
- www.illustrativemathematics.org
Illustrative Mathematics provides guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards, and by publishing other tools that support implementation of the standards."
- commoncoretools.me



News about tools that are being developed to support implementation of the Common Core State Standards for Mathematics.

- www.pta.org/4446.htm

The PTA's Parents' Guide to Student Success (in English and Spanish) was developed in response to the Common Core State Standards. The Guide includes: key items that children should be learning and activities that parents can do at home to support their child's learning.

- <http://parcconline.org/parcc-content-frameworks>

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. They are designed to support the implementation of the Common Core State Standards and inform the development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school.

- <http://www.smarterbalanced.org/>

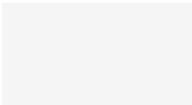
The website of the Smarter Balanced Assessment Consortium.

- www.corestandards.org

The website that hosts the complete CCSS documents as well as a collection of resources.

Background on the Modules and the Common Core State Standards

These modules have been designed for educators to use to support the implementation of the Common Core State Standards. The Common Core State Standards were designed explicitly as a staircase in K–12 to college and career readiness. Many U.S. students—even those who pass their high school courses and their high school exit exams—still face remediation when they get to college because they are not prepared for entry-level coursework. A 2008 study by ACT showed that only 1 in 10 8th graders are on target to be ready for college-level work by the time they graduate from high school, and only 35 percent of U.S. 12th graders scored at or above the “proficient” level on the NAEP reading test in 2005. Furthermore, research shows that remediation is a trap from which many students don't escape; the overwhelming majority of students who take remedial courses never complete college. The Common Core State Standards form a staircase to prepare students to be successful in college and their chosen career. If students successfully climb the staircase from kindergarten to 12th grade, they will then be truly ready for the demands that follow.



Please submit any feedback on this module to
pdmodulefeedback@achievethecore.org.