

Text-Dependent Question Prompts

Text-dependent questions, that focus on the individuals, events, and ideas contained within a text help students learn to identify these significant components and analyze their development over the course of a text. A thorough understanding of these elements then enables the student to comprehend the broader themes and complex central ideas embedded within the text. Here are some text-dependent question prompts relating to individuals and characters in the text.

Individuals/Characters

- What did you learn about _____ in the _____ paragraph? What words did the author use to communicate this information?
- What emotions does _____ experience in the text? How do you know?
- What do _____'s actions show you in the _____ page/paragraph/scene/stanza?
- What is the relationship between _____ and _____? Refer back to the text for specific examples to support your answer.
- What are _____'s strengths? Weaknesses? How do you know?
- How does the dialogue between _____ and _____ help the reader understand more about these characters/individuals? Use examples from the text to support your answer.
- What does _____ look like? What words or phrases does the author use to describe him/her?
- What is _____'s motivation in the _____ paragraph/scene/stanza? What words or phrases in the text tell you this?
- What is _____'s emotional state in the _____ paragraph/scene/stanza? How do you know? Use examples from the text to support your answer.
- What problems does _____ face in the text? How does this/their personality affect the outcome of these problems? Refer back to the text in your answer.
- What does the author want the reader to know/understand about _____? How do you know this from the text?
- How does _____ act around _____? What do these actions tell you about the relationship between these two individuals? Support your answer with details from the text.
- How does the author develop the character of _____ over the course of the story? Include specific examples from the text in your answer.
- How does _____ change during the story? Support your answer with specific examples from the text.
- What words does the author use to describe _____? What can you infer about _____ from these words?
- What are _____'s feelings about _____? Include specific words and phrases from the text to support your answer.
- Compare _____ and _____. How are these two characters/individuals alike and different? Refer back to the text for evidence to justify your answer.
- Why does _____ say, “_____”? How does this dialogue relate to _____'s character?
- What is the historical significance of _____? Remember to include examples from the text in your answer.

Text Dependent Question Prompts

Debra J. Housel

Text Dependent Question Prompts:

Text-Dependent Questions, Grades 6-12 Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02 Fisher Frey's answer to close and critical reading. No doubt since the cave paintings of prehistoric times humans have asked questions to make sense of the message. So what could possibly be new about posing questions about text? Plenty and with TDQ Doug Fisher and Nancy Frey reveal it all. After one quick read you will have learned all the very best ways to use text dependent questions as scaffolds during close reading and the big understandings they can yield especially when executed the Fisher and Frey way. But that's just for starters. Fisher and Frey also include illustrative video, actual texts and questions examples from across content areas and an online professional learning guide making the two volumes of TDQ a potent professional development tool across all of K-12. The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways that help teachers organize the journey through a text and frame an extended discussion around it. Step by step this approach ensures that in every close reading lesson students are guided to consider explicit and implied meanings and deeply analyze and appreciate various aspects of a text especially those that may be challenging or confusing. Here's how the four interrelated processes play out with every why and every how answered: What does the text say, general understandings and key details? How does the text work, vocabulary, structure and author's craft? What does the text mean, logical inferences and intertextual connections? What does the text inspire you to do, write, investigate, present, debate? The cool thing: These questions ignite students' engagement and discussion because they strategically lead students to a place of understanding where explicit and implied meanings and interpretations can be debated. Far from being overly literal or teacher-led, the questioning framework Fisher and Frey advance enhances the quality of student talk and idea generation. All in all, there's no better resource to cultivate students' capacity for independent reading and incisive thinking. Longtime collaborators and recipients of numerous teaching and leadership awards, DOUGLAS FISHER and NANCY FREY are Professors of Educational Leadership at San Diego State University as well as teacher leaders at Health Sciences High Middle College.

TDQs: Strategies for Building Text-Dependent Questions Jessica Hathaway, 2014-06-01 This innovative resource provides teachers with the tools needed to effectively instruct using text dependent questions. It contains current research and sample text dependent questions and prompts to aid teachers in creating high quality questions for any piece of literary or informational text. Sample reading passages and student resources provide an excellent guide for teachers in creating their own questions or for students as they practice using evidence from the text to support and verify their responses and build deeper comprehension as called for in today's standards.

TDQs: Strategies for Building Text-Dependent Questions Hathaway, Jessica, 2017-03-01 Use effective questions across all grade levels to improve comprehension. This innovative resource provides teachers with the tools needed to effectively instruct using text dependent questions. It contains current research and sample text dependent questions and prompts to aide teachers in creating high

quality questions for any piece of literary or informational text Sample reading passages and student resources provide an excellent guide for teachers in creating their own questions or for students as they practice using evidence from the text to support and verify their responses and build deeper comprehension as called for in today's standards TDQs Jessica Hathaway, 2014-06-01 Use effective questions across all grade levels to improve comprehension This innovative resource provides teachers with the tools needed to effectively instruct using text dependent questions **Close Reading Using Text-Dependent Questions Grade 5** Ruth Foster, 2017-03 Provide students with the skills they need to thoughtfully and critically analyze text The resource includes 22 short complex high interest reading passages that students are guided to read summarize reread annotate and discuss Text dependent questions prompt students to examine the passage's meaning purpose vocabulary and structure and to use textual evidence to support their conclusions The final two units include peer led tasks in which group members are assigned roles and work together to analyze the texts 96 pages **Text-Dependent Questions, Grades K-5** Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02 Fisher Frey's answer to close and critical reading No doubt since the cave paintings of prehistoric times humans have asked questions to make sense of the message So what could possibly be new about posing questions about text Plenty and with TDQ Doug Fisher and Nancy Frey reveal it all After one quick read you will have learned all the very best ways to use text dependent questions as scaffolds during close reading and the big understandings they can yield especially when executed the Fisher and Frey way But that's just for starters Fisher and Frey also include illustrative video recommended texts and questions examples from across content areas and an online professional learning guide making the two volumes of TDQ a potent professional development tool across all of K-12 The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways that help teachers organize the journey through a text and frame an extended discussion around it Step by step this approach ensures that in every close reading lesson students are guided to consider explicit and implied meanings and deeply analyze and appreciate various aspects of a text especially those that may be challenging or confusing Here's how the four interrelated processes play out with every why and every how answered What does the text say general understandings and key details How does the text work vocabulary structure and author's craft What does the text mean logical inferences and intertextual connections What does the text inspire you to do write investigate present debate The cool thing These questions ignite students' engagement and discussion because they strategically lead students to a place of understanding where explicit and implied meanings and interpretations can be debated Far from being overly literal or teacher-led the questioning framework Fisher and Frey advance enhances the quality of student talk and idea generation All in all there's no better resource to cultivate students' capacity for independent reading and incisive thinking Longtime collaborators and recipients of numerous teaching and leadership awards DOUGLAS FISHER and NANCY FREY are Professors of Educational Leadership at San Diego State University as well as teacher leaders at Health Sciences High Middle College **Close**

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Close Reading Using Text-Dependent Questions Grade 6 Ruth Foster,2017-03 Provide students with the skills they need to thoughtfully and critically analyze text The resource includes 22 short complex high interest reading passages that students are guided to read summarize reread annotate and discuss Text dependent questions prompt students to examine the passage s meaning purpose vocabulary and structure and to use textual evidence to support their conclusions The final two units include peer led tasks in which group members are assigned roles and work together to analyze the texts 96 pages

Leveled Text-Dependent Question Stems: Identifying Point of View Debra J. Housel,2015-02-01 Build student understanding of identifying point of view through leveled text dependent question stems Engage each student at their level with these dynamic questions *Teaching Discipline-Specific Literacies in Grades 6-12* Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in

the text provided in an easily downloadable format For Instructors PowerPoint lecture slides *Sarah, Plain and Tall Close Reading and Text-Dependent Questions* Kristi Sturgeon,2014-01-01 Students analyze Sarah Plain and Tall using key skills from the Common Core Close reading of the text is required to answer text dependent questions Included are student pages with the text dependent questions as well as suggested answers **From the Classroom to the Test** Adele T.

Macula,2015-07-28 Today it is more essential than ever that students develop the knowledge and skills necessary to become college and career ready There is a nationwide focus on the skills and strategies students need in order to be successful At the core are the assessments currently in circulation From the Classroom to the Test How to Improve Student Achievement on the Summative ELA Assessments is a comprehensive book to help educators of grades 3 8 support students in these efforts It provides information for adjusting instruction to enhance reading comprehension close reading vocabulary development writing and media skills speaking and listening and much more Sample test items for each grade level round out this resource *Close Reading Using Text-Dependent Questions Grade 3* Ruth Foster,2017-03 Provide students with the skills they need to thoughtfully and critically analyze text The resource includes 22 short complex high interest reading passages that students are guided to read summarize reread annotate and discuss Text dependent questions prompt students to examine the passage s meaning purpose vocabulary and structure and to use textual evidence to support their conclusions The final two units include peer led tasks in which group members are assigned roles and work together to analyze the texts 96 pages *Leveled Text-Dependent Question Stems* Housel, Debra J.,2017-03-01 Create effective text dependent questions to increase students understanding of text through in depth examinations This teacher resource enables students to study broad concepts such as text structure and point of view as well as analyze the overarching themes concepts arguments and claims presented in texts Written at a variety of grade level ranges these text dependent question stems allow teachers to differentiate content so all students can access and understand the concepts explored Question stems can also be used to correlate to the Common Core and other state standards Instructional Strategies to Move Learning Forward Douglas Fisher,Nancy Frey,Kierstan Barbee,Sarah Ortega,2025-06-26 50 Instructional Strategies for Developing Independent Learners Discover over 50 strategies to meet your students where they are and help them succeed Every teacher faces a recurring question in the classroom What strategy will help this student learn right now With hundreds of potential strategies available the challenge lies in choosing the right approach at the right time Instructional Strategies to Move Learning Forward does exactly that equipping educators with thoughtfully curated instructional strategies designed to advance learning for all students Grounded in the Gradual Release of Responsibility GRR framework this book empowers you to select and implement purposeful strategies that address your students specific needs at a specific moment in their learning while ensuring long term success This content rich guide provides practical tools and insights that emphasize why when and how instructional strategies can move learning forward with Research informed rationale for why each strategy

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Leveled Text-Dependent Question Stems: Identifying the Setting Debra J. Housel, 2015-02-01 Build student understanding of setting through leveled text dependent question stems Engage each student at their level with these dynamic questions

Text-Dependent Questions 2-Book Set Teacher Created Materials, 2015-01-05 Learn how to build text dependent questions with this comprehensive 2 book set Increase students understanding of text through in depth examinations with Leveled Text Dependent Question STEMS Written at a variety of grade level ranges these text dependent question stems allow teachers to differentiate content so all students can access and understand the concepts explored With TDQs Strategies for Building Text Dependent Questions teachers can ensure that students are using evidence from the text to support their ideas and conclusions They can also easily build their own text dependent questions using sample questions and stems provided These resources can also be used to correlate to the Common Core and other state standards This set includes Leveled Text Dependent Question Stems TDQs Strategies for Building Text Dependent Questions

Leveled Text-Dependent Question Stems: Understanding Main Idea and Theme Debra J. Housel, 2015-02-01 Build student understanding of main idea and theme through leveled text dependent question stems Engage each student at their level with these dynamic questions

The Fire Cat Language Learning Activities Debra J. Housel, 2014-10-01 These activities for The Fire Cat practice key language convention skills The activities integrate literature with learning about grammar word choice and sentence structure Learning can be fun when it's connected to literature

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