

Build Text-Dependent Questions to Facilitate Close Reading of Complex Text



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Assume You're Under Surveillance

Andy Kessler

It's been over 60 years since George Orwell published *1984*, said Andy Kessler, and "Big Brother is finally watching." There are around 30 million commercial surveillance cameras in the U.S., and thousands of government cameras, recording your image at banks, tollbooths, grocery stores, and public places. Police patrol cars in many cities are being equipped with automatic license-plate readers that check 1,000 plates an hour against databases of scofflaws. With facial-recognition technology in the works, "how long until police identify 1,000 faces per hour walking around the streets?" Online, your emails, searches, and website travels are being tracked and recorded; so are your travels in the real world, as revealed by your smartphone or your tablet's GPS. The government can easily demand access to all this information. Ominously, the National Security Agency is building a massive, \$2 billion data center in Utah capable of storing 5 zettabytes of data—the equivalent of "every email, cell phone call, Google search, and surveillance-camera video for a long time to come." If you are online or out in public, you may well be under surveillance. "Plan for it."

Original source: *The Wall Street Journal*; printed in *The Week*, January 9, 2013

NOTETAKING SPACE:

DESIGNING TEXT-DEPENDENT QUESTIONS

- **Step 1:** Develop essential understandings around the text
- **Step 2:** Identify what is noteworthy about the text
- **Step 3:** Create a final assessment
- **Step 4:** Target vocabulary, sentence syntax, and text structure
- **Step 5:** Recognize key details
- **Step 6:** Delve into challenging areas of the text
- **Step 7:** Arrange questions in appropriate order for instruction

EXPLANATION	EXAMPLES
STEP 1: Develop essential understandings around the text	
When teachers identify the essential understandings that incorporate the key ideas of any text, they are clear-minded about what they want students to understand. Identifying this critical component helps guide teachers in fashioning effective text-dependent questions and also the final assessment. These essential understandings represent what the whole text is about, so it serves as a thematic statement. Since more than one theme emanates from a work, consider creating several such statements. The examples to the right pertain to specific nonfiction or fiction texts, so fashion ones that work for your particular reading selections.	<ul style="list-style-type: none"> • The evolution and spread of religion can affect communities by influencing social structures and political beliefs. • Effective leaders can help unite disparate groups to achieve a unified goal by using compromise and strategy. • Artistic and literary contributions of civilizations influence and permeate contemporary society. • People search for a place to call home and a sense of family to foster security. • Sometimes the truth needs to be kept secret to protect people. • Those who witness bullying and fail to take action perpetuate cruel and unacceptable behavior, thereby serving as accomplices in persecuting others. • Life experiences can foster growth and change. • New governments may debate and compromise to devise an effective system that satisfies the varied needs of its society. • The courage to break free of familiar ways creates freedom and self-confidence.

CONCEPTS

Science		Social Studies		Health
Adaptability Change Conservation Diversity Energy Environment Evolution Genetics Gravity	Light Magnetism Matter Organism Scale and Structure Scientific Method Systems	Change Civilization Conflict Culture Democracy Diversity Economy Exploration Geography Climate	Government Systems Immigration Interdependence Justice Migration Politics Religion Social Systems Transportation	Body System Diet Disease Drug Exercise Family Hygiene Illness Nutrition Puberty Wellness
Visual Arts		Language Arts	Literary Concepts	Foreign Language
Aesthetic Balance Color Contrast Form Line Pattern	Perspective Shadow Shape Texture Unity	Cause/Effect Change Conflict Exposition Figurative Language Foreshadowing Literary Devices Metacognition Motivation Narration Patterns Perspective/ Point of View Persuasion Purpose Stereotype Structure Symbolism Theme	Adaptation Adversity Compassion Competition Cooperation Courage Desperation Family Freedom Goodness Harmony Human Nature Humor Identify Love Motivation Perseverance Prejudice Racism Sacrifice Tolerance	Communication Conversation Culture Gestures Grammar Language Linguistics Paragraphs Sentences Structure Syntax Vocabulary Words
Macroconcepts (broad, interdisciplinary concepts):				
Change Community Identity Interdependence		Movement Order Pattern	Perspective Structure System	

VERBS THAT SHOW RELATIONSHIPS

act	elicit	initiate	recommend
activate	employ	institute	reconcile
ascertain	enable	integrate	reduce
build	encourage	interact	reinforce
change	energize	interpret	regulate
construct	enhance	introduce	relate
contrast	establish	invent	resolve
contribute	estimate	lead to	respond
control	evolve	manage	restore
convert	examine	manipulate	revitalize
cooperate	expand	map	separate
correspond	explain	model	sequence
create	expound	modify	shape
decipher	express	motivate	share
define	facilitate	offer	show
demonstrate	formulate	organize	simplify
describe	foster	originate	solve
design	generate	perform	stimulate
determine	guide	persuade	structure
develop	identify	point to	suggest
devise	illustrate	precipitate	support
differentiate	impact	prevent	transfer
direct	improve	produce	transform
discriminate	incorporate	promote	transition
display	increase	prompt	translate
disseminate	induce	propel	transmit
distinguish	infer	propose	uncover
distribute	influence	provide	use
dominate	inform	provoke	utilize
drive			

from Mapping Comprehensive Units to the ELA Common Core by Kathy Glass

Ideas for Formulating Essential Understandings

CONCEPT +	VERB (S) +	CONCEPT +	ANSWER: so what? why is this important? how? what about it?
Communities	change and grow	throughout time	by the cultural and religious contributions of people who live there.
Music	can serve	as a political, social, and cultural vehicle	for fostering change, action, and solidarity.
Writers	make more	convincing arguments and	when they cite salient quotes from a text to support their assertions and analyses.
	support	explanations more clearly	

CONCEPTUAL PHRASE +	ANSWER: so what? why is this important? how? what about it?
To counter unjust leaders and support righteousness,	individuals might courageously help others to survive.
To gain both general knowledge and discipline-specific expertise,	people read a wide range of quality materials and refine and share what they glean through writing and speaking.
To present an argument that effectively convinces others,	writers must articulate a clear position, evaluate and use evidence to support it, and address counterclaims.
Knowing the purpose and audience at the outset of writing	allows authors to incorporate the appropriate elements for a specific genre and focus on a target audience.
Engaging in physical activity and eating nutritional meals	promote optimal health which can contribute to longevity.
Evaluating and choosing multiple credible sources	enable writers to identify effective reasons and sound evidence to support their assertions.

FIGURE 2.8 Ideas for Formulating Essential Understandings

© *Mapping Comprehensive Units to the ELA Common Core, 6—12* by Kathy Glass

Step 2: Identify what is noteworthy about the text; be mindful of standards	
EXPLANATION	EXAMPLES
<p>Take note of what makes the text challenging, intriguing, stylistic, or worthy of investigation. See the examples to the right for the kinds of text you might identify; this list is not finite. Take out the text you're going to teach. Have a tool in hand so you can annotate, highlight, or use sticky notes to identify an author's style, a particular literary device, a salient passage, or something to point out to students that warrants further examination. You will use these notations later to create text-dependent questions. Keep in mind pertinent standards.</p> <p>Additionally, pay attention to general academic words (called Tier 2 in the CC) that students should learn and highlight or make a list of them. These are the kinds of words that appear across content area texts and can likely be defined using context clues. <u>Underline words</u> in the text that students will probably not be able to define based on context clues. You will need to signify and define some of these words. See "How do teachers facilitate close reading of complex text?"</p>	<ul style="list-style-type: none"> • Tone (author's attitude toward the audience, subject, or character conveyed through words and details) • Flashbacks • Dialect • Bias • Irony • Imagery • Allusion • Particular writing style, such as repetition of sentence structure, phrases, particular words • Passages ripe for making inferences • Passages that are difficult to read because of syntax • Passages that make a significant point or need interpretation • Passages with complicated use of figurative language

NOTETAKING SPACE:

STEP 3: Create a final assessment

EXPLANATION	EXAMPLES
Another important tenet of backward design besides identifying standards and key understandings is to determine a form of evidence prior to planning learning experiences and instruction. Therefore, determine now how students can demonstrate their understanding of the text. If the text is part of a greater unit of study, then you can also create a culminating or summative assessment for the whole unit. For now, create an assessment that asks students to use textual evidence to show what they have gleaned from the text. Design such an assessment with consideration of the essential understandings (Step 1) and targeted Common Core standards. Note: After creating your text-dependent questions, you might return to your final assessment and revise it, as needed.	<ul style="list-style-type: none"> • Grade 3: Alexander's goal was to save enough money to purchase a walk-talkie. (Have students use a graphic organizer to trace how he used his money throughout the story.) Using examples from the story and your graphic organizer, explain how Alexander's decisions affected his long-term goal of being able to buy a walkie-talkie. * • Grade 3: The title of this selection is <i>Because of Winn-Dixie</i>. Using your answers from the questions [in] class discussion, explain why this is an appropriate title for the selection. Be sure to clearly cite evidence from the text for each part of your answer. ** • Grade 7: For homework, choose <u>one</u> of the following prompts to complete: (1) Construct a narrative that teaches the same lesson(s) that Tom [Sawyer] learns at the end of the passage. Incorporate both the voice of a narrator, as well as dialogue in your story. (2) Write a parody of the scene by changing the characters and work being done to reflect a modern dilemma. • Grade 8: Students use their research and their identification of patterns [emotion word "families"] to help them answer the following prompt: How do [Frederick] Douglass' feelings change over the course of this piece? What is Douglass trying to show about how slavery makes people feel? Write a paragraph in which you show how his feelings change and what you believe he is trying to show the reader. ** • Grades 11-12: Students should write an adequately planned and well-constructed informative essay regarding the meaning of the essay's title - "Living Like Weasels." Why has the author [Annie Dillard] chosen this title? Why is it significance? Students should include at least three pieces of evidence from the text to support their thoughts. **

* Basal Alignment Project

** www.achievethecore.org

Other Examples of Final Assessments:

- Write an argument or opinion piece from the point of view of a Tory, Loyalist, or Neutralist persuading others to adopt your viewpoint. Use evidence from text to support your position.
- Select a plant or animal and the environment in which it lives. Write an argument or opinion piece from the plant's or animal's point of view in response to this guiding question: **How is this plant or animal well-suited to live in its environment?** In your response, discuss other environments and explain how they would not be appropriate environments for your selected plant or animal. Include evidence from the text in your writing.

- Read Emma Lazarus' poem "The New Colossus." Stake a claim about the theme of the text. Be prepared to **orally defend** your interpretations and judgments through evidence from the text.
- Write a **persuasive letter** from the point of view of a historical figure from a time in history to another historical figure. Focus your letter on how the situation should be handled using factual information.
- Letter to a character in a story giving advice about what he or she should do about a problem the character faces. Use evidence from the text when writing.
- Eyewitness account of an event in history based on the text; writer assumes the role of someone at the actual event watching it transpire.

from *Mapping Comprehensive Units to the ELA Common Core* by Kathy Glass

TEMPLATE #2 for ARGUMENTATION/ANALYSIS:

[Insert a background statement that introduces the prompt or a question]: _____. After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that addresses the question and support your position with evidence from the text(s). **L*2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Source: www.literacydesigncollaborative.org (Literacy Design Collaborative) *L=Level

SUBJECTS	PROMPTS
Social Studies	Does America still provide access to The American Dream to the "tired, the poor, and the huddled masses"? After reading "The Right to Fail," the keynote address from the 2004 Democratic National Convention, and other literary and informational texts, write a synthesis essay that addresses the question and support your position with evidence from the texts.
Science (Chemistry)	Consider whether uranium use and nuclear fission are the best methods of producing energy in light of concerns about global warming. After reading scientific sources, write a report addressing this consideration. Support your position with evidence from the texts. Be sure to acknowledge competing points of view. Give examples from past or current events to illustrate and clarify your positions.

Kenton County (Kentucky) examples from "Across the Subjects, Reading on Agenda" by Catherine Gewertz in *Educational Week*, 4/25/2012

TEMPLATE #12 for INFORMATIONAL OR EXPLANATORY/DEFINITION:

[Insert question]: _____. After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from the text(s). **L*2** What _____ (conclusions or implications) can you draw?

SUBJECTS	PROMPTS
ELA	What is “metaphor”? After reading <i>The House on Mango Street</i> and drawing from other works you’ve read this year, write an essay that defines “metaphor” and explains how authors use it to enhance their writing. Support your discussion with evidence from the texts.
Social Studies	What did the authors of the American Constitution mean by “rights”? After reading the Bill of Rights, write an essay that defines “rights” and explains “rights” as the authors use it in this foundational document. Support your discussion with evidence from the text. What implications can you draw?
Science	Can “talent” be learned? After reading scientific sources, write an essay that defines “innate abilities” and explains its relevance to “talent.” Support your discussion with evidence from the texts.

Source: www.literacydesigncollaborative.org (Literacy Design Collaborative) *L = Level

Science	How does energy move from one place to another? After reading different sources, write a definition of “energy” in your science journal and explain what energy can do. Support your writing with information from the text.
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Source: Kathy Glass www.kathyglassconsulting.com

TEMPLATE #27 for NARRATIVE/DESCRIPTIVE

[Insert question]: _____. After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L*2** Use _____ (stylistic devices) to develop a narrative effect in your work. **L3** Use _____ (techniques) to convey multiple storylines.

SUBJECTS	PROMPTS
Social Studies	What can historical accounts teach us about someone's struggle for dignity? After reading historical documents and accounts about The Trail of Tears, write a narrative article from the perspective of a Choctaw and George Gains. L3 Use dialogue to convey multiple storylines.

Source: www.literacydesigncollaborative.org (Literacy Design Collaborative) *L = Level

ELA (elem.)	How would a fairytale be different if told from another character? After reading or listening to several fairytales, rewrite one from the point of view of a different character in the story.
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Source: Kathy Glass www.kathyglassconsulting.com

TEMPLATE #29 for NARRATIVE/SEQUENTIAL

[Insert question]: _____. After reading _____ (literature or informational texts) about (content), write a _____ (narrative or substitute) that relates _____ (content). **L*2** Use _____ (stylistic devices) to develop your work.

SUBJECTS	PROMPTS
ELA	What was it like to live in the Victorian age in England? After reading accounts about life in the Victorian age, write an article that relates a year in the life of a Victorian family.
Social Studies	What place in the world would you like to visit? After reading maps and articles about a place you would like to visit, write a short narrative account that relates significant events in its history. L2 Use imagery and sensory language to develop your work.

Source: www.literacydesigncollaborative.org (Literacy Design Collaborative) *L = Level

Social Studies (upper elem.)	What was it like to be an early explorer of the Americas? After reading accounts of a selected early explorer, write a series of journal entries about the life of an explorer including tools he used, routes he took, and his successes and obstacles. L2 Keep first person point of view and use sensory details so readers can get a clear picture of this explorer's experiences.
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Source: Kathy Glass www.kathyglassconsulting.com

STEP 4: Target vocabulary, sentence syntax, and text structure

Provide opportunities for students to experience strong academic vocabulary through text-dependent questions and tasks. These words, referred to as Tier 2 words in the CC, are pervasive across disciplines so students need to master them to build comprehension. Additionally, address questions pertaining to sentence syntax and text structure. Highlight sentences that are difficult to decode so students have practice in deciphering meaning. Focus not only on teaching students how to figure out what a challenging, complex sentence means, but also the reason an author constructs such a sentence. Also target text structure, specifically the overall organization of the piece and how the parts contribute and build to achieve a whole work. As always, make sure you have reviewed your grade-level standards and formulate questions that address those that apply to your targeted text.

- The author uses these words _____ and _____. How do these words reinforce (*support, reflect, explain, show*) _____?
- Where in the text does the author use the same words? How does the meaning change in each context or reinforce other usages?
- Why does the author use these words _____ to describe _____? How do they further support (*explain, illuminate*) a part of the text?
- Find some places in the text where the author could have used stronger or more specific words.
- How does changing key words alter the meaning?
- What do these words mean: _____? Does the text help you to determine their meanings?
- In what other contexts have you seen these words? Is the meaning different in these other texts?
- What tone does the author establish? What words and phrases does the author use to support his/her attitude?
- What mood does the author evoke? What words or phrases support your impression?
- Find places in the text that show description. What words or phrases does the author use to create this description?
- Are there places in the text where the author used text features for

Various Samples—Grades 3, 5*:

- Why did Alexander repeat the phrase “good-bye __ cents”?
- Alexander uses the word “fair” to express his thoughts. What does the word “fair” mean to Alexander in this story? How do you know? (*Alexander, Who Used to Be Rich Last Sunday* by J. Viorst)
- Picasso’s painting styles differ during his “Blue Period,” “Rose Period,” and “period of Cubism.” What does “period” mean? (“Picasso” by Mike Venezia)
- In the stanza it reads, “A glimmer, and then a gleam of light!” Using context clues, what does “glimmer” mean?
- Reread stanzas 3, 5, and 6. What language does the author use to make these stanzas suspenseful? (“Midnight Ride of Paul Revere” by Longfellow)

Frederick Douglass selection—Grade 8**:

(Q5) Which of these meanings of “trouble” is Douglass using? Why did he choose this word? How would the meaning have changed if he had chosen the word “anger”?

(Q6) Why does Douglass describe the master’s response as both “desired” and “unexpected”? Why the contrast between these two words?

Assignment: Ask students to parse the syntax of the final sentence in the passage, paying careful attention to how the constituent parts of the sentence add up to create the unique meaning of Douglass’s words.

(Q7) When Douglass says, “They gave tongue to interesting thoughts,” how is he using the word “tongue”?

(Q9) How does the word “enable” change the meaning of the line it appears in? How can documents “enable” him to “utter [his] thoughts” or write?

(Q10) In what ways is Douglas saying slaveholders are like robbers? Find and explore the structure of the sentence that gives voice to this idea most clearly.

<p>effect? How do these features facilitate comprehension?</p> <ul style="list-style-type: none"> • How does punctuation inside a sentence help you to understand it better? • What is the organizational structure of the text (e.g., problem-solution, compare-contrast, cause-effect, sequential)? Give examples from the text to show this structure. • How does the structure of the text enhance meaning? • How do sentence beginnings enhance or deter from reading fluidly? • How do the sentence beginnings or sentence structures impact the text? Reflect the author's style? • Parse or diagram a long sentence to ascertain its core. • Divide a long sentence into simpler parts. What does each part mean? 	<p>Annie Dillard selection—Grades 11-12**:</p> <p>(Q13) In paragraph 15, Dillard imagines going “out of your ever-loving mind and back to your careless senses.” What does she mean by “careless” in that sentence, and how is that reflected in the rest of the paragraph?</p> <p>(Q14) Dillard urges her readers to “stalk your calling” by “plug[ging] into” your purpose—yet she describes this process as “yielding, not fighting.” What message is she trying to convey with these words?</p> <p>(Q17) Dillard also employs reflexive structures such as, “I startled a weasel who startled me.” Identify an additional instance of this. What is the purpose of these sentences?</p>
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* Basal Alignment Project

** www.achievethecore.org

NOTETAKING SPACE:

STEP 5: Recognize key details

EXPLANATION	EXAMPLES
<p>Help orient students to what they are reading and draw their attention to key details in the text. These are a combination of foundational questions that support students in responding to more challenging questions that will follow and also questions that are typically literal. These answers can be found in the text or call for readers to connect ideas or information from the text. Think about what important information or ideas readers need to know and fashion questions around this. Use the basic question words to assist you: <i>who, what, where, when?</i> You might use <i>why, how?</i> In Step 6, you will tackle more sophisticated questions that require students to go to the next level of analysis. As mentioned, do not forget to review your grade-level standards and devise questions that accordingly. Here are the kinds of questions you can ask; customize them to your targeted text:</p> <ul style="list-style-type: none"> • Who are the individuals or characters that are the focus for the text? What is the topic? • Does the author state what information a reader will learn? What claim is the author making? What reasons support this claim? • What does the text reveal about any individuals or characters? Physical appearance? Personality? Action or behavior? Quotes from others? • What do you learn about this topic or these individuals/ characters? Given this information, what can you predict or hypothesize based on evidence in the text? • What event is the basis for this text? What time period does the event take place? Where does it occur? What clues from the text help readers to recognize the time period and location? • What are significant dates and places reflected in the text? Which dates or places are most relevant? Why? Which setting seems most prominent? • How does the text reveal information about geographical location or historical time period (e.g., narration or dialogue)? • Who is the narrator? From whose point of view is the story or text told? How do you know this? What is the author's purpose in writing? 	<p>Samples—Grade 3*:</p> <ul style="list-style-type: none"> • What does the author tell us about Alexander's brothers and how they manage their money? • According to Alexander, he was rich last Sunday. What happened last Sunday to make him think that he was rich? (<i>Alexander, Who Used to Be Rich Last Sunday</i> by J. Viorst) • What role did Picasso's father play in his life? Use the biographical information on page 240. • What are the names of the three cubist paintings on pages 244-245? When were they painted? ("Picasso" by Mike Venezia) <p>Frederick Douglass, <i>Narrative of the Life of Frederick Douglass an American Slave, Written by Himself</i>—Grade 8**</p> <p>(Q1) Why is Douglass specific about making friends with "little white boys"?</p> <p>(Q2) How did Douglass learn how to read when running errands?</p> <p>(Q3) In what ways does Douglass' life differ from the white boys' lives?</p> <p>(Q4) Douglass is describing events from the past. These "boys" are now adult men, so why would he avoid giving their names?</p> <p>Annie Dillard, "Living Like Weasels"—Grades 11-12**</p> <p>(Q1) What features of a weasel's existence make it wild? Make it violent?</p> <p>(Q2) What instances in the text show a display of weasels being "obedient to instinct"?</p>

<ul style="list-style-type: none"> • What main idea or theme begins to emerge? What evidence supports your assertion? • What causes ____ (<i>a particular action or event</i>) to happen? • Do you see a pattern begin to take shape? 	<p>(Q3) At what point does the author start speaking about herself? What is the focus of her observations?</p>
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STEP 6: Delve into challenging areas of the text	
EXPLANATION	EXAMPLES
<p>Design questions that help students to understand particularly difficult sections of the text. These might be passages that contain dense material or inferential opportunities that make meaning hard to discern. It could be that certain literary devices are hard to interpret, there is complicated figurative language, or the author’s writing style interferes with grasping the meaning. There might be overlap with Step 4 if passages with challenging sentence structure include sophisticated content. Use your notations from Step 2 to help formulate these text-dependent questions. Once again, remember to review your standards and craft text-dependent questions that address those expectations that apply to your text. Use these generic questions as a springboard for creating your own text-specific questions.</p> <ul style="list-style-type: none"> • What does the author mean by this quote ____? What is the message in it? What would the text mean without it? • Where in the text can you make inferences? How does your inference help you understand the text more deeply? • What inferences or interpretations can you draw from this passage ____ (<i>dense text or text with figurative language</i>)? • How can you rephrase this quote ____? • Summarize the passage. • Paraphrase a portion of the text. • Rewrite a salient passage in your own words. • How are characters or individuals transformed (<i>influenced, impacted</i>) as a result of specific events? How do their decisions impact others? What do their decisions reveal about themselves? 	<p>Various Samples—Grades 3-5:</p> <ul style="list-style-type: none"> • How did the author use both narrative and expository text genres to help the reader understand “The Go-Around Dollar”? (<i>The Go-Around Dollar</i> by Barbara Adams) • The poet writes about a spark from the horse’s hooves. He says the spark “kindled the land into flames with its heat.” What is the author referring to? (“The Midnight Ride of Paul Revere” by Longfellow) • What do Karana’s decisions about building her shelter tell you about her character? (<i>Island of the Blue Dolphins</i> by Scott O’Dell) • What is the message behind Mrs. Frisby’s husband saying, “The size of the brain is no measure of its capacity?” (“Mrs. Frisby and the Crow” by Robert O’Brien) • On page 359, the author says that “from the kitchen comes an endless parade of dishes” during the feast. What is the meaning of this idiom? (“Two Lands, One Heart”) • How do the water buffalo and oxen pictures increase your understanding of farming in Vietnam? (“Two Lands, One Heart”) • Metaphors compare two unlike things without using the words <i>like</i> or <i>as</i>. On p. 211, the puffins are referred to as “clowns of the sea.” Why would they be called that? (“Night of the Puffins”) <p>Mark Twain “The Glorious Whitewasher”—Grade 7**</p> <p>(Q5) List at least four of the ways Twain has used so far to describe Tom painting the fence. What impact do these descriptions have on Ben’s</p>

- What literary devices does the author use (e.g., *suspense, flashback, symbolism, dialect, dialogue, allusion*)? Provide an interpretation or rewrite the passage in your own words.
- Why does the author use this literary device (*hyperbole, allusion, dialect, etc.*): _____?
- Why is the author including this information: _____? What makes it noteworthy?
- What images come to mind as you read a particular passage? How do these images help you to better understand the text and come to new realizations or deeper understandings?
- How does each argument build to give a whole sense of the author's claim?
- Is there sufficient evidence to aptly support the claim? What additional information should be included?
- What impact do counterclaims have on the argument?
- How does each idea in informational text build to provide readers with a clear sense of the whole?
- How does each detail about setting and characterization support the plot?
- How does the narrator's point of view impact the story?
- What remains unstated or unclear? Why does the author choose this tactic?
- How does the title support the work? Would you recommend another title after reading it?

attitude toward pain?

(Q8) Put the "great law of human action" and the difference between "work" and "play" into your own words."

Frederick Douglass, *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*— Grade 8**

(Q8) What moral did Douglass learn from these books?

(Q11) What prediction did Douglass' owner make about what would happen if he learned to read? Did it come true? Why or why not?

(Q12) What is the horrible pit? Why does Douglass envy someone's stupidity?

(Q13) Why is freedom tormenting Douglass?

Annie Dillard, "Living Like Weasels"—Grades 11-12**

(Q7) Dillard is careful to place these opposing descriptions (of the natural and man made) side-by-side. How does this juxtaposition fit with or challenge what we have already read? Why might she have chosen this point in the text for these descriptions?

(Q10) When she sees the weasel Dillard says, "I've been in that weasel's brain for sixty seconds." What did she find there?

Homework: In your journal, write an entry describing the effect of seeing the weasel. What experience does Dillard compare it to, and how is this an apt comparison?

(Q18) Paragraphs 12 and 13 contain several questions instead of statements. What is the effect of using questions rather than declarations at this point in the essay?

STEP 7: Arrange questions in appropriate order for instruction

Choreograph a logical sequence of questions so you can guide students in building a coherent understanding and analysis of the text. Aim for students to ascertain meaning gradually as you lead this type of planned discussion emanating from close reading of the text.

from Mapping Comprehensive Units to the ELA Common Core by Kathy Glass

Text-Dependent Resources:

- * **Basal Alignment Project** (Grades 3-5): <http://www.edmodo.com/>. This is a resource bank of Common Core-aligned materials and resources, including text-dependent questions, around various text selections from Houghton Mifflin, Open Court, Pearson and more. When you create an account on Edmodo, use the group code “etuyrm” to join the Basal Alignment Project group. People continue to refine and add materials to this site, so check it regularly.
 - **Anthology Alignment Project** (AAP) (Grades 9-12): Group code: plx4sp
- ** **Achieve the Core website**: <http://achievethecore.com/>. Click on the link for “Steal-these-tools” and then scroll down and click on “Close Reading Exemplars.” In this section are lessons around selected complex reading materials including text-dependent questions. A partial list of available examples include: excerpt of “Because of Winn-Dixie” for Grade 3, excerpt of “The Adventures of Tom Sawyer” for Grade 7, “Gettysburg Address” for Grades 9-10.
- **Reading Like a Historian** curriculum engages students in historical inquiry using primary source documents: <http://sheg.stanford.edu/?q=node/45>; see video at <https://www.teachingchannel.org/videos/reading-like-a-historian-curriculum>
- Fisher, D., & Frey, N. (2012). “Engaging the adolescent learner: text dependent questions.” Retrieved from <http://www.missionliteracy.com/page78/page72/assets/FisherFrey%20Text%20Dependent%20Questions%20April%202011.pdf>. (IRA article)
- On-line Anthologies of fiction and nonfiction (classic short stories, fables, historical speeches, etc): http://criticalthinkingworks.com/?page_id=237
- *Text Complexity: Raising Rigor in Reading* by Douglas Fisher, Nancy Frey, Diane Lapp (IRA, 2012)
- *Mapping and Designing Units to the ELA Common Core, 6-12* by Kathy Glass (Corwin, May, 2013)

How do teachers facilitate close reading of complex text?

By Kathy Glass

An expectation in the Common Core State Standards is to focus students on reading closely to examine difficult text. Teachers are expected to instruct in a manner that allows students to interact with complex text frequently and independently. The designers of the Common Core do not mandate a particular strategy or method of teaching, but rather allow teachers and curriculum designers to use their professional judgment and expertise to help students meet goals articulated in the Standards. That stated, what I provide here is a lesson outline that you can use to teach complex text. Students will not receive instruction specifically in a particular reading strategy (e.g., questioning, clarifying, rereading), but rather teachers should employ these strategies in a more authentic way when the need arises as they engage with text. These lesson suggestions are culled and adapted from the website www.achievethecore.com.

1. **Prepare for close reading (teacher).**

- a. Develop **essential understandings** of the whole text and text-dependent questions associated with each section of the text. (See Step 1 of “Types of Text-Dependent Questions”)
- b. Prior to beginning instruction around a text, **divide it into sections** or passages. Students will then focus on one section or passage at a time.
- c. **Underline words** in the text that students will probably not be able to define based on context clues. Provide definitions of these words in the margin or on a separate sheet of paper. (See Step 2 of “Designing Text-Dependent Questions”)
- d. Use **bold** to indicate Tier 2 words, or **general academic words**, that students should learn. These are the kinds of words that appear across content area texts and can likely be defined using context clues (e.g., *determine, vary, abstract, associate, parallel*). During instruction, spend time teaching these words and also modeling how to use context clues to determine meanings. Let students know that you expect them to use the same process to master words in other text. (See Appendix A, pages 33-35) (See Step 2 of “Designing Text-Dependent Questions”)

2. **Introduce the passage (teacher).** Teachers should avoid conducting prereading activities prior to students experiencing the text on their own. However, teachers might give brief definitions of words in which context clues do not reveal meanings. Additionally, teachers might set the stage for the lesson by posing an essential guiding question and stating the title and author. Teachers can also tell students that the text is considered challenging; therefore, students will need to reread and examine it carefully to discover its deep meaning which is what they will be doing with your guidance. It is okay to share with students that they might struggle during the first reading, but that is to be expected and perseverance is warranted.

3. **INITIAL EXPOSURE: Read, annotate, discuss, and listen to the passage (students).** Expose students to a given text passage two times initially: through independent reading and by listening. For this initial exposure, you might reverse the order of the two methods below depending on the difficulty of a passage and the fluency abilities of students.

- a. **Read silently/record observations.** Students read silently either in class or as a homework assignment. During silent reading, encourage students to take notes in the margin or affix sticky notes to ask questions or clarify thinking. Tell them to also place a sticky note, circle, or highlight words they do not know and for parts that seem confusing or that are particularly noteworthy.
- b. **Discuss with a partner and class.** Invite students to discuss and respond to one another's thoughts and ideas about the text based on their annotations, notes and observations. Ask partners to share their discussion highlights and constantly remind them to refer to evidence from the text as they share. Make a list of words that are unknown; discuss and model how they can use context clues to determine meanings.
- c. **Listen to text.** Students follow along or listen as the teacher or a student who is a skilled reader reads aloud. Or teachers can play a recording of the text section. Hearing the text allows students to internalize the rhythm and syntax of a text that they might not have considered when reading silently. Also, it gives students the opportunity to hear proper pronunciations of unknown words.

4. *IN DEPTH EXAMINATION: Answer text-dependent questions and perform tasks (students).*

Students work in various grouping configurations and teachers employ various strategies to lead instruction around text-dependent questions and tasks. Students ultimately transfer what they learn to future interactions with challenging text. Text-dependent questions will allow students to examine the meaning and structure a particular author's work. It calls upon them to reread carefully to identify what the text states explicitly and to make logical inferences from the work. Teachers need to construct such queries and orchestrate learning experiences around them so they can elicit responses that deepen students' understanding of a text.

- Pose a series of text-dependent questions and tasks that prompt students to reread carefully to delve deeply into the author's surface and hidden meanings. At this point, students have already encountered the text by reading it independently and then listening as the text is read aloud (see #3 above). Students are now prompted to reread the text frequently and independently to address text-dependent questions and tasks that teachers pose. Remind them to consistently refer to evidence from the text when responding.
- Some questions and tasks involve deciphering meaning from particularly difficult sentences that require decoding skills. Teachers should be prepared to engage in instruction around helping students ascertain meaning from syntactically complex sentences in targeted and future texts.
- Tasks can be varied and might include a combination of formal and informal responses, such as summarizing, paraphrasing, responding to prompts, completing a graphic organizer, and so forth.
- Use a variety of teaching methods when leading discussions, such as think-pair-share, reciprocal teaching, cubing, think aloud, and modeling.
- Use a variety of grouping configurations as students respond to questions: partner responses, small group interaction, whole class discussion.

5. *Complete formal assessment (students).* Teachers prepare and administer a final assessment that calls on students to demonstrate their understanding of the whole text. (See Step 3 in "Designing Text-Dependent Questions")

STAR CARDS

<p>Your mother told you to make your bed and you refused.</p> <p style="text-align: center;"><i>Go back 2 spaces</i></p>	<p>A classmate dropped his or her notebook and papers scattered all over the floor. You stop to help him/her clean up the mess.</p> <p style="text-align: center;"><i>Go forward 2 spaces</i></p>	<p>You invited someone to play with you on the playground who did not have someone to play with. You were a good friend.</p> <p style="text-align: center;"><i>Go forward 2 spaces</i></p>
<p>Your teacher assigned a long-term project that you were given three weeks to do. Unfortunately, you waited until the night before it was due to complete the project. Your procrastination has cost you.</p> <p style="text-align: center;"><i>Go back 2 spaces</i></p>	<p>You volunteer your time to tutor kids after school who need the help. You could be spending your time with friends or playing sports, but you decide volunteering once a week is a worthwhile cause. Your generosity is rewarded.</p> <p style="text-align: center;"><i>Go forward 2 spaces</i></p>	<p>You got up in a cheerful mood, ate breakfast, brushed your teeth and hair, and hugged your mother without even being asked.</p> <p style="text-align: center;"><i>Go forward 3 spaces</i></p>
<p>English</p> <ul style="list-style-type: none"> Complex sentences are two simple sentences combined by a comma and coordinating conjunction. (True/False) – 1 SPACE What are two synonyms for the word <i>beautiful</i>? – 2 SPACES 	<p>History</p> <ul style="list-style-type: none"> What are responsibilities of citizens? – 2 SPACES What are the 3 branches of government? – 1 SPACE Name two causes of the American Revolution. – 2 SPACES 	<ul style="list-style-type: none"> What are two synonyms for the word <i>determine</i>? Use <i>obvious</i> in a sentence that shows you know its meaning. What is <u>not</u> an example of <i>careful</i>? a) watching both ways when crossing the street; b) wearing sunscreen at the beach; c) going biking without a helmet

GAME CARDS

You will be making game cards with information you learn from our current unit of study. Use your textbook and other resources to find the questions and answers for your game cards. You may work with a partner if you choose. Use this checklist to guide you as work on your game cards: Create **at least ten** game cards.

- Some game cards are to be **true/false**.
- Some game cards are to be **multiple choice**.
- Some game cards are to be **fill-in-the-blank**.
- Each game card is to be **neatly written or typed**.
- Write the **question on one side**.
- Write the **answer on the other side along with a point value** that represents the difficulty level of the question. Write “1 space” if the question is fairly easy; write “3 spaces” if it is a difficult question; write “2 spaces” if it is moderately challenging.
- All **questions** need to be **thoughtful**. All **answers** must be **correct**.
- Use proper **spelling and punctuation**.

from Lesson Design for Differentiated Instruction by Kathy Glass



Question Designer



	is	did	can	would	will	might
Who						
What						
Where						
When						
How						
Why						

Figure 5.4

from *Mapping Comprehensive Units to the ELA Common Core Standards, K–5*, by Kathy Tuchman Glass



Craft Text-Dependent Questions and Facilitate Close Reading Around Complex Text

Marin County Office of Education

February 15, 2013

Presented by
Kathy Glass

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Schedule

8:30 to 9:45

Presentation

9:45 to 10:00

Break

10:00 to 11:45

Presentation

11:45 to 12:45

Lunch

12:45 to 1:45

Presentation

1:45 to 2:00

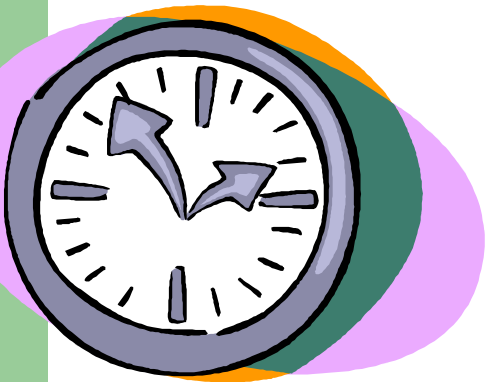
Break

2:00 to 3:30

Presentation


3:30

Adjourn



Agenda

- **Build Text-Dependent Questions**
- **Use Text-Dependent Questions to Facilitate Instruction Around Complex Text**



What are text
dependent
questions?

How do I craft
them?

“Text-dependent questions, as the name denotes, are questions designed around a fiction or nonfiction piece that prompt readers to use the actual text to respond. These are questions designed to compel students to examine and analyze the author’s work at a sophisticated level to decipher surface and hidden meanings.”

*From Mapping and Designing Units to the ELA Common Core, 6-12 by
Kathy Glass*

Not Text-Dependent	Text-Dependent
In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.	What makes Casey’s experiences at bat humorous?
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.	What can you infer from King’s letter about the letter that he received?
In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

Why does the narrator kill the old man?

Evidence from text:

“I think it was his eye! Yes, it was this! One of his eyes resembled that of a vulture -- a pale blue eye with a film over it. Whenever it fell upon me my blood ran cold, and so by degrees, very gradually, I made up my mind to take the life of the old man, and thus rid myself of the eye for ever.”

From Edgar Allen Poe's "The Tell-Tale Heart"

Example from Julie Jackson-Forsberg

Why does the narrator insist that he is not a madman?

Student response: “The narrator insists that he is not mad because he is wise.”

Evidence from text:


“Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded....”

“Ha! would a madman have been so wise as this?”

Example from Julie Jackson-Forsberg

From Edgar Allan Poe's "The Tell-Tale Heart"

Designing Text-Dependent Questions

- 
- **Step 1:** Develop essential understandings around the text
 - **Step 2:** Identify what is noteworthy about the text
 - **Step 3:** Create a final assessment
 - **Step 4:** Target vocabulary, sentence syntax, and text structure
 - **Step 5:** Recognize key details
 - **Step 6:** Delve into challenging areas of the text
 - **Step 7:** Arrange questions in appropriate order for instruction


Essential Understandings

1. People search for a place to call home and a sense of family to foster security.
2. Sometimes the truth needs to remain secret to protect people from harm.
3. Effective leaders can help unite disparate groups to achieve a unified goal by using compromise and strategy.
4. The structures and behaviors of living organisms help them adapt to their environments so they can survive.
5. Artifacts from diverse world cultures reveal information and insight about the daily life, beliefs, and customs of a civilization.

Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

STEP 1:

Create Essential Understandings

- 
1. **Read text.** Read “Assume You’re Under Surveillance” by Andy Kessler on page 2 of your Word packet.
 2. **List concepts.** Find and **make a list of concepts** that you glean from this article.
 3. **Brainstorm statements.** Brainstorm a list of statements pertaining to this article using your concept list. You might need the frame: “From this reading, students will understand that...”

Concepts	Brainstorming	Essential Understandings
<ul style="list-style-type: none"> • Surveillance • Government • Security • Fear • Skepticism • Privacy • Rights • Crime (Terrorism) 	<p>Governments are using technology to monitor people's communication and location.</p> <p>The issue of citizen's rights must be discussed since there are positives and negatives to the privacy debate.</p> <p>Privacy is being compromised because of the fear of crime.</p> <p>Criminal activity raises real fears.</p> <p>Using surveillance is a way to protect people from crime.</p> <p>It is an injustice to monitor people in intrusive and pervasive ways.</p> <p>People have an active role in how they are monitored. They can minimize their chances of being tracked by selectively using technology.</p>	<ul style="list-style-type: none"> • Governments utilize technology to protect people from crime which might infringe on privacy rights. • People can select technology carefully to minimize government intrusion of their rights.

Essential understandings...

- are constructed in complete sentences.
- focus on at least two concepts.
- form a relationship between the concepts using strong verbs.
- have transfer value and prime students to make connections so no proper nouns or past tense verbs are used. (*not always*)
- represent what you really want students to understand about the text; answers the question “why is this important?” or “how?”



What **VERBS** are used to connect the underlined concepts in these essential understandings?

1. The **courage** to **break** free of familiar ways **creates** **freedom** and **self-confidence**.
2. Life **experiences** **foster** **growth** and **change**.
3. New **governments** may **debate** and **compromise** to **devise** an effective **system** that **satisfies** the varied needs of its **society**.

Try a formula

CONCEPT +

Communities

VERB(S) +

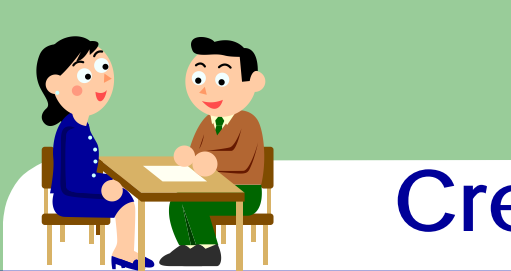
change and **grow**

CONCEPT +

throughout **time**

***SO WHAT?
WHY? WHAT
ABOUT IT?***

***by the cultural and
religious
contributions of
people who live
there.***




STEP 1:

Create Essential Understandings

1. **Read about the step.** Read page 3 of the Word packet about Step 1.
2. **List concepts.** Read your student text. Find and **make a list of concepts.** (*Word packet pg. 4*)
3. **Brainstorm statements.** Create statements that form a **relationship between two or more concepts.** You might need the frame: “From this reading, students will understand that...” Or, use the formulas (*Word packet pg. 6*).
4. **Edit and revise.** Wordsmith, replace verbs (*Word packet pg. 5*), and include the “why factor.”
5. **Double check.** Use “Essential understanding ...” as a guide while you write or revise your EUs.

Designing Text-Dependent Questions

- 
- **Step 1:** Develop essential understandings around the text
 - **Step 2: Identify what is noteworthy about the text**
 - **Step 3:** Create a final assessment
 - **Step 4:** Target vocabulary, sentence syntax, and text structure
 - **Step 5:** Recognize key details
 - **Step 6:** Delve into challenging areas of the text
 - **Step 7:** Arrange questions in appropriate order for instruction



STEP 2: Identify What Is Noteworthy

- Writing style, e.g., repetition of sentence structure, phrases, particular words
 - Passages that are:
 - ripe for making inferences
 - are difficult to read because of syntax
 - make a significant point or need interpretation
 - complicated because of figurative language
- Tone
 - Flashbacks
 - Foreshadowing
 - Dialect
 - Bias
 - Irony
 - Imagery
 - Allusion
 - Metaphor
 - Simile

STEP 2 Examples

Allusion:

“It’s been over 60 years since George Orwell published *1984*...”

Imagery:

“... the National Security Agency is building a massive, \$2 billion data center in Utah capable of storing 5 zettabytes of data—the equivalent of ‘every email, cell phone call, Google search, and surveillance-camera video for a long time to come.’ ”

Mood: general feeling of the work; the emotions readers feel while reading; conveyed through dialogue, setting, plot, images.

How do you feel as you read it?
threatened, exposed


“... the National Security Agency is building a massive, \$2 billion data center in Utah capable of storing 5 zettabytes of data—the equivalent of ‘every email, cell phone call, Google search, and surveillance-camera video for a long time to come.’ ”



STEP 2: Identify What Is Noteworthy About the Text

1. **Read about the step.** Read page 7 of the Word packet about Step 2.
2. **Read and annotate your text.** Read the student text. Use post-its or pen to mark noteworthy places in the text. Later we will revisit your annotations.
 - **Writing style**, e.g., repetition of sentence structure, phrases, particular words
 - Passages that are:
 - ripe for making **inferences**
 - are difficult to read because of **syntax**
 - make a significant point or need **interpretation**
 - complicated because of **figurative language**
 - **Literary devices**: tone, flashbacks, dialect, bias, irony, allusion, foreshadowing, etc.
 - Highlight **vocabulary** worth knowing

Designing Text-Dependent Questions

- 
- **Step 1:** Develop essential understandings around the text
 - **Step 2:** Identify what is noteworthy about the text
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Informative/Explanatory Essays

Students use their research and their identification of patterns [emotion word “families”] to help them answer the following prompt: ***How do Douglass' feelings change over the course of this piece? What is Douglass trying to show about how slavery makes people feel?*** Write a paragraph in which you show how his feelings change and what you believe he is trying to show the reader.

Informative/Explanatory Essays

Students should write an adequately planned and well-constructed informative essay regarding the meaning of the essay's title - "Living Like Weasels." ***Why has the author chosen this title? Why is it significant?*** Students should include at least three pieces of evidence from the text to support their thoughts.

Narrative


For homework, choose one of the following prompts to complete: (1) **Construct a narrative** that teaches the same lesson(s) that Tom [Sawyer] learns at the end of the passage. Incorporate both the voice of a narrator, as well as dialogue in your story. (2) **Write a parody of the scene** by changing the characters and work being done to reflect a modern dilemma.

Opinion/Argument


- Read Emma Lazarus' poem "The New Colossus." Stake a claim about the theme of the text. Be prepared to orally defend your interpretations and judgments through evidence from the text.
- Write a persuasive letter from the point of view of a historical figure from a time in history to another historical figure. Focus your letter on how the situation should be handled using factual information.

STEP 3:

Create Final Assessment

- 
1. ***Read about the step.*** Read pages 8-9 of the Word packet about Step 3.
 2. ***Create a final assessment.*** To do so:
 - Revisit essential understandings and review grade level standards.
 - Determine how students can best demonstrate understanding of text passage via an appropriate text type.
 - Consider length of text.

Designing Text-Dependent Questions

- 
- **Step 1:** Develop essential understandings around the text
 - **Step 2:** Identify what is noteworthy about the text
 - **Step 3:** Create a final assessment
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Three Tiers of Words

- **Tier One:** everyday speech
- **Tier Two:** general academic words
- **Tier Three:** domain-specific words

Tier Two words (*general academic words*)

- appear in all sorts of texts:
 - **informational** texts (e.g., *relative, vary, formulate, specificity, and accumulate*)
 - **technical** texts (*calibrate, itemize, periphery*)
 - **literary** texts (*misfortune, dignified, faltered, unabashedly*)
- often represent subtle or precise ways to say relatively simple things

“Volcanoes” excerpt

In **early times**, no one knew how **volcanoes formed** or why they **spouted red-hot molten** rock. In **modern times**, scientists began to study **volcanoes**. They still don't know all the answers, but they know much about how a **volcano** works.

Our planet made up of many **layers** of rock. The top **layers** of **solid** rock are called the crust. Deep beneath the **crust** is the **mantle**, where it is so hot that some rock melts. The melted, or **molten**, rock is called **magma**.

Not so long ago in Montgomery, Alabama, the color of your skin **determined** where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, **racial segregation** was the rule throughout the American South. Strict laws—called “**Jim Crow**” laws—enforced a system of **white supremacy** that **discriminated** against blacks and kept them in their place as **second-class** citizens.

People were separated by race from the moment they were born in **segregated** hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, **worship** in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

(Appendix A, p. 34)

Most southern blacks were denied their right to vote. The biggest **obstacle** was the **poll tax**, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a **literacy** test to prove that they could read, write, and understand the U.S. Constitution. These tests were often **rigged** to **disqualify** even highly educated blacks. Those who overcame the **obstacles** and insisted on **registering** as voters faced threats, **harassment** and even physical violence. As a result, African Americans in the South could not express their **grievances** in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

(Appendix A, p. 34)

Examples of Questions for Step 4 (Vocab., Syntax, Structure)

- Why does Douglass describe the master's response as both “**desired**” and “**unexpected**”? Why the contrast between these two words?
- How does the word “**enable**” change the meaning of the line it appears in? How can documents “enable” him to “utter [his] thoughts” or write?

Text-Dependent Task	Sentence
<p>Ask students to <u>parse the syntax of the final sentence</u> in the passage, paying careful attention to how the constituent parts of the sentence add up to create the unique meaning of Douglass's words.</p>	<p><i>The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.</i></p>

Text-Dependent Task	Sentence
<p>Rewrite this sentence into your own words. What mood does it evoke?</p>	<p>“It is a melancholy object to those who walk through the great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female-sex, following by three, four, or six children, all in rags and importuning every passenger for an alms.”</p>

Generic	Tailored to Text
<p><i>How do the sentence beginnings or sentence structures impact the text? Reflect the author's style?</i></p>	<p>What effect does Sacher's writing have on readers in this passage?</p> <p><i>He had driven straight into a hole. He lay on the dirt staring at the truck, which struck lopsided into the ground. He sighed. He couldn't blame his no-good-dirty-pig-stealing-great-great-grandfather this time.</i></p>
<p><i>Divide a long sentence into simpler parts. What does each part mean?</i></p>	<p>Divide Patrick Henry's sentence into simpler parts and explain what each part means:</p> <p><i>"But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak sentiments freely, and without reserve."</i></p>



STEP 4: Target vocab., sentence syntax, and text structure

1. ***Read about the step.*** Read pages 12-13 of the Word packet about Step 4.
2. ***Target vocab., syntax, and structure.*** Review your student text and make sure you have flagged those words and passages that appeal to this step.
3. ***Create questions.*** Create text-dependent questions to satisfy this aspect of deciphering complex text. Convert appropriate general questions in the Word packet (p. 12-13) to specific, text-dependent ones.

STEP 5: Recognize Key Details

Can be a combination of any of these types of questions:

- Foundational; can prepare for more sophisticated questions
- Literal; can be answered using direct words from the text
- Calls on readers to connect ideas or information from the text

Examples of Questions for Step 5 (Key Details)

- **(Q1)** Why is Douglass specific about making friends with “little white boys”?
- **(Q2)** How did Douglass learn how to read when running errands?
- **(Q1)** What features of a weasel’s existence make it wild? Make it violent?
- **(Q2)** What instances in the text show a display of weasels being “obedient to instinct”?

STEP 6: Delve into Challenging Areas of the Text

- Focus on:
 - *dense* material
 - *inferential* opportunities
 - *hard to interpret* literary devices
 - *complicated* figurative language
- Possible overlap with Step 4 (syntax) if passages with challenging sentence structure have sophisticated content.

Examples of Questions for Step 6 (Challenging Text)

- **(Q8)** Put the “great law of human action” and the difference between “work” and “play” into your own words.”
- **(Q10)** When she sees the weasel Dillard says, “I've been in that weasel's brain for sixty seconds.” What did she find there?
- **Homework:** In your journal, write an entry describing the effect of seeing the weasel. What experience does Dillard compare it to, and how is this an apt comparison?

Generic	Tailored to Text
<p><i>Why does the author use this literary device (hyperbole, allusion, dialect, etc.): _____?</i></p>	<p>Why does Dahl use irony? What effect does it have on the reader?</p>
<p><i>What do characters' decisions reveal about themselves?</i></p>	<p>How do Anne Frank's actions and decisions define her character? How and why do our impressions of her change?</p>
<p><i>What literary devices does the author use? Provide an interpretation or rewrite the passage in your own words.</i></p>	<p>Cisneros uses the metaphors of an onion, rings of a tree trunk, and stacking dolls to describe growing old. Reread that paragraph and rewrite it in your own words.</p>

Standard	Text-Dependent Questions
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)</p>	<p>Assign a paragraph that asks students to write an analysis of Douglass' text.</p>
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (L.11-12.5a)</p>	<p>At what points in the text does Dillard use similes and metaphors to describe the weasel? Why does she choose figurative language to do this?</p>

“As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts.

Students can and should make connections between texts, but this activity should not supersede the close examination of each specific text.”

Source: “Revised Publisher’s Criteria...”



STEPS 5-6: Key Details and Challenging Areas

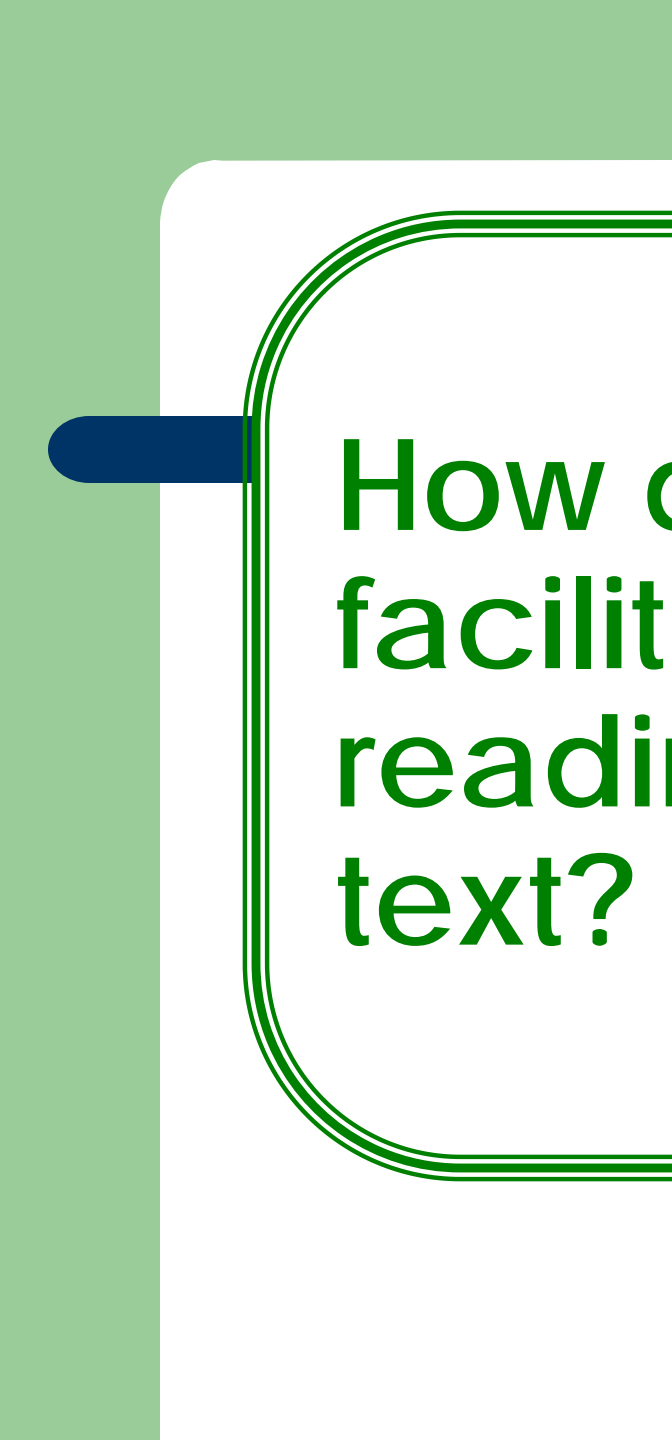
1. ***Read about the step.*** Read pages 12-14 of the Word packet about Steps 5-6.
2. ***Review your annotations.*** Review annotations you made for your student text from Step 2.
3. ***Create questions.*** Create text-dependent questions to allow students to recognize key details and also examine challenging passages. Convert appropriate general questions in the Word packet (p. 12-14) to specific, text-dependent ones. *Note: There might be overlap with Step 4 questions.*

Designing Text-Dependent Questions

- **Step 1:** Develop essential understandings around the text
- **Step 2:** Identify what is noteworthy about the text
- **Step 3:** Create a final assessment
- **Step 4:** Target vocabulary, sentence syntax, and text structure
- **Step 5:** Recognize key details
- **Step 6:** Delve into challenging areas of the text
- **Step 7: Arrange questions in appropriate order for instruction**



- “The sequence of questions should not be random but should **build** toward more coherent understanding and analysis.”
- “An effective set of discussion questions might **begin** with relatively simple questions requiring attention to specific words, details, and arguments and **then move on** to explore the impact of those specifics on the text as a whole.”



How do teachers
facilitate close
reading of complex
text?



Prepare for Close Reading

- Divide it into sections or passages.
- Underline words where there are no context clues; provide definitions in the margin or on a separate sheet of paper.
- Use bold to indicate Tier 2 words, or general academic words.
- Develop essential understandings of the whole text and text-dependent questions associated with each section of the text.

Word packet p.15-16

TEXT #2: Houston, Jeanne Wakatsuki, and Houston, James D. *Farewell to Manzanar*

Part 1:

"They got him two weeks later, when we were staying overnight at Woody's place, on Terminal Island. Five hundred Japanese families lived there then, and FBI deputies had been questioning everyone, **ransacking** houses for anything that could **conceivably** be used for signaling planes or ships or that **indicated** loyalty to the Emperor. Most of the houses had radios with a short-wave band and a high **aerial** on the roof so that wives could make contact with the fishing boats during these long cruises. To the FBI every radio owner was a potential saboteur. The **confiscators** were often deputies sworn in **hastily** during the turbulent days right after Pearl Harbor, and these men seemed to be acting out the general panic, seeing sinister possibilities in the most ordinary household items: flashlights, kitchen knives, cameras, lanterns, toy swords.

"The next morning two FBI deputies came to our house. They knocked on Woody's door, and when they left, Papa was between them. He didn't struggle. There was no point to it. He had become a man without a country. The land of his birth was at war with America; yet after thirty-five years here he was still prevented by law from becoming an American citizen. He was suddenly a man with no rights who looked exactly like the enemy."

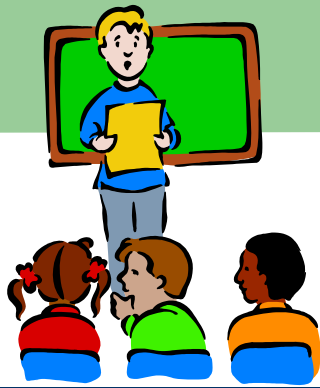
definitions

Short-wave band – (noun) radio frequency typically used to communicate with boats at sea

Saboteur – (noun) a person who commits sabotage; trying to destroy or harm a government

Sinister – (adjective) scary and evil

text section



Ideas for Introducing the Passage

- Avoid conducting prereading activities; allow students to experience the text on their own.
- Give brief definitions of words in which context clues do not reveal meanings.
- Set the stage for the lesson by posing an essential guiding question and stating the title and author.
- Prepare students for complexity.

Word packet p.18-19

IN DEPTH EXAMINATION: Answer Text-Dependent Questions and Perform Tasks

- Prompt students to reread text frequently and independently to address text-dependent questions and tasks.
- Students refer to evidence from the text when responding.
- Tasks can be varied and might include a combination of formal and informal responses.
- Use a variety of teaching methods.
- Use a variety of grouping configurations.

Grouping and Instructional Strategies Ideas*



- Individually
- Pairs or Trios
- Small Group
- Whole Class



- Think-Pair-Share
- Roundtable
- RAFT
- Games
- Cubing
- Graphic Organizers
- Jigsaw
- Reciprocal Teaching

* Not a finite list

“Aligned materials should guide students to gather as much as they can about the meaning of [Tier 2] words from the context of how they are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone.”

Source: “Revised Publisher’s Criteria...”

Draw a graphic organizer with 4 squares and a center spot (see example on next slide). Label each square in small print:

- ✓ **def** (*for definition*)
- ✓ **sym/pic** (*for symbol or picture*)
- ✓ **sent** (*for sentence*)
- ✓ **ex/sit** (*for examples or situations*)

def.

sym./pic.

sent.

ex.

Write one of these Tier 2 words **in the center** of your graphic organizer:

- Determine
- Obstacle
- Layer
- Admission
- Relative
- Vary
- Formulate
- Specificity
- Accumulate
- Calibrate
- Itemize
- Periphery
- Misfortune
- Dignified
- Faltered
- Unabashed
- Spouted
- Eruption

Find 4 SEPARATE people who are sitting near you who can fill in your squares.

That means one person will complete 1 square, a 2nd person a different square, and so on.

When you have a completed graphic organizer, look up.



Review your graphic organizer with a partner. Edit the work others contributed to your squares.

If all 4 squares are correct, place a ☺ at the top. If some are wrong, work with your partner or use resources to correct them.

sentence

Mr. Smith wanted an **estimate** of how much it would cost the contractor to complete his house remodel so he could make sure he could afford to do the project.

examples

- estimate how many hours it will take to accomplish a task
- estimate a weekly grocery bill
- estimate how much it will cost to complete a project

estimate

definition

an approximate judgment or calculation about the value, amount, time, size, or weight of something

picture/symbol



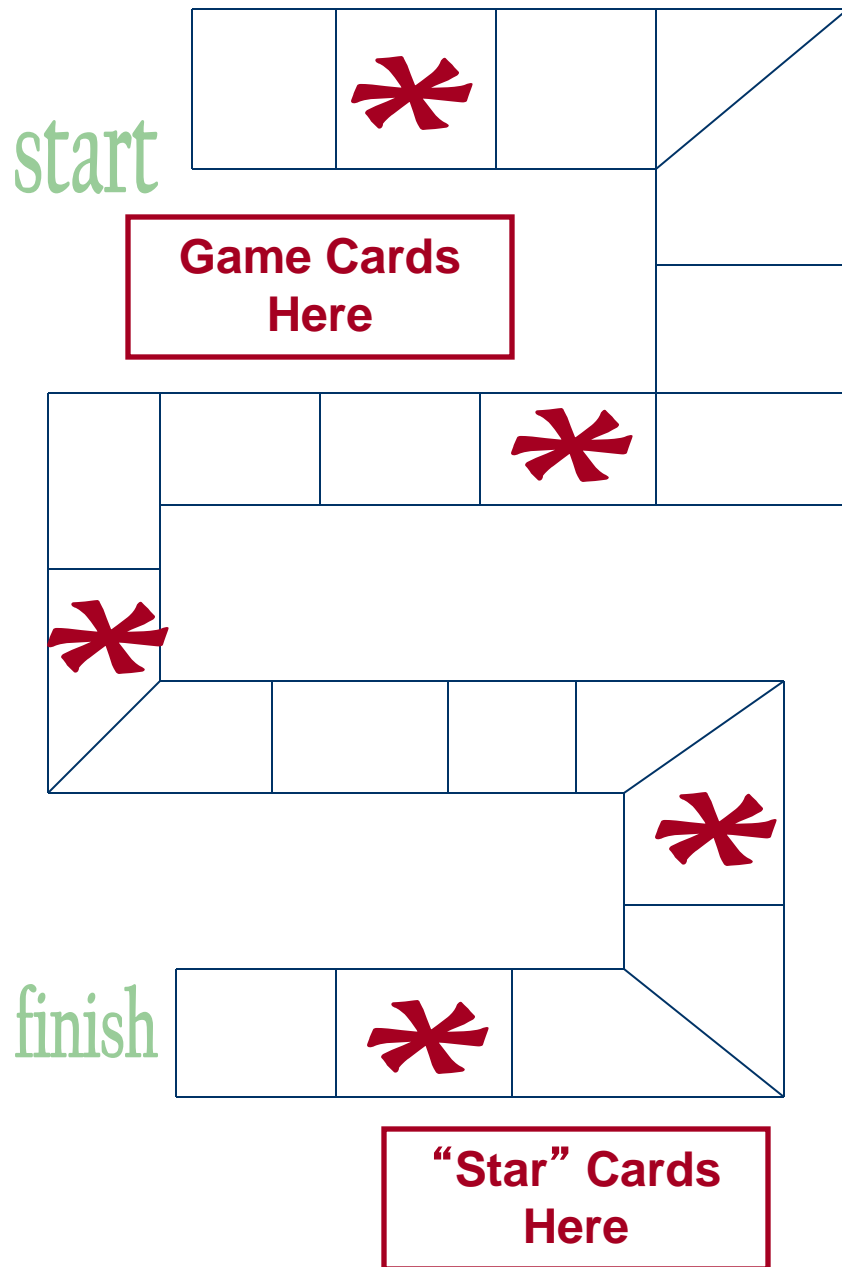
What renewable energy is ...

What proponents of
renewable energy say ...

RENEWABLE
ENERGY

What opponents of
renewable energy say ...

What you predict about
renewable energy based
on text...



Sample Questions



Star Card Examples

Your mother told you to make your bed and you refused.

Go back 2 spaces

A classmate dropped his or her notebook and papers scattered all over the floor. You stop to help him/her clean up the mess.

Go forward 2 spaces

Your teacher assigned a long-term project that you were given three weeks to do. Unfortunately, you waited until the night before it was due to complete the project. Your procrastination has cost you.

Go back 2 spaces

You volunteer your time to tutor kids after school who need the help. You could be spending your time with friends or playing sports, but you decide volunteering once a week is a worthwhile cause. Your generosity is rewarded.

Go forward 2 spaces

Use the text to create a diamante poem:

- **Line 1**: write down **one character or topic**. Then skip to line 7 and write down an **opposite character or topic**.
- **Line 2**: write two **adjectives** relating to Line 1.
- **Line 3**: write three **participles** (*verb form ending with –ed or –ing*) relating to Line 1.
- **Line 4**: write **two nouns** relating to Line 1; write **another two nouns** that relate to Line 7.
- **Line 5**: write three more **participles** relating to Line 7.
- **Line 6**: write two **adjectives** relating to Line 7.
- **Line 7**: **opposite character or topic** of Line 1.

SUBURB

serene

friendly

frolicking

caring

inviting

uniformity

neighborhood

--

sophistication

marketplace

bustling

energizing

exciting

fast-paced

cultural

CITY

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

Source: Amy Shellman's class

NATURAL HIGH

happy

healthy

creating

breathing

succeeding

pure

health

--

jail

drug

snorting

huffing

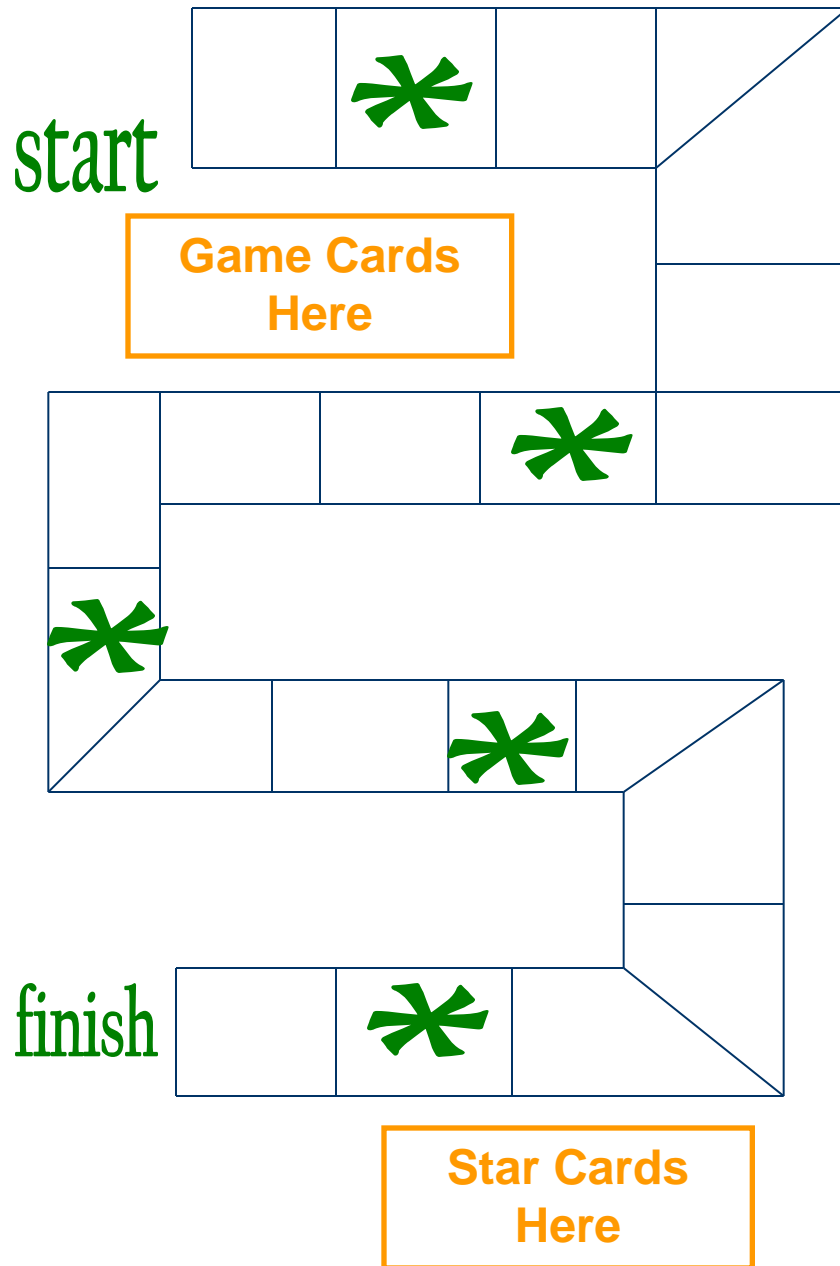
dying

unwanted

violent

ADDICTION

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1



See website:
www.kathyglassconsulting.com

CINDERELLA

shy

gentle

caring

sacrificing

humbled

victim

daughter

--

monster

mother

hated

demanding

determined

cruel

ugly

STEPMOTHER

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

BEOWULF

courageous

reckless

celebrated

sacrificing

victimized

hero

warrior

--

monster

ambiguous

exiled

condemned

resented

diabolical

heinous

GRENDL

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

Your responses must include evidence from the text.

How does the story's setting affect this character?
Why does the character change throughout time?

What does *another* say about the character?
What does the character *look like*?

Create your own *simile* for a setting or character in the text.

Create a *metaphor* for a setting or character in the text.

Compare and contrast two characters in the text.

How can a change in setting affect a character?

HIGHER ORDER QUESTIONING

Directions: Write 4 of your highest order questions below. Attempt to answer them as best you can.

QUESTIONS	ANSWERS

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Website: www.kathyglassconsulting.com

Website:

- Downloadable resources: lessons, templates, PPTs, Common Core Standards (Word)
- Join PD 360 group for periodic tips
- Archived webinars
- Information about my topics and books