# Unit 3: Research-Based Instructional Strategies (RBIS) Reading Language Arts (RLA)

## Lesson 3.09: Text-Dependent Questions

| Lesson at Glance |
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| Warm-Up (5 mins) * Bellringer
 | Instruction (15 mins)* Notes: Text-Dependent Questions (10 mins)
* Practice 1: Identifying Text-Dependent Questions (5 mins)
 | Application (25 mins)* Practice 2: Identifying Text-Dependent Questions with a Partner (15 mins)
* Debrief (5 mins)
* Exit Ticket (5 mins)
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| **TEKS**  |  3 | The student explores the teaching and training profession. The student is expected to:1. analyze practices of effective teaching and training professionals
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|  |  4 | The student understands the learner and the learning process. The student is expected to:(D) analyze teaching skills that facilitate the learning process |
|  |  5 | The student interacts effectively in the role of an educator. The student is expected to:(B) demonstrate and evaluate techniques that promote literacy and numeracy |
|  |  6 | The student plans and uses effective instruction. The student is expected to:1. apply principles and theories that impact instructional planning.
2. demonstrate competency in foundation and enrichment subject areas.
3. apply research-based practices to create lessons plans that meet instructional goals
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| **Objectives**  | * Compare text-dependent questions to text-related questions.
* Identify examples and nonexamples of text-dependent questions.
* Revise text-related questions to make them text-dependent
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| **Rationale/Summary**  | Text-dependent questions are those that can only be answered with evidence from an accompanying text. These questions can take various forms (multiple-choice, fill-in-the-blank, short answer, etc.). While text-dependent questions can ask students to identify important information in a text, they should also push students to analyze, synthesize, and evaluate the text. |
| **Formative Assessment and Exemplar Response**  | Read the passage and following questions. For each question, identify whether it is an example of a text-dependent question or not. For each question that is not text-dependent, suggest a revision to make the question depend on the text. *See Exit Ticket Answer Key for exemplar responses.* |
| **Vocabulary**  | Text-Dependent Questions | Questions that can only be answered with evidence from an accompanying text |

| **Est Time** | **Instructional Activities (including formative assessments)** | **Materials** |
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| 5 mins | **Bellringer:**Read the scenario and three prompts below. Complete the chart that follows.Mr. S.’s class just finished reading a poem about the author’s childhood in Alaska.Prompt #1:What was the author’s favorite part about growing up in Alaska?Prompt #2:Which of the following poetic techniques is used by the author?1. Alliteration
2. Metaphor
3. Hyperbole
4. Simile

Prompt #3:Do you want to move far away from where you live now? Why or why not? | Student Guide |
| 10 mins | **Notes: Text-Dependent Questions**T: During our last class, we discussed evidence-based writing. Who can define that?S: It is writing activities that engage students in using information from what they have learned to support their answers to prompts.T: Your bellringer asked you to consider three prompts that a teacher might use after students read a poem. You had to identify what of each prompt is an example of evidence-based writing. What did you write for Prompt #1, and why did you write it?S: That one is evidence-based writing because the student must use information from the text to support their answer.T: How about for Prompt #2?S: It is evidence-based writing. The student must use text from the poem to answer the question.T: And Prompt #3?S: It is not evidence-based writing. It is sort of related to the poem, but a student can answer it without even reading it.T: Today, we are going to build on our understanding of evidence-based writing to discuss **text-dependent questions**. There are some similarities between the two, but also some important differences.T: A text-dependent question can only be answered with evidence from an accompanying text.S: (Add definition to Student Guide.)T: High-quality text-dependent questions share some common characteristics. They* assess students’ understanding of what they have read, as well as their ability to analyze, synthesize, and evaluate the text;
* focus on language from the text, as well as larger ideas, themes, or events; and
* emphasize difficult portions of the text to enhance student comprehension.

S: (Add characteristics to list in Student Guide.)T: Evidence-based writing shares these characteristics with text-dependent questions. However, there is one key difference. Evidence-based writing requires students to write their responses to prompts. An additional characteristic of text-dependent questions is that there are multiple formats, including multiple-choice, fill-in-the-blank, and short answer.S: (Add characteristics to list in Student Guide.) | Student Guide |
| 5 mins | **Practice 1: Identifying Text-Dependent Questions**T: As a class, we are going to look at some example questions and identify whether each is text dependent.T: Look at the first question about the book in your Student Guide. Miss Franny was afraid of Winn-Dixie at first. What is something you used to be afraid of? What changed your mind?T: Is this a text-dependent question? Who can answer and explain their thinking?S: (Circle the appropriate answer in Student Guide.)S: It is not because the student does not need to use the text to answer it.T: How could we revise it to be a text-dependent question?S: (Add revised question to Student Guide.)S: Answers may vary but may include:* You could ask about why Miss Franny is afraid of Winn-Dixie.

T: That is a strong suggestion. Why would that be a text-dependent question?S: Because the student needs to use the text to figure out why she is scared.T: Great! We will look at one more example; it is in your Student Guide.T: The questions about *The House on Mango Street* are all text dependent. They all require the student to use the text to answer. What other characteristics of high-quality text-dependent questions do they demonstrate?S: One of them is a fill-in-the-blank type of question. The student does not need to write their entire response.T: Any other characteristics?S: The second and third questions are asking about bigger ideas, like one of the character’s feelings. They are not asking about details like the first question is.T: Good job. Any other characteristics?S: For the first question, the answer is not right in the text. The student must use information from the text to try to figure it out.T: Excellent! You have listed some of the important characteristics of text-dependent questions. | Student Guide |
|  15 mins | **Practice 2: Identifying Text-Dependent Questions with a Partner**T: Next, we will spend some time examining other texts and associated questions. You will be working in a pair with another student sitting near you. Let us take a few moments and have everyone move so that partners are sitting together.T: (Help place students into pairs and form triads if needed).T: Review each selection and subsequent set of questions in your Student Guide. For each question, identify whether it is text-dependent or not. If it is not, work with your partner to revise the question to shift it into a text-dependent question. T: Begin your conversations!S: (Work in pairs to complete practice activity in Student Guide.)T: We are going to come back together as a group and briefly review our answers. T: For the first passage, the selection on the White Ribboners, which question is text-dependent, and which one is not?S: The second one is text-dependent, and the first one is not.T: Great! For the next selection, the poem, which question is text-dependent, and which one is not?S: The first one is text-dependent, and the second one is not.T: And the last selection, about Plunkett Hall, which question is text-dependent, and which one is not?S: The second one is text-dependent, and the first one is not.T: Great! Would anyone like to ask for clarification on why any of the questions are text-dependent or not?S: (Ask clarifying questions, as needed.)  | Student Guide |
| 5 mins | **Debrief**T: Let us review what we learned. |  |
| 5 mins | S: (Complete the Exit Ticket.) | Exit Ticket |