

# SEVEN STEPS

## to Creating Text-Dependent Questions for Close Reading

1. Identify Core Understanding/Key Ideas of Text
2. Start Small to Build Confidence (Explicit Questions)
3. Target Vocabulary and Text Structure
  - craft questions that illuminate connections between vocab/structure and key ideas
4. Tackle Tough Sections Head-on
  - more support questions in sections with difficult inferences, syntax, language, etc.
5. Create Coherent Sequences of Text-Dependent Questions
6. Identify the Standards That Are Being Addressed
  - decide if any other standards need to be included
7. Create the Culminating Assessment
  - reflects mastery of one or more standard, involves writing, is structured to be independent work, can be philosophical question

## **Three Types of Text-Dependent Questions**

- 1. Assess themes and central ideas**
- 2. Assess knowledge and vocabulary**
- 3. Assess syntax and structure**

## **What Are Text-Dependent Questions?**

- can only be answered by referring back to the text
- do not rely on any particular background information
- do not depend on students experience/ knowledge

### **Level One: The Explicit Question (Comprehension)**

These questions are “finger facts” because we can put our finger directly on the answer in the text.

## **Three Levels of Questioning**

### **Level Two: The Implicit Question (Analysis, Interpretation, Synthesis)**

These questions are related to details of the text but cannot be answered by simply pointing your finger; they require analysis and interpretation.

### **Level Three: The Philosophical/Universal Question (Reflection, Evaluation)**

These questions are much more open-ended and go beyond the text. They are intended to be used in the culminating assessment that uses text for support, i.e. essays/seminars.