

## Creating Text-Dependent Questions for Close Analytic Reading

Grade   1   Unit  5  Week  2 

This template is to be used to support alignment of our existing curricular resources to the Common Core State Standards.

### NOTES ON PROCESS

An effective set of text dependent questions delves systematically into a text, to guide students in extracting the key meanings or ideas found there. The questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, the questioning targets academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, this planning process is a good guide that can serve to generate a core series of questions for close reading of any given text.

To really understand a complex text, the reader will have to read it more than once, to make sense of what the author is saying and to glean the details at both the explicit and implicit levels.

First and foremost, close reading demands a willingness to return to the text to read part or even all of it more than once, ultimately instilling important habits of mind in approaching text.

In working with *CA Treasures* as a tool to teach to the Common Core State Standards:

**LOOK AT WHAT THE T.E. and EL RESOURCE BOOK ALREADY HAVE TO SUPPORT CLOSE READING OF THE SELECTION.** They may already have some effective questions and recommendations that you can use and supplement. Or, you may wish to take a different approach.

**The goal is to maximize student engagement with the learning in the text, as a pathway to mastering the Common Core State Standards.**

## NOTES ON PLANNING STEPS

**THOUGH STEP 1 IS ALWAYS THE STARTING POINT, AND THE STEPS ARE NUMBERED, THE PROCESS FOR DEVELOPING A LESSON IS RECURSIVE.**

### **Step 1: Identify the Core Understandings and Key Ideas of the Text**

As in any good backward mapping process, teachers should start by identifying the key insights they want students to understand from the text. Keeping in mind the major points to be made is crucial for crafting an overarching set of successful questions.

This step is also critical for creating an appropriate task to check for understanding.

### **Step 2: Target Vocabulary**

Locate the most powerful words in the text that are connected to the key ideas and understandings. Craft questions that draw students' attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words and high-utility words that are abstract and likely to be encountered in future reading and studies.

Needs of English Learners, SELs and SWDs should be a major focus in planning, *e.g., contrastive analysis, vocabulary strategy practice, cognate connections, tiering vocabulary, clarifying common multiple-meaning words, vocabulary choices for particular registers, etc.*

### **Step 3: Syntax & Text Structures - Tackle Tough Sections of the Text**

Find the sections of the text that will present the greatest difficulty, and craft questions that support students in mastering these sections. These could be sections with difficult syntax or text structure, use of the passive voice, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.

This is another opportunity to engage contrastive analysis strategies, *e.g., L1-L2 phrasing, analyzing passive & active voice structures, translation from home language(s) to school and academic language, contexts for use of particular words, idioms, language registers, etc.*

### **Step 4: Create Coherent Sequences of Text Dependent Questions – Start Small to Build Confidence**

The opening questions should help orient students to the text, and be specific enough to answer so students gain confidence. The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning. **Think of ways to maximize student engagement.**

### **Step 5: Identify the Standards That Will Be Addressed in the Whole Lesson**

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus. Form additional questions to exercise those standards.

### **Step 6: Create a Task to Check for Understanding**

Develop a task around the key ideas or understandings identified earlier that:

**Reflects mastery** of one or more of the key objectives of the lesson, **involves writing**, and is structured to be completed by students **independently**.

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### Step 1: Identify the Core Understandings & Key Ideas of Text

*Selection Title:*

**Meet Ben Franklin**

*Original TE Big Question for Unit (Unit planning page \_\_\_\_\_):*

**What can we learn about the world of nature?**

*Enhanced Big Question (if applicable):*

**How does learning about nature help us understand the world around us?**

*Selection Concept(s) - Each selection builds to a larger understanding of the Big Question. How does this selection connect to the Big Question?*

**Scientists find out about the world around them in many ways.**

**Scientists ask questions and find the answers to their questions through their experiments and observations.**

*CCSS Focus Standard(s)*

*What CCSS literacy standard(s) will you be addressing with this re-read of the selection?*

**Reading Anchor Standard 1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RI.1.1, RL.1.1**

**Ask and answer questions about key details in a text.**

*Selection Question - Connect the CCSS Focus Standard to the Selection Concept(s) in the form of a question:*

**How did Ben Franklin’s curiosity about nature lead to his discoveries and inventions? How did his ideas help others?**

-He was curious about nature and he wondered about how things work. He used his ideas to make new things that help people in their lives.

Step 1 – Identify Core Understandings and Key Ideas of Text

## Steps 2 & 3: Target Vocabulary, Syntax, and Text Structure

		KEY WORDS ESSENTIAL TO UNDERSTANDING THIS TEXT	HIGH UTILITY WORDS FOR LANGUAGE DEVELOPMENT – Words ELs & all students need, to access this and other learning
	Vocab in TE already	<b>grew, house, knew, would, curious, idea</b>	
Step 2 - Target Needed Vocabulary	TEACHER PROVIDES DEFINITION Not enough clues provided in the text	<p><u>Pg</u> <u>Words</u>      <u>Clues/Supports</u></p> <p>59 <b>wind filled the sails</b></p> <p>61 <b>curious:</b> To want to know or learn about new things. (pg.54)</p> <p>66 <b>electricity</b></p> <p>67 <b>sparks</b>                      illustration</p> <p>69 <b>iron key:</b> metal key (illustration)</p>	<p><u>Pg</u>      <u>Words</u>                      <u>Clues/Supports</u></p> <p>61 <b>dream:</b> This isn't the kind of dreaming we do in out sleep. This is what we do when we think of things we want to happen in the future or to wonder about.</p> <p>66 <b>knew</b></p> <p>67 <b>flash</b> of lightning</p> <p>68 <b>idea</b></p>
Step 2 - Target Needed Vocabulary	STUDENTS FIGURE OUT THE MEANING Sufficient context or word structure	<p><u>Pg</u> <u>Words</u>      <u>Clues/Supports</u></p> <p>65 <b>bifocals/glasses:</b> students can use the illustration to explain how they use the glasses to see far and close.</p> <p>71 <b>iron rod:</b> illustration and previous discussion of iron</p>	<p><u>Pg</u>      <u>Words</u>                      <u>Clues/Supports</u></p> <p>59 <b>docks and ships</b>                      illustrations</p> <p>64 <b>stove</b>    picture of stove</p>

Step 3 – Challenging Syntax & Text	<p><b>Pg. 63 “The kite was pulling him!”</b> – Talk about why this sentence has an exclamation mark.</p> <p><b>Pg. 68 “How can I find out if lightning is electricity?”</b> Here Ben is talking to himself. He is wondering out loud. He is talking to himself as he tries to solve his problem of not being able to go up in the sky</p> <p><b>Pg. 70 “sparks of electricity jump off the key.”</b> Make the connection to the lightning and the idea of jump</p> <p><b>Genre: Biography:</b> As stated in TE, this selection is a biography. It gives us information about Ben Franklin’s life. It tells us about <b>certain events that relate to him being a scientist</b> and his curiosity as a boy and an adult.</p>
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**Step 4: Create Coherent Sequences of Text-Dependent Questions**

	<b>Text-Dependent Questions</b>	<b>Evidence-Based Answers</b>
<b>Step 4 - Craft questions that start small, address vocabulary, and build toward the key understandings and standards</b>	Pg. 59-63 What do the kite and the sails of the ship have in common?  How is the kite pulling Ben through the water?  How did he think of that?	The wind fills and pushes/ pulls both. It says in the text and the illustration shows it.  The wind lifted the kite and Ben was holding on to it.  "This kite will be like the sails on the big ships," Ben said.
	Pg. 64-65 Here the author tells us about two new things that Ben invented (made). What are his new ideas and how did they help people? How do you know?  Pg. 66-65 What was Ben curious about now? How do you know? What made him curious?	-The stove helped people keep warm in their homes. "...it gave off lots of heat."  -The new glasses "helped people see up close and far away."  -He wanted to know about electricity. "He wanted to know if the flash was electricity."  - He saw the flash on the key and flash in the sky when there was lightning.
	Pg. 68-70 Why does Ben want to go "up there"?  Why did he think about using a kite?  How did he know that lightning was electricity?	-To find out if lightning is electricity.  -A kite helped him once when he was young.  -The sparks jumped off the key as it was tied to the kite.
	p. 71 What is Ben's idea now? Why is he putting the lightning rod on the roof of the house?	-He wants to keep the house safe. If lightning strikes a house it catches on fire, but he says, "Lightning will strike the iron rod, but not my house."
	Pg. 71-72 How did lightning rods help people? What does this tell us about Ben Franklin?	-The rods keep the houses from catching on fire. It helps keep people safe when there is lightning. Pg. 71 -Ben Franklin's curiosity and ideas helped him to create/ invent many things that helped people. This tells us that he was a good man and an important scientist. ( <i>Making Inferences – refer to Teaching Chart 131, TEp.72/73</i> )

**Step 5: Standards Addressed in the Whole Lesson**

*A single lesson can cover multiple standards*

Step 5 – Identify Standards Being Addressed in Lesson

**READING STANDARDS FOR INFORMATIONAL TEXT**

*(Though Biography as a genre can be classified as informational or narrative, this lesson addresses multiple standards for Reading Informational text.)*

**RI.1.1. Ask and answer questions about key details in a text.**

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text **structures (e.g., sequence) and text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

- a. Activate prior knowledge related to the information and events in a text.

**READING STANDARDS: FOUNDATIONAL SKILLS**

RF1.1. Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**WRITING STANDARDS**

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SPEAKING AND LISTENING STANDARDS**

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**LANGUAGE STANDARDS**

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*)

**Step 6: Create a Task to Check for Understanding**

*Describe task and steps students will take to achieve them.*

Step 6 – Task to Check for Understanding

*Prompt = Teacher instructions to students:*

**Selection Question:**

**How did Ben Franklin’s curiosity about nature lead to his discoveries and inventions?**

**How did his ideas help others?**

*Prompt = Teacher instructions to students:*

**TE Pg. 80-81 (Writing for the Week)**

**“Your Turn”**

**Choose one of Ben Franklin’s inventions from the text.**

**What about nature led to this invention?**

**Think about what the invention does.**

**Draw and write about it and why it was important.**

***Task & Steps***

**See TE pgs. 75Q, 80, and 81 for suggestions on getting the report started.**

**You may want to modify the report to be a group project. Students can create a little book or a poster explaining one of Ben Franklin’s inventions.**

**See the rubric on pg. 81I for expectations for completing and sharing the report.**

**Additional Tasks – (optional) Ex: to supplement or build toward culminating task; provide additional depth, complexity, novelty or acceleration for advanced students; make content connections; etc.**

**Notes to Teacher** *Ex: Which sections of text to focus on for particular teaching points; considerations for grouping; content connections, existing TE support, supplemental resources or links*

**Student Engagement** – *What format or strategies will give students the opportunities to actively engage with the learning?*

Think/Pair/Share (TPS) will be a beneficial way to engage students in the discussion. The teachers will want to avoid asking the questions to the class and only allowing one student to respond at a time. TPS will allow for all students to have the opportunity to respond

When choosing which questions to ask, consider the ELD levels of the students. Students at the Beginning and Intermediate levels would benefit from the teacher creating sentence stems that can be stated and rehearsed before students turn to a neighbor/partner and share.

For example when asking: “**What was Ben curious about now? How do you know?**” The teacher can provide the response stem orally:

**Ben was curious about \_\_\_\_\_.**

**I know this because \_\_\_\_\_.**

\*\*Although questions have been created for the whole story, the teacher would need to consider which pages are needed to reinforce the learning, especially the sections that discuss the kite and the lightning rod. (The link to nature and scientists)

Some helpful websites for research reports for student groups:

[http://www.libertyskids.com/arch\\_who\\_bfranklin.html](http://www.libertyskids.com/arch_who_bfranklin.html)

<http://benjaminfranklinbio.com/benjamin-franklin-for-kids/130/>

<http://sln.fi.edu/franklin/inventor/inventor.html>