

Creating Text-Dependent Questions for Close Analytic Reading

Grade ____K____ Unit __3__ Week __2__

“ON THE GO” – SAMPLE LESSON FOR CCSS K-1 FOLLOW-UP PD

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**.

On the Go

by Ann Morris Illustrations by Ken Heyman

Page	Text on page
5	All over the world, people move from place to place carrying babies on their backs,
6	baskets over their shoulders,
7	and almost anything on their heads.
8	They travel on foot. They ride on horses and donkeys
9	and camels.
10	Wheels make things go easier and faster.
11	They can be pedaled or pushed...
12	or pulled by ponies
13	or oxen...
14	or people.
15	Some wheels are powered by motors.
16	A fire engine hurries to put out the fire.
17	Buses carry people all over town.
18	All aboard! Trains switch from track to track.
19	A trolley moves on rails along the city street. Zoom! You can go 150 miles an hour on a monorail.
20	People travel on water, too. Some row their boats. Others push them along with poles.
21	Some people sell refreshments from their boats.
22	Sailors hope for a good wind.
23	Tugboats guide ships from all over the world into the harbor.
25	Jet planes carry people and cargo across continents.
26	You can go straight up in a helicopter
27	or a rocket... Liftoff!
28	Maybe one day you will travel to the moon.
(30-31)	(Index with thumbnail images and information about photos and countries where photos were taken.

Grade K Unit 3 Week 2

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

Selection Title: **“ON THE GO”**

Original TE Big Question for Unit (Unit planning page IVii): **Transportation**

Enhanced Big Question (if applicable):

How do people travel/move from place to place? Why are some ways of traveling/transportation better than others?

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

Different modes of transportation are used when travelling near and far.

CCSS Focus Standard(s) _____

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

RI K 1 With prompting and support, ask and answer questions about key details in a text.

RI K 3 With prompting and support, describe the connection between two ideas or pieces of information in a text.

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

What are some different forms of transportation? What makes some forms of transportation better than others?

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	Travel, journey, familiar, prepare, relax,																															
Step 2 - Target Needed Vocabulary	TEACHER PROVIDES DEFINITION Not enough clues provided in the text	<table border="1"> <thead> <tr> <th>Pg</th> <th>Words</th> <th>Clues/Supports</th> </tr> </thead> <tbody> <tr> <td>p.8, 28</td> <td>travel</td> <td></td> </tr> <tr> <td>p.11</td> <td>pedaled</td> <td>acting out</td> </tr> <tr> <td>p.10</td> <td>pedicabs</td> <td>picture</td> </tr> <tr> <td>p.15</td> <td>powered</td> <td>motor, car</td> </tr> <tr> <td>p. 25</td> <td>continent</td> <td>use the map in the back of the book</td> </tr> </tbody> </table>	Pg	Words	Clues/Supports	p.8, 28	travel		p.11	pedaled	acting out	p.10	pedicabs	picture	p.15	powered	motor, car	p. 25	continent	use the map in the back of the book	<table border="1"> <thead> <tr> <th>Pg</th> <th>Words</th> <th>Clues/Supports</th> </tr> </thead> <tbody> <tr> <td>p. 8, 11</td> <td>They</td> <td></td> </tr> <tr> <td>p.20, 21</td> <td>Some</td> <td></td> </tr> <tr> <td>p.20</td> <td>Others</td> <td></td> </tr> </tbody> </table>	Pg	Words	Clues/Supports	p. 8, 11	They		p.20, 21	Some		p.20	Others	
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Step 3 – Challenging Syntax & Text	<p>On p. 8, What does “They” mean when the author says, “<u>They</u> travel on foot. They ride on horses and donkeys and camels.”? Who have we been talking about?</p> <p>(Other examples of challenging syntax can be found on p.20, “People travel on water, too. Some row their boats.” What does “some” mean? Who is “some” talking about?</p> <p><i>Continue reading</i> “Others push them along with poles.” Tell me who “others” is talking about? Answer: People</p>
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Step 4: Create Coherent Sequences of Text-Dependent Questions

	Text-Dependent Questions	Evidence-Based Answers
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Step 4 - Craft questions that start small, address vocabulary, and build toward the key understandings and standards</p>	<p>We read this selection yesterday. Today we are going to read some of the pages in this book and take a closer look at the different ways people travel and what makes some vehicles for moving better than others.</p> <p>Read with me the title of this book, On the Go. What does “on the go” mean? (Provide traveling if needed.)</p> <p>What in this picture shows that people are on the go or traveling?</p>	<p>Going, Moving, Traveling</p> <p>They are in a boat. The woman is holding a pole.</p>
	<p>(p. 8 & 9) Let’s turn to page 8 and 9. What do these pictures tell you about how people travel? What do you see?</p> <p>On p. 8, What does “They” mean when the author says, “<u>They</u> travel on foot. They ride on horses and donkeys and camels.”? Who have we been talking about?</p> <p>Let’s read the words. (Read pp. 8-9) What do the words tell us about how people travel?</p>	<p>The woman is walking. I see a man and a camel.</p> <p>People travel.</p> <p>On foot People travel on horses. People travel on donkeys. People travel on camels.</p>
	<p>(p. 10) What does the picture tell you here? How are people traveling, moving? (Teacher provides the word pedicab referring to the picture. People travel in pedicabs.)</p> <p>Where are the people?</p> <p>Let’s read the words. “Wheels make things go easier and faster.” Where do you see wheels?</p> <p>Why do you think using bicycles is a good way to travel in this picture?</p>	<p>People are riding bicycles. There are buses. I see people walking. There are a lot of people moving.</p> <p>In a city.</p> <p>Wheels on bicycles, on buses, on pedicabs. They make things go easier. People get tired walking. Because in places with many people they can move around easier. (answers will vary)</p>

<p>(p16) How do people travel here? What do the pictures tell us?</p> <p>Read sentence. Is the fire engine fast or slow, how do you know?</p> <p>Why does a fire engine need to go fast? What did the sentence tell us?</p>	<p>People travel on a fire engine</p> <p>Hurries The picture is blurry.</p> <p>To put out the fire.</p>
<p>(Reread page 17.)</p> <p>What does a bus carry? What does a bicycle carry? If we wanted to go as a class to on a field trip, what would be better to take, a bus or a bicycle? Why?</p> <p>What would be the best vehicle for the firefighters, a bus, a fire engine, or a pedi-cab? Why? <i>(Note: For EL students ask question posting pictures of each vehicle as you say them.)</i></p>	<p>A bus carries a lot of people. A bicycle carries one person. A bus because there are a lot of us.</p> <p>A fire engine because it is the fastest to get to a fire.</p>
<p>Let's read page 25. (Read and refer to back of book to show picture of map and to teach continent, showing how far a plane may travel over water to get to a continent.)</p> <p>What is different about the way these people are traveling from the other pages?</p> <p>Why do people take jet planes?</p> <p>Why would a plane be a better form of travel than a pedicab?</p>	<p>They fly. They are in a plane.</p> <p>They have to go far.</p> <p>It's faster. You can go farther. It can carry a lot of people. (answers will vary)</p>
<p>(Read page 28.) Why do you think a rocket is the best choice to travel to the moon?</p>	<p>It has fire to make it go. It goes the farthest. It goes up. (answers will vary)</p>
<p>Discussion questions. Make sure you ask students, How do you know? :</p> <ul style="list-style-type: none"> • <i>Why would a plane be better than a bicycle?</i> • <i>When would it be better to take a bicycle and not a plane?</i> • <i>What would be better to take, a bus or a plane, if you were going to _____?</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 Informational Text) RI1, RI3, RI4
 (Reading Foundational Skills) RFS1b,
 (Speaking and Listening) SL1a & b, SL2, SL4
 (Language) L1f, L4a, L6
 (Writing) W2, W5

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:

Teacher provides a choice of 4 pictures (market, park, school, another country) and asks students to choose one of the 4.

Use your letters and pictures to:

- *Tell me where you are traveling to.*
- *Tell me how you will get there.*
- *Tell me why you chose that way of traveling. (dictation)*

Task & Steps:

- Student selects picture.
- Partners share their picture and mode of transportation.
- Student draws/writes.
- Teacher monitors and takes dictation, *Why you chose that way of traveling?*
- Partners share their writing. Partner A asks partner B “Why do you use ____ to travel?” and visa versa.

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.*

- Draw pictures of vehicles that have wheels.
Draw pictures of vehicles that fly.
Draw pictures of vehicles that go on the water. (EL resource book p.77.)

Pretend that you will go on a trip. Tell your partner how you will get there, by foot, by train, by boat, by car, or by plane. Draw a picture to tell where you are going and how you will get there. (EL resource book p.74.)

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?*

Turn and tell partner, Turn back tell teacher; Choral reply; Think-Pair-Share; Hand signals; Gestures; Total Physical Response

- Consider what the Day 1 reading lesson (p.617) has students do in order to better plan the re-read and go deeper utilizing close read. (Remember students should be the ones making meaning of the text with guidance from the teacher’s questions.) Do any refinements need to be made to the TE recommendations?
- When the teacher asks a question in which answers will vary and/or why do you think that?, be sure to allow time for students to discuss in a think-pair-share or small group.
- Look at the EL resource book (pp.70-77) to help with vocabulary and question formulation as well as for additional tasks.
- Consider the use of hand gestures/actions to support vocabulary, addressing words that address movement and vehicles.
- Consider the use of pictures (pointing to or posting) to support key vocabulary words.
- Scaffolds for the tasks: Word wall with pictures of vehicles and its matching word. Sentence starter frame, I am traveling to _____ on _____. Encourage inventive/phonetic spelling. It is appropriate for K and 1st grades