

## HANDS-ON ACTIVITY: CREATING AND EVALUATING TEXT-DEPENDENT QUESTIONS (1 HOUR ACTIVITY)

### Activity Goals

Through the course of this activity, participants will learn to:

- Create a series of text-dependent questions, and
- Evaluate the quality of text-dependent questions.

**Description:** Participants will read an appropriately complex text for a particular grade level. Using the *Guide to Creating Text-Dependent Questions* participants will create a series of text-dependent questions and tasks for the text. Participants will use the *Checklist for Evaluating Question Quality* to assess their work.

**Approximate Time:** This activity requires approximately 1 hour.

### Materials:

- Appropriately complex text(s) for targeted grade level(s) - see below for suggestions
- *Guide for Creating Text-Dependent Questions*
- *Checklist for Evaluating Question Quality*

### Before the Session:

Facilitator must select appropriately complex text(s) for targeted grade level(s). Texts may be selected from a variety of sources including Appendix B of the Common Core State Standards, existing reading programs used in the school/district, or other open-source resources.

You may also visit [www.achievethecore.org](http://www.achievethecore.org) and click “Steal These Tools” for exemplar texts and related text-dependent questions and tasks. Specifically, search the “Close Reading Exemplars” section of the site to find appropriately complex texts by grade level; each text is accompanied by a model set of text-dependent questions and culminating tasks (<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>). For grades K-5, an appropriate exemplar (Grade 3) would be, “Because of Winn-Dixie”; for grades 6-12, a possible grade 8 exemplar for use is “Words We Live By.”

### Directions for Creating and Evaluating Text-Dependent Questions

1. Participants closely read the selected text(s).
2. After the first reading, participants should then reread the text and annotate it, noting key vocabulary, structure, language, and meaning demands evident in the text.
3. Using the *Guide for Creating Text-Dependent Questions* handout, participants work individually or with colleagues to create a series of text-dependent questions and tasks.

4. After completing the questions and task, participants use the *Checklist for Evaluating Question Quality* to rate the overall quality of the questions.
5. If working with a group of colleagues, participants can share thoughts on the process and give each other feedback on their question sets.
6. Revise the questions based on the feedback from colleagues and the criteria from the *Checklist for Evaluating Question Quality*.

#### **Some Ideas for Extending the Activity in Professional Learning Communities**

- After completing the question set and related culminating tasks, participants are encouraged to use the text and questions with students in the classroom.
- While implementing the tasks, participants can take daily notes to record best practices and challenges. Teachers may also collect student work.
- After implementing the tasks, participants can share student work and anecdotal experiences with colleagues.
- Participants gather and record shared best practices and challenges while implementing the tasks.
- Participants discuss and implement a plan for disseminating best practices, and solutions to shared challenges.