

HANDS-ON ACTIVITY: EVALUATING AND MODIFYING TEXT-DEPENDENT QUESTIONS (2 HOUR ACTIVITY)

Activity Goals

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

- Evaluate the quality of text-dependent and non-text dependent questions, and
- Create a series of text-dependent questions based on existing questions.

Description: Participants will read an appropriately complex text for a particular grade level or content area. Participants will work individually or with colleagues to evaluate the quality of questions from an existing reading program or textbook. Using the *Guide to Creating Text-Dependent Questions* participants will create a sequence 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 2 hours.

Materials:

- Appropriately complex text(s) for targeted grade level(s) or content area - 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) or content area. 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, textbooks or reading material used in content areas, or other open-source resources.

Directions for Evaluating, Modifying, and Creating Text-Dependent Questions:

1. Participants closely read the selected text(s).
2. Participants then use the *Checklist for Evaluating Question Quality* to rate the overall quality of the questions from the existing reading program.
3. Discuss findings with colleagues.
4. Participants should then reread the text and annotate it, noting key vocabulary, structure, language, and meaning demands evident in the text.

5. Using the *Guide for Creating Text-Dependent Questions* handout, participants work individually or with colleagues to modify existing questions and create a series of new text-dependent questions and tasks.
6. Participants will then use the *Checklist for Evaluating Question Quality* to rate the overall quality of the revised questions and tasks.
7. If working in a group of colleagues, participants can share thoughts on the process and give each other feedback on their question sets.

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.