

Text Dependent Question Worksheet

Teachers can use the worksheet to create new text dependent questions for a text

Text Name & Author:

Suggestions for Framing Text Dependent Question

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| <input type="checkbox"/> Focus on why the author chose a particular word / phrase | <input type="checkbox"/> Focus on testing comprehension of ideas and arguments | <input type="checkbox"/> Focus on noticing what is missing or understated |
| <input type="checkbox"/> Focus on defining academic vocabulary | <input type="checkbox"/> Focus on looking for pivot points in the paragraph | <input type="checkbox"/> Focus on unpacking challenging portions of the text |
| <input type="checkbox"/> Focus on examining the impact of sentence structures | <input type="checkbox"/> Focus on tracking down patterns across sections of text | <input type="checkbox"/> Focus on investigating beginnings and endings of texts |

New Text Dependent Question:

Question Checklist

Use professional judgment in assessing whether or not the question is text dependent using the following checklist; if no boxes are checked for a particular step, revise the question appropriately

Step 1: Check that the Question has a Text Based Focus

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| <input type="checkbox"/> Is there a particular word that is the focus? (STANDARD 4) | <input type="checkbox"/> Is there a particular phrase that is the focus? (STANDARD 4) | <input type="checkbox"/> Is there a particular sentence that is the focus? (STANDARD 5) | <input type="checkbox"/> Is there a particular paragraph that is the focus? (STANDARD 5) | <input type="checkbox"/> Is there a connection between two parts of the text that is the focus? (STANDARD 5) |
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Step 2: Check that the Question is Aligned to a Close Reading Skill

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| <input type="checkbox"/> Are students tasked with determining central ideas or themes and analyzing their development? (STANDARD 2) | <input type="checkbox"/> Are students tasked with summarizing the key supporting details and ideas? (STANDARD 2) | <input type="checkbox"/> Are students tasked with analyzing how and why individuals, events, and ideas develop and interact? (STANDARD 3) | <input type="checkbox"/> Are students tasked with interpreting technical, connotative, and figurative meanings of words and phrases? (STANDARD 4) |
| <input type="checkbox"/> Are students tasked with analyzing how specific word choices shape meaning or tone? (STANDARD 4) | <input type="checkbox"/> Are students tasked with analyzing the structure specific sentences, paragraphs, and sections of text (STANDARD 5) | <input type="checkbox"/> Are students tasked with assessing how point of view or purpose shapes the content and style? (STANDARD 6) | <input type="checkbox"/> Are students tasked with integrating and evaluating content presented in diverse media and formats? (STANDARD 7) |
| <input type="checkbox"/> Are students tasked with delineating and evaluating the specific claims and overarching argument? (STANDARD 8) | <input type="checkbox"/> Are students tasked with assessing the relevance and sufficiency of the evidence? (STANDARD 8) | <input type="checkbox"/> Are students tasked with assessing the validity of the reasoning? (STANDARD 8) | <input type="checkbox"/> Are students tasked with analyzing how two or more texts address similar themes or topics? (STANDARD 9) |

Step 3: Check that the Question Requires a Text Based Answer

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| <input type="checkbox"/> Is the question focused enough that it could only be answered with evidence or inferences from the text? (STANDARD 1) | <input type="checkbox"/> Is the question specific enough that it could only be asked about this particular text? (STANDARD 1) | <input type="checkbox"/> Is the question explicit enough that it could only be answered by first reading the text? (STANDARD 1) |
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