

Why are Text Dependent Question  
Important to Close Reading?

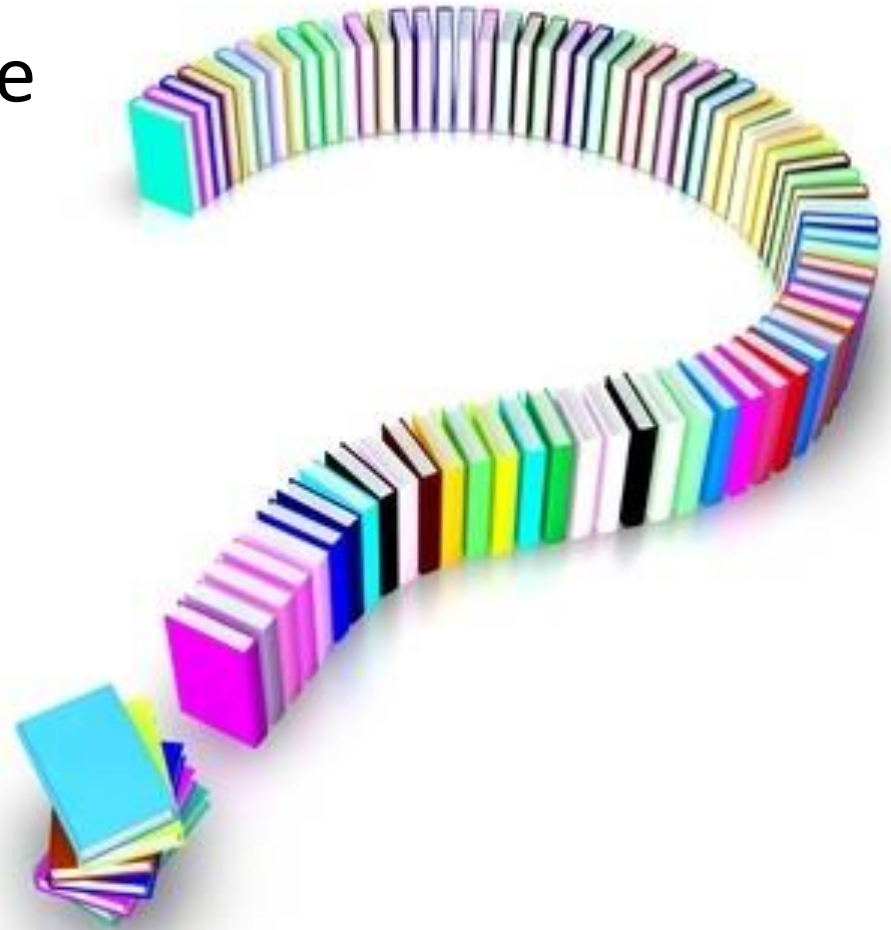
# Text Dependent Questions and Close Reading

- Text dependent questions require students to refer to text.
- Most questions students miss on tests can be found in text.
- Students must get in the habit of checking text when they don't understand or are unsure of the answer to questions instead of guessing. Close reading trains them.
- The meaning of figurative language phrases and vocabulary are a major issue for students performing below grade level.

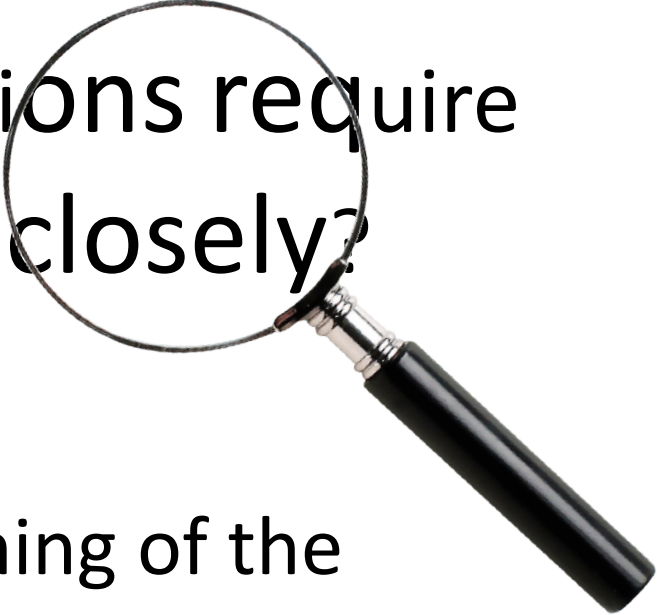


# Text-dependent Questions

- Answered through close reading
- Evidence comes from text, not information from outside sources (prior knowledge)
- Understanding beyond basic facts
- Not recall!



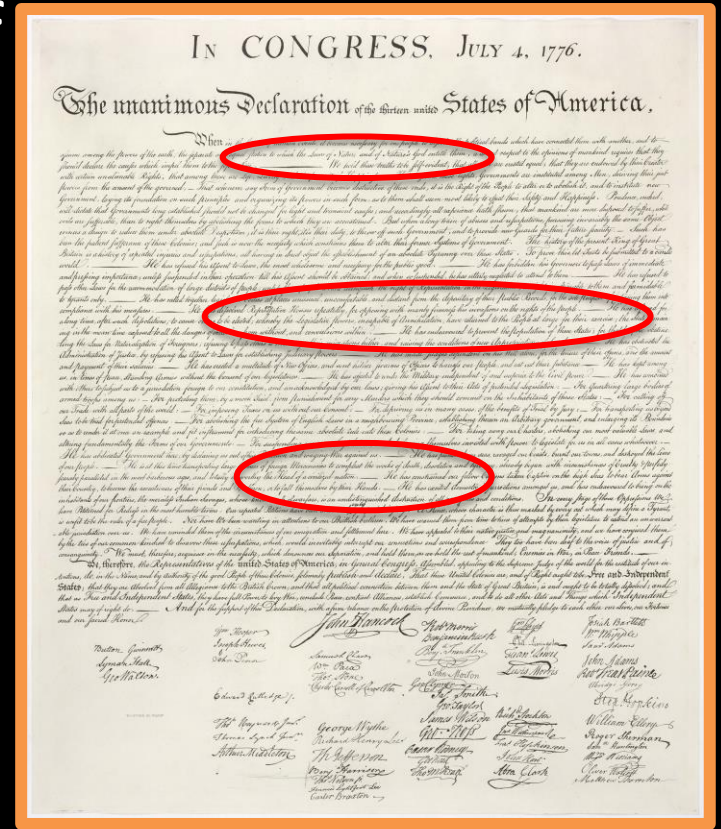
Which of the following questions require students to read the text closely?



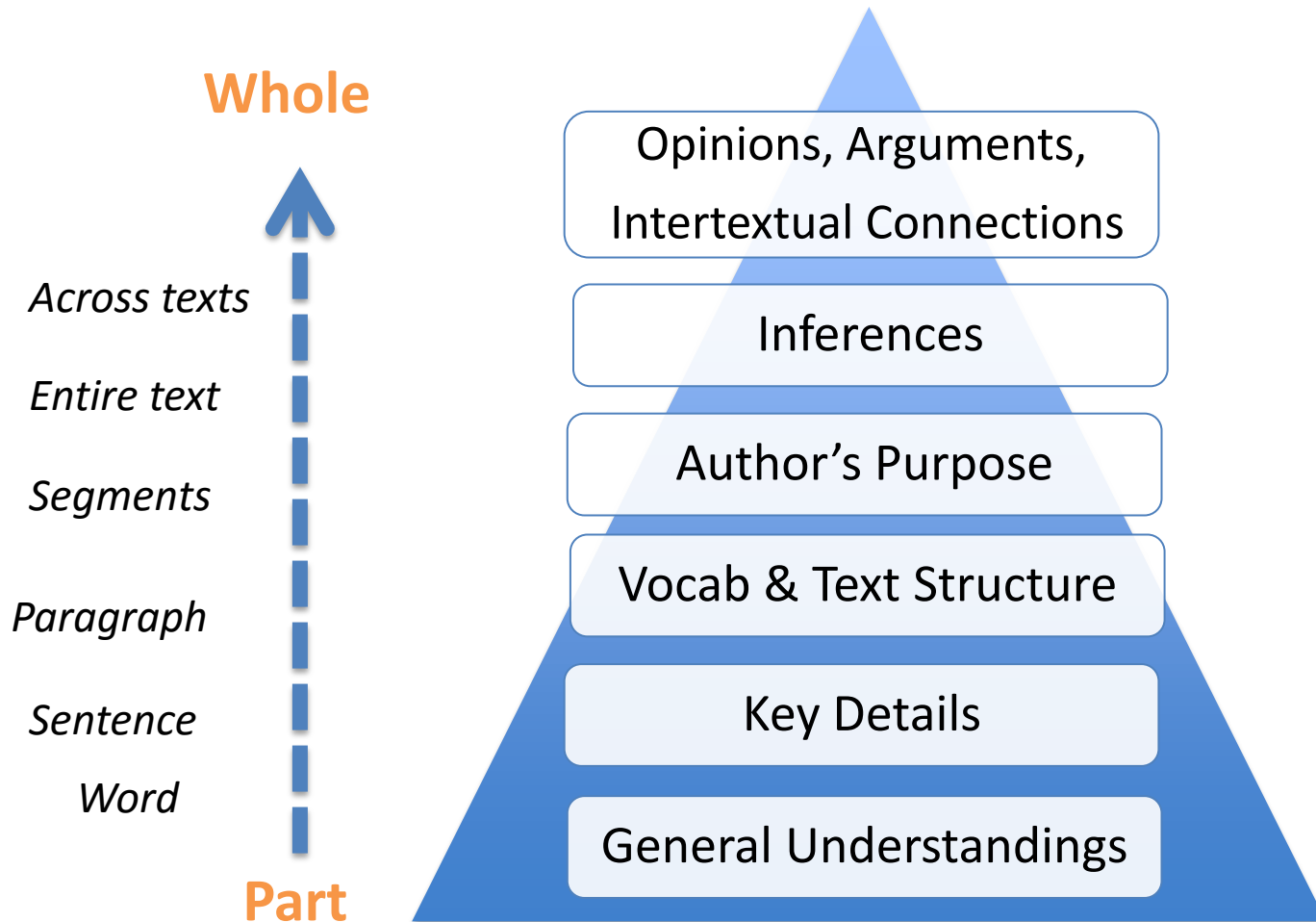
1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?

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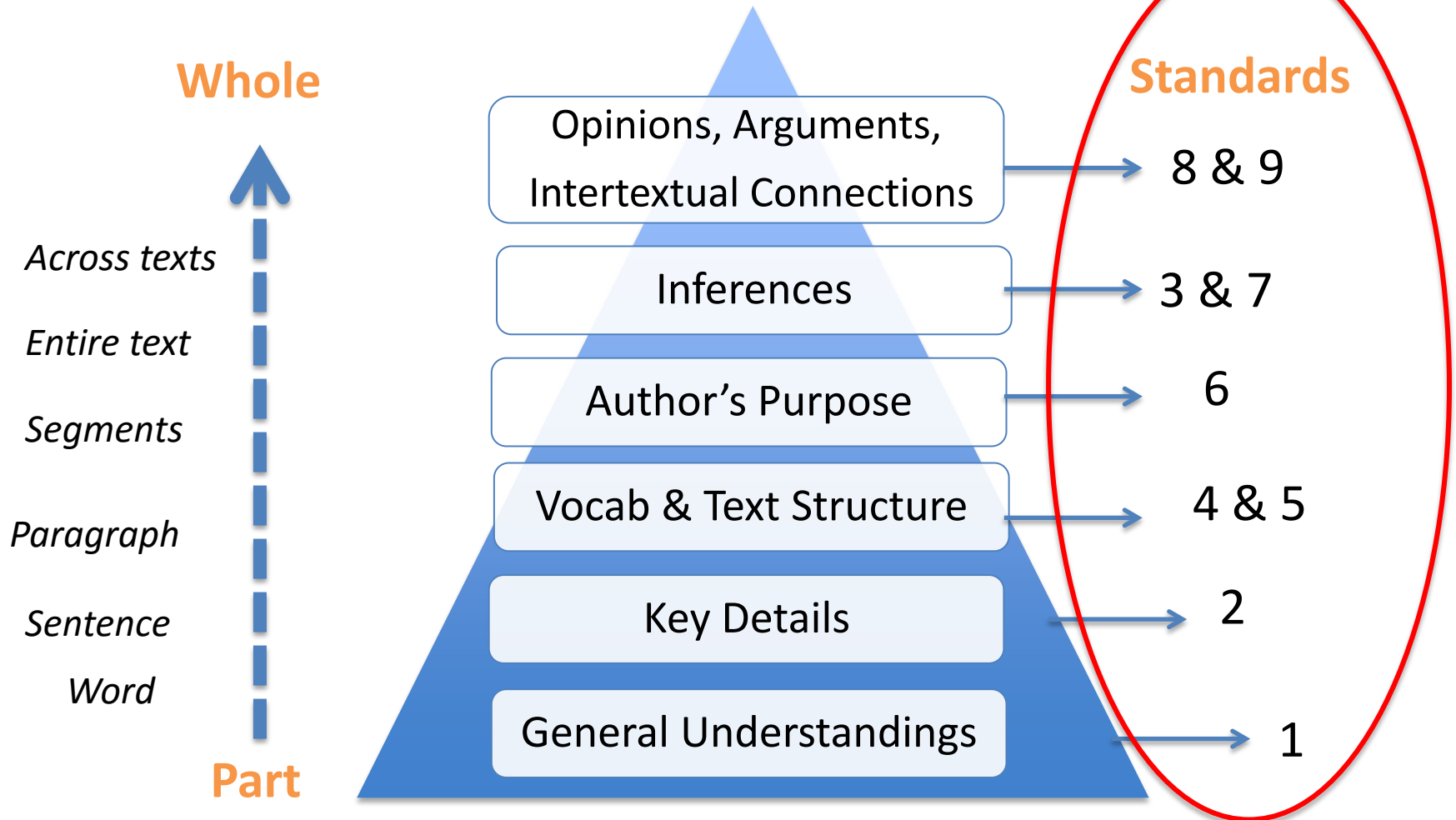
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?



# Progression of Text-dependent Questions



# Progression of Text-dependent Questions



# General Understandings

- Overall view
- Sequence of information
- Story arc
- Main claim and evidence
- Gist of passage





# General Understandings in Kindergarten

Retell the story in order using the words *beginning*, *middle*, and *end*. Refer to Text!

Sequence of Information or Story arc



# Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many.

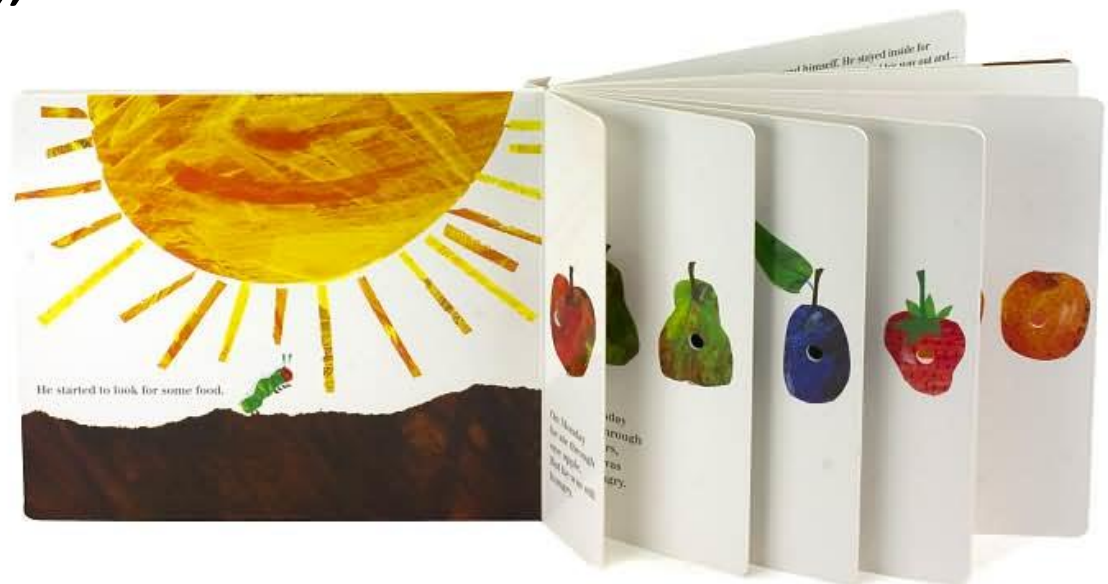


# Key Details in Kindergarten

- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave him a stomachache? What is one food that did not give him a stomachache? Refer to text!

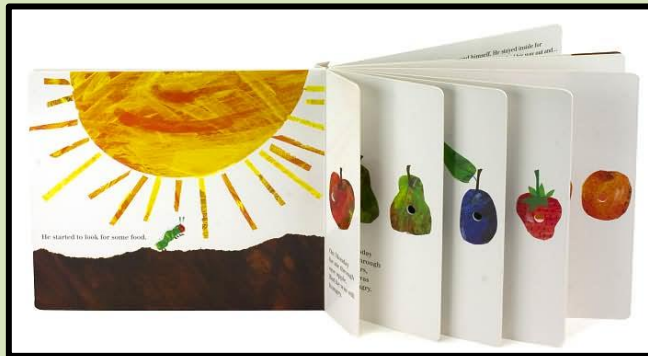


It took more than 3 weeks.  
He ate for one week, and  
then “he stayed inside [his  
cocoon] for more than two  
weeks.”



## Foods that did not give him a stomachache

- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaf



## Foods that gave him a stomachache

- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- watermelon

# Vocabulary and Text Structure



- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning

This is a big one with students especially those with special needs or limited vocabulary.

# Vocabulary in Kindergarten

How does the author help us to understand what cocoon means?



There is an illustration of the cocoon, and a sentence that reads, “He built a small house, called a cocoon, around himself.”





# Author's Purpose

- *Genre*: Entertain? Explain? Inform? Persuade?
- *Point of view*: First-person, third-person limited, omniscient, unreliable narrator
- *Critical Literacy*: Whose story is *not* represented?

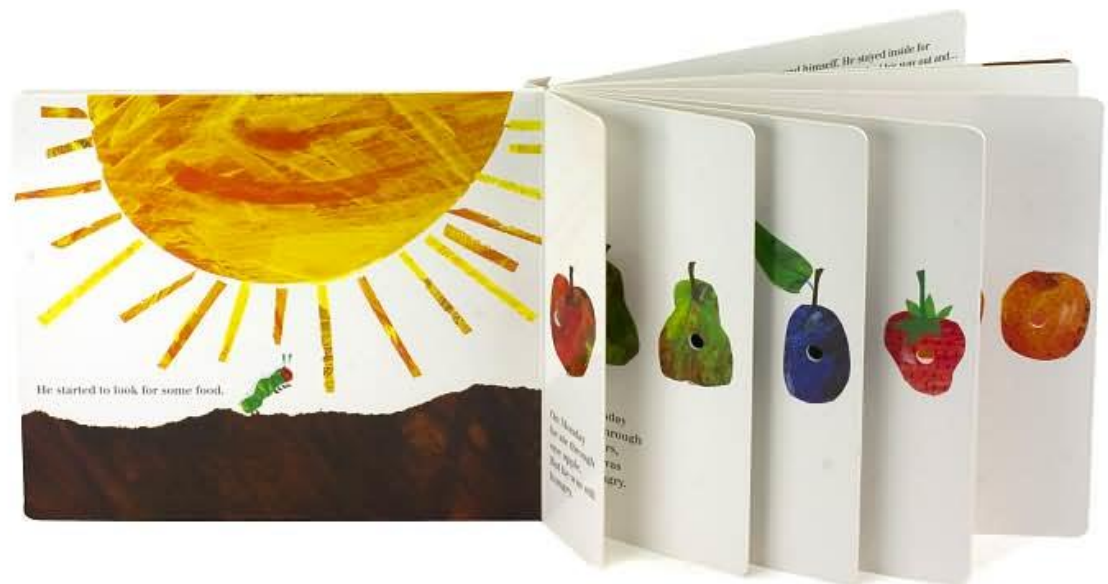


# Author's Purpose in Kindergarten

Who tells the story—the narrator or the caterpillar?



A narrator tells the story, because he uses the words *he* and *his*. If it was the caterpillar, he would say *I* and *my*.



# Inferences

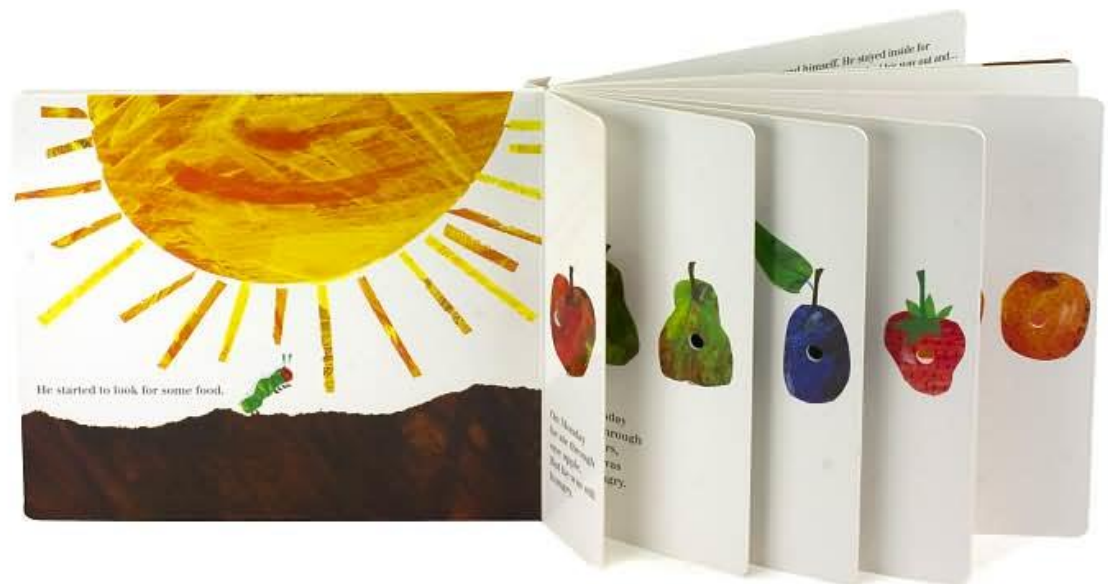
Probe each **argument** in **persuasive text**, each **idea** in **informational text**, each **key detail** in **literary text**, and observe how these **build to a whole**.

# Inferences in Kindergarten

The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?



The caterpillar ate food every day “but he was still hungry.” On Saturday he ate so much food he got a stomachache! Then he was “a big, fat caterpillar” so he could build a cocoon and turn into a butterfly.



# Opinions, Arguments, and Intertextual Connections

- Author's opinion and reasoning (K-5)
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric



*Links to other texts throughout the grades*

# Opinions and Intertextual Connections in Kindergarten

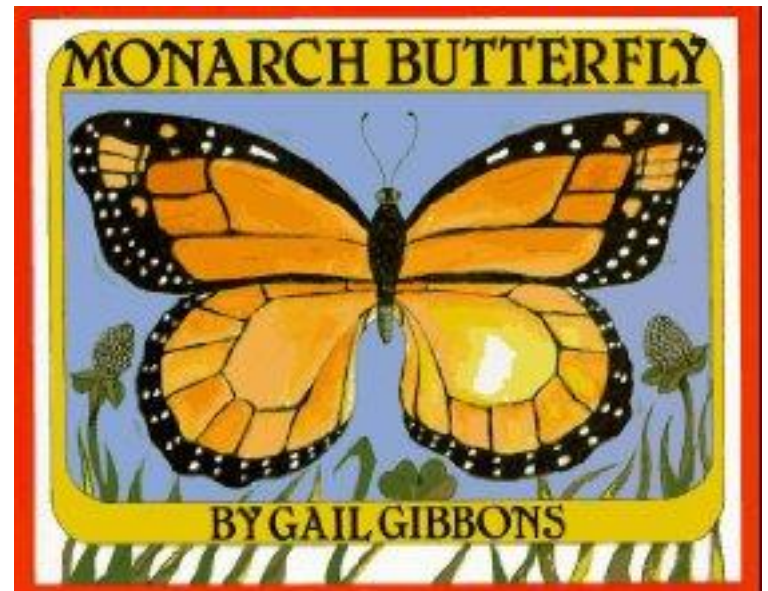
## *Narrative*

Is this a happy story or a sad one? How do you know?



## *Informational*

How are these two books similar? How are they different?





# Develop Text-dependent Questions for Your Books



- Do the questions require the reader to return to the text?
- Do the questions require the reader to use evidence to support his or her ideas or claims?
- Do the questions move from text-explicit to text-implicit knowledge?
- Are there questions that require the reader to analyze, evaluate, and create?