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| [**TEXT-BASED QUESTIONS**](http://achievethecore.org/page/710/text-dependent-question-resources) |
| * **Text-Based Evidence:** Facilitates [rich and rigorous evidence-based discussions](https://www.teachingchannel.org/videos/analyzing-text-as-a-group) and writing about common texts through a [sequence of specific, thought-provoking](http://standardstoolkit.dpsk12.org/files/Text_Dependent_Question_Worksheet.pdf), and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media)
 | * Focuses on challenging sections of text(s) and engages students in a [productive struggle](https://www.teachingchannel.org/videos/using-socratic-seminars-in-classroom) through discussion questions and other supports that build toward independence.

**HELP****Doc** |
| * Are the questions WORTH thinking about and answering? Do they merit the time and attention needed to answer them and lead students to a deeper understanding of the content?
* Do the questions flow from the standards and help students develop skills in the standards (ELA and/or content)?
* Do the questions reflect a broad range of thinking (Bloom’s Taxonomy) and application (DOK)?
* Are there a series of questions that require evidence from text and work together to facilitate rich conversations and writing?
* Did the majority of the questions make the student go back to the text to find the answer versus drawing the reader outside the text?
* Do questions ask for an inference drawn from across the text?
* Have students been provided with enough of a background to have a rich, evidence-based discussion?

**Note**: Don’t have to include a huge number of questions; rather focus on creating a series of valuable questions (not generic) that build the students’ capacity and desire for engaging discourse and writing growth. | * Are strategies selected to provide the necessary amount of support for students to tackle sections of rich text(s) that present the greatest challenge?
* Does the lesson/unit focus on sections of rich text(s) (including read alouds in K-2) that present the greatest challenge?
* Do discussion questions and other supports promote student engagement of all students?
* Do the questions build toward a culminating task which integrates skills to demonstrate understanding (as appropriate may be drawing, dictating, writing, speaking or combo in K-2)?

**Note:** Rich text(s) are texts that are:* worthy of rereading,
* promote growth of academic (Tier 2) words,
* incorporate layers of meaning, and
* serve as mentor texts for writing.

Challenging sections often require scaffolding for reading closely to deepen understanding. |
| **Text:**  | **Page:** | **Questions:** |
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