

# Do Now

Look at the following list of questions use a sticky note and write 'yes' if it is an example of a text dependent question and 'no' if it is not.

1. What is the main idea of this paragraph? What are three key details that support the main idea?
2. In your own words, explain what a scavenger hunt is.
3. What is cause and effect?
4. Part A - Using evidence from the text, from what point of view is the text written? (1<sup>st</sup> Person, 2<sup>nd</sup> person, 3<sup>rd</sup> person omniscient, 3<sup>rd</sup> person objective, 3<sup>rd</sup> person limited)? Provide evidence from the text to support your answer.  
Part B – How does the narrator’s point of view influence the actions in the story?
5. What happened 1<sup>st</sup>? What happened 2<sup>nd</sup>? The cause was what?
6. Where does it say in the text, they got religious freedom?
7. How does the author describe the boy catching his first firefly?
8. Whose point of view is this story being told from? How do you know?



# Optimizing Student Learning Through Questioning Part 1

iZone 2016-2017 Collaborative 1

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# Agenda

- Overview of Session (Working Agreement, Learning Goals)
- Background Information
- Group Activity
- Planning
- Exit Ticket
- Survey



# Working Agreements

- **Listen with the intent to understand. Ask questions!**
- **Focus on how this applies to your daily work. Imagine the possibilities!**
- **Create a safe place to air confusion and raise questions. Share your ideas!**
- **Support ideas with evidence. Always.**



# Learning Goals

Know....the purpose of questioning in instruction.

Understand....how to employ questions that are text dependent/text specific that require students to answer using evidence from the text

Do....create questions that reflect the standard and objective of daily instruction.



# Shifts in ELA/Literacy

1. Regular practice with **complex text** and its **academic language**
2. **Reading, writing and speaking** grounded in **evidence from text, both literary and informational**
3. **Building knowledge** through **content-rich nonfiction**



# A Protocol for Developing Questions Using the Text

1. What is it that I want students to know after they have read this text?
2. Which standard(s) might be met with this text?
3. What task will appropriately assess mastery of one or more standards?
4. Are there other standards, from another subject area, that can be addressed with this text?
5. What parts of this text might be troublesome for students and result in a breakdown in comprehension?
6. What vocabulary should I attend to?
7. Are there any tricky or particularly sophisticated transitions? (places where students may have to make inferences)



# Essential Question

- Why is it important to ask students to engage with rigorous text and questions that are driven by the standards?
- **80-90% of the CCSS/TN Ready standards for reading and literacy require textual analysis**





# Why is this important?

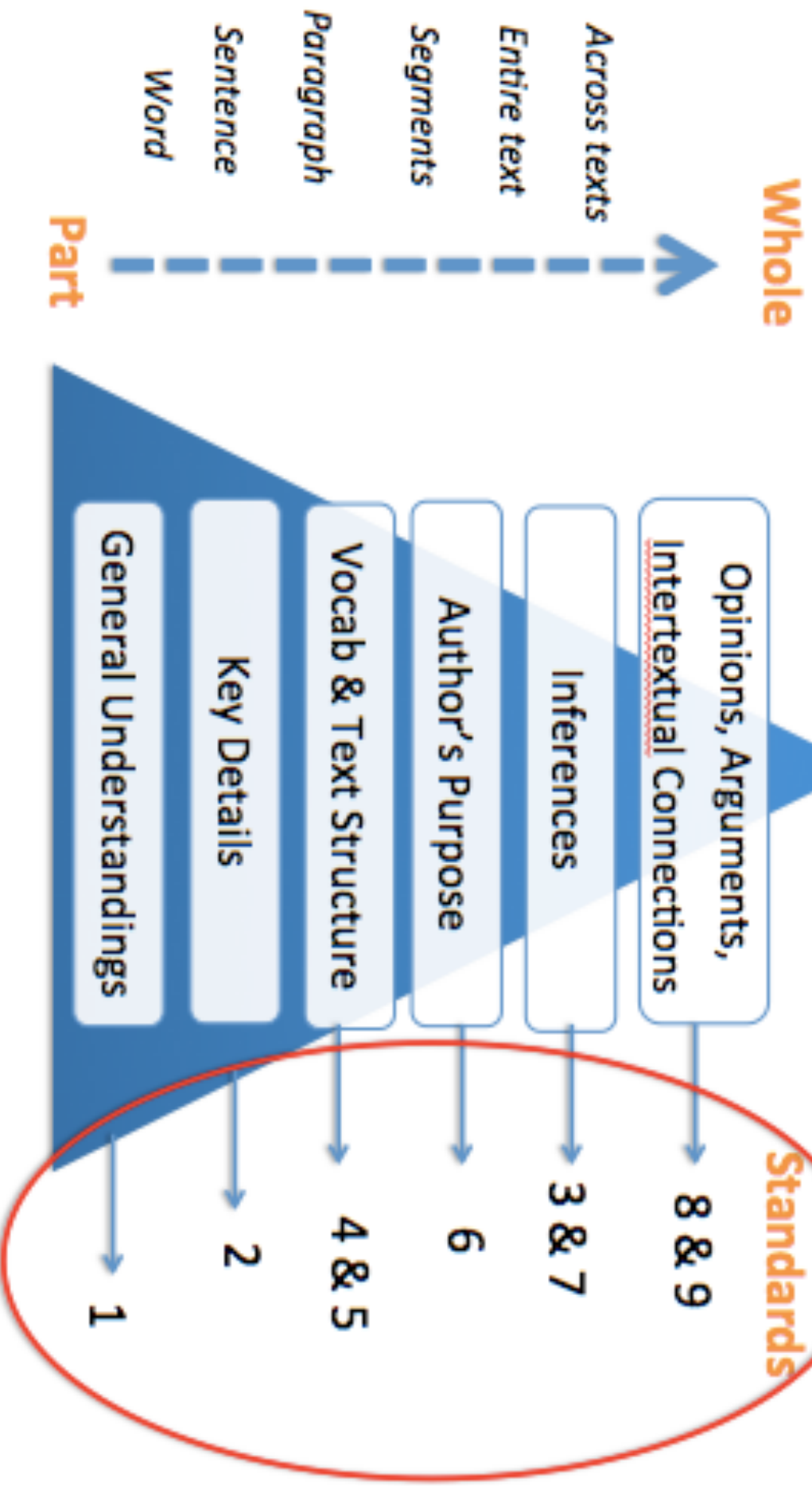
- More instructional time spent outside the text means less time inside the text
- Departing from the text in classroom discussion privileges only those who already have experience with the topic
- It is easier to talk about our experiences than to analyze the text—especially for students reluctant to engage with reading.



# Organizational Elements for Common Core Reading Standards

- Key ideas and Details (RL and RI Standards 1-3)  
What does the text say?
- Craft and Structure (RL and RI Standards 4-6)  
How does the text say it?
- Integration of Knowledge and Ideas (RL and RI Standards 7-9)  
What does the text mean? What is its value? How does the text connect to other texts?
- Range and Level of Text Complexity (RL and RI Standard 10)  
How challenging and varied is the text?

# Creating Coherent Sets of Text-Dependent Questions



# Let's Practice!

- With your group, read the text provided
- Using the Common Core Document, develop one question from each category based on your assigned standard
- Post responses on the appropriate chart paper
- Be prepared to share



**Now, it's time to plan!!**





## Exit Ticket

Select at least two group members to share their text, standard, and corresponding questions developed for upcoming instruction.



# Survey

Thank you for your active participation. Please take a few minutes to complete the following survey.

<https://www.surveymonkey.com/r/N2VVG25L>

