Text-dependent Questions: Pathways to Close & Critical Reading

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Simply assigning hard books will not ensure that students learn at high levels!
To build strength

To build stamina

Less Complex

More Complex
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Use a short passage.
Use a short passage. Re-reading.
Facilitating Re-reading

Change the task

*Read for flow. Read for annotation.*

Ask a really good question

*What is the author’s belief about war?*

Press for evidence

*Where did you find that?*
Use a short passage.

Re-reading

“Read with a pencil”

Creating a Close Reading
Foundational Annotation Skills

• **Underline** the major points.
• **Circle** keywords or phrases that are confusing or unknown to you.
• Write *margin notes* restating the author’s ideas.
Additional Annotations

- *Use a question mark (?)* for questions that you have during the reading. Be sure to write your question.
- *Use an exclamation mark (!)* for things that surprise you, and briefly note what it was that caught your attention.
- *Draw an arrow (arrowhead)* when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
- *Mark EX* when the author provides an example.
- *Numerate arguments, important ideas, or key details* and write words or phrases that restate them.
Maximus was a palace horse.
He was brave.
He was loyal.
He was strong.

Annotation with Wikki sticks
Student annotation in 6th grade

Student sample from Leigh McEwen, AEA 9, Iowa
This is the hinge point—a year’s worth of growth for a year in school.
Retention: $d = -0.13$

Small group learning: $d = 0.49$

Repeated Reading: $d = 0.67$

Teacher-Student relationships: $d = 0.72$

Reverse effects
Zone of desired effects

Classroom Discussion: $d = 0.82$

Use a short passage
Re-reading
“Read with a pencil”
Text-dependent questions

Creating a Close Reading
Progression of Text-dependent Questions

- What does the text mean?
- How does the text work?
- What does the text say?

- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Craft and Purpose
- Inferences
- Opinions/Arguments, Intertextual Connections

Literal
Structural
Inferential
The Day the Crayons Quit

By Drew Daywalt

Illustrated by Oliver Jeffers
What did Duncan find when he took his crayons out of the box one day?
Which crayons feel tired and overworked?

Hey Duncan,
It's me, Red Crayon. We need to talk. You make me work harder than any of your other crayons. All year long I wear myself out coloring fire engines, apples, strawberries and everything else that's red. Holidays I even work on Santa's face. I have to color all the Santas in all the houses. All the houses.
I see yellow crayon talked to you, the BIG WHINER. Anyway, could you please tell Mr. I would, but not the tattletale that he IS NOT the color of the sun? I would, but we're no longer speaking. we both know I am clearly the color of the sun because, on Thursday you used me to color the sun on BOTH the "monkey island" and the "meet the zoo keeper" pages in your "DAY AT THE ZOO"
Use Key Details to Locate Evidence
Use Key Details to Locate Evidence

- How does Gray Crayon feel?
- Why does Beige Crayon feel underused?
- How does Blue Crayon feel?
- To whom was Beige Crayon's letter written?
- Why does Red Crayon write the letter to Duncan?
- According to Black Crayon, what is his main job?
Which crayons appear sad?
Embarrassed? How can you tell?
How does Duncan respond to the letters?
What does the text inspire you to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
- Test
Dear Green, I made the Yellow & Orange’s problem [go away] because I am a good problem solver.

Howabowt you & Orange both be the color of the sun?
HEAR ME, MY CHIEFS!
I AM TIRED. MY HEART
IS SICK AND SAD.
FROM WHERE THE SUN
NOW STANDS, I WILL
FIGHT NO MORE
FOREVER

CHIEF JOSEPH
Who is delivering the speech?
What happened?
Without yet knowing who Looking Glass and Toohulhulsolete are, what can we say about their roles in this decision?
What concerns does Chief Joseph have about the health and welfare of his people? How do you know?
Select some one in your group to read the speech aloud.

Add pauses, inflections, intonations, and emphasis (prosody) to the text.
What does Chief Joseph mean when he says, “From where the sun now stands?”
How does the text work? Vocabulary

What is the tone of this speech? What words and phrases support your claim?
How does the text work? Structure

How does the text structure convey Chief Joseph’s mood?
How does the text work? Structure

What is it about the use of the word *forever* in the last line, “I will fight no more forever” that makes this statement so memorable?
Chief Joseph succeeded his father as leader of the Wallowa band in 1871. Before his death, the father said to his son:
“My son, my body is returning to my mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother.”

Joseph commented "I clasped my father's hand and promised to do as he asked. A man who would not defend his father's grave is worse than a wild beast."
How does this second passage help you to understand the speech? What inner conflict would Chief Joseph have experienced? Where do you see evidence of this conflict in the speech?
What does the text inspire you to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
- Test
Thank you!