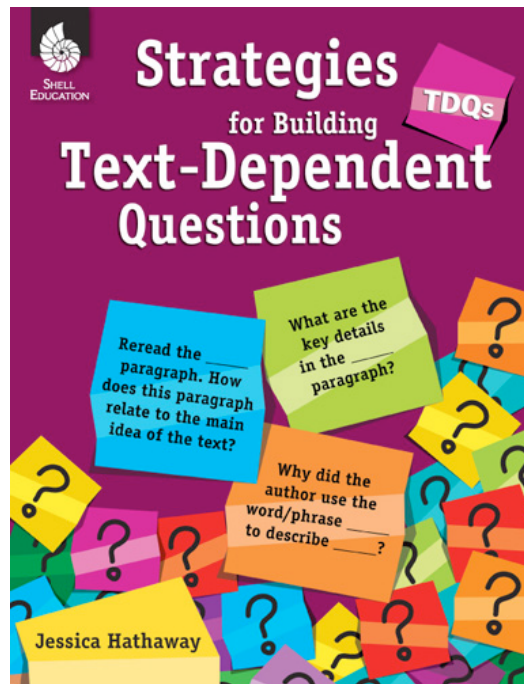


**Sample Pages from**

**Strategies for Building Text-Dependent Questions**



The following sample pages are included in this download:

- Table of Contents
- Introduction excerpt
- Sample chapter selection



SHELL  
EDUCATION

# Strategies

for Building

# Text-Dependent Questions

**TDQs**

Reread the \_\_\_\_\_  
paragraph. How  
does this paragraph  
relate to the main  
idea of the text?

What are the  
key details  
in the \_\_\_\_\_  
paragraph?

Why did the  
author use the  
word/phrase \_\_\_\_\_  
to describe \_\_\_\_\_?

Jessica Hathaway

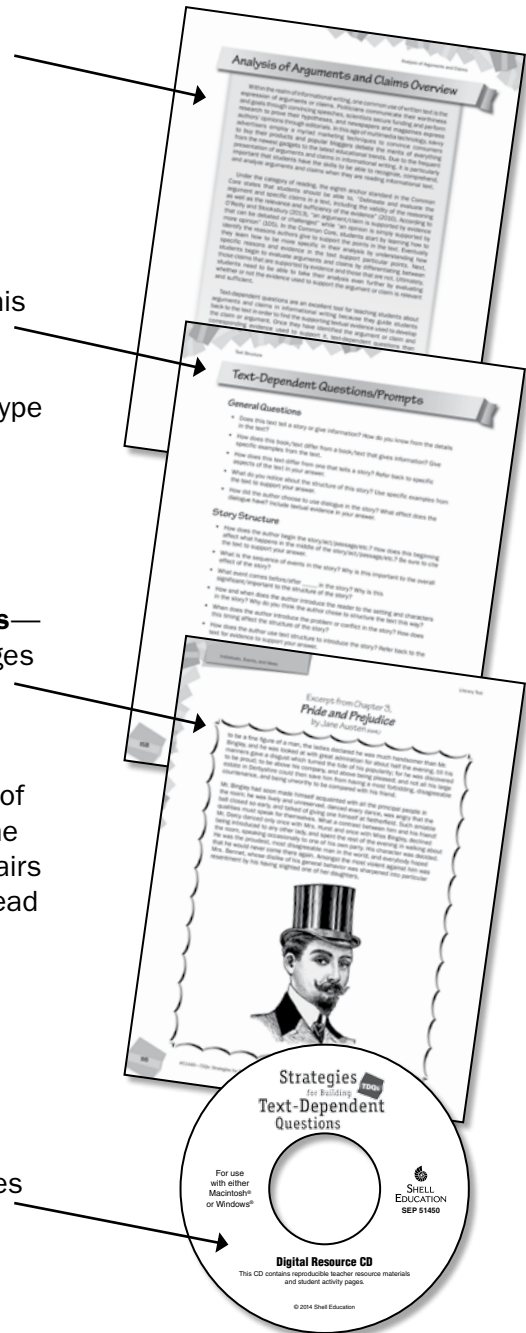
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# How to Use This Book

*TDQs Strategies for Building Text-Dependent Questions* is a versatile resource that can be used to support the implementation of text-dependent questions in the K–12 classroom. This resource provides teachers with an overview of each section, sample text-dependent questions/prompts, and sample literary and informational text passages for grades K–12, along with corresponding questions/prompts. The sample text passages are meant to serve as models for the teacher and can be modified as desired to meet the needs of students.

- Overview**—This section tells the reader what to expect and provides background knowledge about the topic.
- Text-Dependent Questions/Prompts**—This section provides sample text-dependent questions/prompts that can be used in a classroom with students to support any type of book.
- Literary and Informational Text Passages**—This section provides sample text passages for grade spans K–1, 2–3, 4–5, 6–8, and 9–12. Each passage also includes corresponding text-dependent questions/prompts. Depending on the reading level of your students, you may choose to read the passages aloud, have students read in pairs or small groups, or instruct students to read independently.
- Digital Resource CD**—The CD contains digital versions of the model text passages and questions/prompts.





# Individuals, Events, and Ideas

Text-dependent questions (TDQs) are important to the understanding of individuals, events, and ideas. In this section, you will find an overview, sample text-dependent questions/prompts, literary and informational passages, as well as supporting questions/prompts to use with your students. Below is a chart that provides the titles and the recommended grade ranges for the texts in this section.

<b>Grade Range</b>	<b>Literary Text</b>	<b>Page #</b>	<b>Informational Text</b>	<b>Page #</b>
<b>K–1</b>	<i>The Picky Boy</i>	95	<i>Your Sense of Taste</i>	97
<b>2–3</b>	“The Shoemaker and the Elves” from <i>The Beacon Second Reader</i> by James H. Fassett	99	Excerpt from <i>Solids</i> by Lisa Greathouse	102
<b>4–5</b>	Excerpt from <i>The Jungle Book</i> by Rudyard Kipling	105	Collecting Data	108
<b>6–8</b>	Excerpt from <i>Call of the Wild</i> by Jack London	111	Excerpt from <i>Ancient Rome</i> by Betsey Norris	113
<b>9–12</b>	Excerpt from Chapter 3, <i>Pride and Prejudice</i> by Jane Austen	115	Excerpt from <i>The Every-Day Life of Abraham Lincoln</i> by Frances Fisher Browne	118

## Individuals, Events, and Ideas Overview

Stories and informational texts generally contain numerous different literary elements, but the foundation of any text comes from the individuals, events, or ideas that make up the body of the writing. In literature, the author interweaves characters, setting, and plot to build theme, create conflict, achieve resolution, and construct a point of view. Informational texts use writing and text structures to convey information about historical events, explain technical procedures, describe scientific procedures, explore significant individuals, and much more. Text-dependent questions that focus on the individuals, events, and ideas contained within a text help students learn to identify these significant components and analyze their development over the course of a text. A thorough understanding of these elements then enables the student to comprehend the broader themes and complex central ideas embedded within the text.

It is important that students not only understand the *who*, *what*, and *where* of a text, but also that they examine why the author chose to develop these fundamental components in specific ways. According to Day and Park (2005), *how* or *why* questions about individuals, locations, and events in a text can be used to help students “go beyond a literal understanding of the text” and aide them in becoming “interactive readers” (66). For example, text-dependent questions can challenge students to examine the text for the reasons *why* characters or individuals act in a given way or *how* a particular setting affects a sequence of events. By looking beyond the literal facts, students realize how these literary components develop and interact.

Reading Anchor Standard 3 in the Common Core (2010) mandates students be able to “analyze how and why individuals, events, or ideas develop and interact over the course of a text.” For literary texts in the elementary grades, students begin by learning to identify and describe the characters, setting, and major events. Later, they practice analyzing how the characters interact with particular events as well as comparing and contrasting multiple characters, events, and settings. Similarly, in informational texts, students start by looking at the different ways that individuals, events, ideas, or pieces of information are related. They learn to use language involving sequence, cause and effect, and chronology to examine informational texts. Students explore the ways in which ideas develop over the course of a text and investigate how authors effectively communicate information and opinions to the reader.

In order to successfully analyze and comprehend the contents of a story or informational text, it is important that students explicitly refer to the details and information presented within the text. Text-dependent questions enable students to deepen their comprehension and draw conclusions based on information directly from the text, rather than relying exclusively on ideas based on prior experiences or background knowledge.

# Text-Dependent Questions/Prompts

## Individuals/Characters

- What did you learn about \_\_\_\_ in the \_\_\_\_ paragraph? What words did the author use to communicate this information?
- What emotions does \_\_\_\_ experience in the text? How do you know?
- What do \_\_\_\_'s actions show you in the \_\_\_\_ page/paragraph/scene/stanza?
- What is the relationship between \_\_\_\_ and \_\_\_\_? Refer back to the text for specific examples to support your answer.
- What are \_\_\_\_'s strengths? Weaknesses? How do you know?
- How does the dialogue between \_\_\_\_ and \_\_\_\_ help the reader understand more about these characters/individuals? Use examples from the text to support your answer.
- What does \_\_\_\_ look like? What words or phrases does the author use to describe him/her?
- What is \_\_\_\_'s motivation in the \_\_\_\_ paragraph/scene/stanza? What words or phrases in the text tell you this?
- What is \_\_\_\_'s emotional state in the \_\_\_\_ paragraph/scene/stanza? How do you know? Use examples from the text to support your answer.
- What problems does \_\_\_\_ face in the text? How does his/her personality affect the outcome of these problems? Refer back to the text in your answer.
- What does the author want the reader to know/understand about \_\_\_\_? How do you know this from the text?
- How does \_\_\_\_ act around \_\_\_\_? What do these actions tell you about the relationship between these two individuals? Support your answer with details from the text.
- How does the author develop the character of \_\_\_\_ over the course of the story? Include specific examples from the text in your answer.
- How does \_\_\_\_ change during the story? Support your answer with specific examples from the text.
- What words does the author use to describe \_\_\_\_? What can you infer about \_\_\_\_ from these words?
- What are \_\_\_\_'s feelings about \_\_\_\_? Include specific words and phrases from the text to support your answer.
- Compare \_\_\_\_ and \_\_\_\_\_. How are these two characters/individuals alike and different? Refer back to the text for evidence to justify your answer.
- Why does \_\_\_\_ say, "\_\_\_\_"? How does this dialogue relate to \_\_\_\_'s character?
- What is the historical significance of \_\_\_\_? Remember to include examples from the text in your answer.

## Text-Dependent Questions/Prompts *(cont.)*

- What do you learn about \_\_\_\_\_ in the paragraph that starts with, “\_\_\_\_\_”?
- Who are the main characters/people in this text? Describe each character/person using details from the text.
- Why is it important to learn about the life of \_\_\_\_\_? Include examples from the text to justify your opinion.
- What is \_\_\_\_\_’s role in the text? Why did the author choose to include him/her? Support your answer with textual evidence.

### Setting

- What is the setting of the text? Remember to include specific words and phrases from the text in your answer.
- What role does the setting play in the story/text? Include examples from the text to support your answer.
- How does the time at which the text takes place play a role in the story? Support your answer with examples from the text.
- What words does the author use to describe the setting? Be sure to include specific words and phrases from the text in your answer.
- How does the setting affect the overall tone of the text? Why is this important? Use examples from the text to demonstrate the relationship between setting and tone.
- How does setting affect the life of \_\_\_\_\_? How do you know?
- What is the historical significance of the setting of the story/play/poem/text? Remember to include examples from the text to support your answer.
- How would the story change if it occurred in a different location? Provide evidence from the text to illustrate your answer.
- How is the sequence of events in the text affected by the setting?
- What is the connection between setting and character development in the story? Support your answer with examples from the text.

### Events/Plot

- Summarize the sequence of events in the story. Be sure not to include personal opinions or judgments.
- How do the events in chapter \_\_\_\_\_ relate to those in chapter \_\_\_\_\_?
- Describe how the events in the text build on each other. Make sure to include specific examples from the text in your answer.
- What is the main event on page \_\_\_\_\_? What is the role of this event in the overall text?



## Text-Dependent Questions/Prompts *(cont.)*

- Why did \_\_\_\_ happen? Refer back to the text for evidence to support your answer.
- What is the role of \_\_\_\_ in the sequence of events? How do you know?
- Why did the author choose to focus on the events of \_\_\_\_? Justify your answer with specific details from the text.
- Retell the main events of the story. How do these events relate to the overall message of the text?
- Explain the relationship between the sequence of events and character development in the text. Include specific examples from the text in your answer.
- How does the event in paragraph \_\_\_\_ signify a turning point in the text? Refer back to the text for details to support your answer.
- What event comes before \_\_\_\_? Why is this significant?
- What event comes after \_\_\_\_? Describe the role of this sequence in the text.
- Explain how the series of events on page \_\_\_\_ contribute to/support the overall theme of the text. Make sure to include specific examples from the text to support your answer.
- What is one problem/conflict in the text? How is it resolved?
- What is the cause and effect discussed in the text?
- How do the series of events at the beginning of the story contribute to the overall tone of the text? Support your answer with specific examples from the text.
- How does the text's genre relate to the sequence of events in the text? Refer back to the text in your answer.

## ***Your Sense of Taste***

Taste is one of the five senses. You use your tongue to taste things. Your tongue has taste buds. The taste buds figure out the flavor in the food you eat. Foods can taste sweet or salty. They can taste sour or bitter. Some foods can have more than one taste. Lemonade can be sweet and sour at the same time.

When you put food in your mouth, your taste buds send messages to your brain. The way food smells also affects its flavor. When you chew food, it gives out different smells. Your nose smells the food. Then, it sends a signal to your brain. Your brain gets the messages. It puts together the signals from your tongue and nose. That is how your body senses flavor in food.

Some people like sweet food best. Other people like salty food best. Which taste is your favorite?





Excerpt from  
*The Jungle Book*  
by Rudyard Kipling

The Law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting grounds of his pack or tribe. The real reason for this is that Man killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody in the jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenseless of all living things, and it is unsportsmanlike to touch him. They say too—and it is true—that man-eaters become mangy, and lose their teeth.

The purr grew louder, and ended in the full-throated “Aaarh!” of the tiger’s charge.

Then there was a howl—an untigerish howl—from Shere Khan. “He has missed,” said Mother Wolf. “What is it?”

Father Wolf ran out a few paces and heard Shere Khan muttering and mumbling savagely as he tumbled about in the scrub.

“The fool has had no more sense than to jump at a woodcutter’s campfire, and has burned his feet,” said Father Wolf with a grunt.

“Something is coming uphill,” said Mother Wolf, twitching one ear. “Get ready.”

The bushes rustled a little in the thicket, and Father Wolf dropped with his haunches under him, ready for his leap. Then, if you had been watching, you would have seen the most wonderful thing in the world—the wolf checked in mid-spring. He made his bound before he saw what it was he was jumping at, and then he tried to stop himself. The result was that he shot up straight into the air for four or five feet, landing almost where he left ground.

“Man!” he snapped. “A man’s cub. Look!”

Excerpt from  
*The Jungle Book*  
by Rudyard Kipling (cont.)

Directly in front of him, holding on by a low branch, stood a naked brown baby who could just walk—as soft and as dimpled a little atom as ever came to a wolf’s cave at night. He looked up into Father Wolf’s face, and laughed.

“Is that a man’s cub?” said Mother Wolf. “I have never seen one. Bring it here.”

A Wolf accustomed to moving his own cubs can, if necessary, mouth an egg without breaking it, and though Father Wolf’s jaws closed right on the child’s back not a tooth even scratched the skin as he laid it down among the cubs.

“How little! How naked, and—how bold!” said Mother Wolf softly. The baby was pushing his way between the cubs to get close to the warm hide. “Ahai! He is taking his meal with the others. And so this is a man’s cub. Now, was there ever a wolf that could boast of a man’s cub among her children?”





Name: \_\_\_\_\_

Date: \_\_\_\_\_

Excerpt from  
***The Jungle Book***  
by Rudyard Kipling *(cont.)*

**Directions:** Use the text to answer the questions below.

- 1** What is the relationship between Father Wolf and Shere Khan? Refer back to the text for specific examples to support your answer.

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- 2** What did you learn about the baby in the paragraph that starts with “Directly in front of him...”? What words did the author use to communicate this information?

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- 3** What is the setting of the text? Include specific words and phrases from the text in your answer.

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- 4** What event comes before the baby’s appearance from the brush? Why is this significant?

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Excerpt from  
*Ancient Rome*  
by Betsey Norris

Imagine living in ancient Rome. You would have definitely been impressed with the largest structure of its day, the Coliseum. It took more than ten years to construct (A.D. 70-82) during the reigns of two Flavian emperors, Vespasian and Titus. It was nicknamed the Flavian Amphitheatre. The Coliseum is 160 feet high (48.8 meters) and has three exterior floors consisting of 80 arches. These arches have provided such strength that this structure has managed to survive thousands of years. This huge building would fit inside two football fields.

The architecture of the Coliseum is a spectacular display of Roman talent and skill. The columns on the first story are Doric. The second floor is Ionic architecture, and Corinthian is used on the third floor.

The Doric column is simple in design. It is very plain, having the least decoration of any of the column types. Without a base, this design is simple, but eloquent.

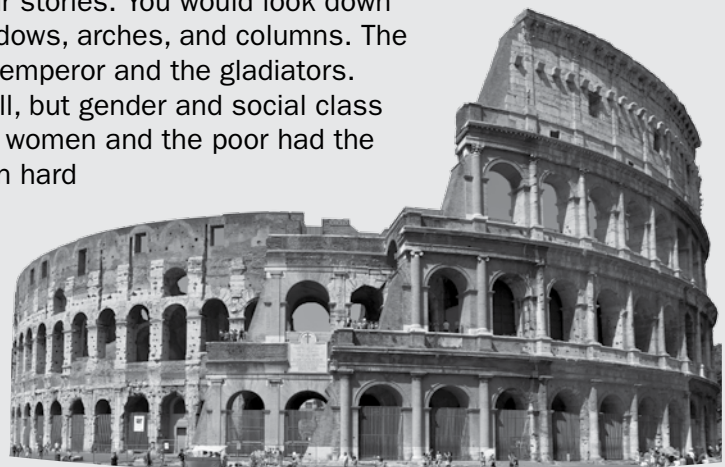
The Ionic columns are more slender, have bases and are decorated with plain or sculpted frieze. These columns have some curves, but are not as elaborate as the Corinthian columns.

The Corinthian column was more elaborate and ornate than the other Greek column types. The Corinthian column begins with a large, richly molded base and extends down to a shaft that is cylindrical and indented with shallow, vertical channels, or flutings. This column is wider in the middle than at the top or bottom. A Corinthian capital has leaf-like designs and volutes. Friezes above these columns are similar, but smaller than those featured above Ionic columns.

This building actually served a dual purpose at one time. The changers located below the main arena were covered with a wooden floor. During the first 10 years of its existence, the stadium could be filled with water and used for mock naval battles. However, this practice was eventually discontinued. The Romans found that over time the water was damaging the foundation and flooring. After this practice was stopped, the gladiators and the animals were kept below the main arena on this floor as others prepared for the events of the evening.

As an ancient Roman attending an event in the Coliseum, you would be one of 50,000 people entering through one of the 80 ground entrances. You would climb the steps to the top of its four stories. You would look down to view the spectacular sight of all its windows, arches, and columns. The Coliseum had separate entrances for the emperor and the gladiators. The seats in the Coliseum were filled by all, but gender and social class determined the seating arrangement. The women and the poor had the worst seats. They probably stood or sat on hard benches in the fourth tier.

Today, the Coliseum is one of Rome's most famous tourist attractions. Although it is a ruin, it remains one of the best examples of Roman architecture and engineering.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Excerpt from  
***Ancient Rome***  
by Betsey Norris *(cont.)*

**Directions:** Use the text to answer the questions below.

- 1** How does the author elaborate on the idea presented in the first paragraph of the text? Include specific examples from the text to support your answer.

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- 2** What is the historical significance of the setting of the text? Include examples from the text to support your answer.

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- 3** How is the idea of Roman architecture introduced in the text? Include specific examples from the text in your answer.

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- 4** Compare and contrast the different types of columns in the Coliseum as they are presented in the text.

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