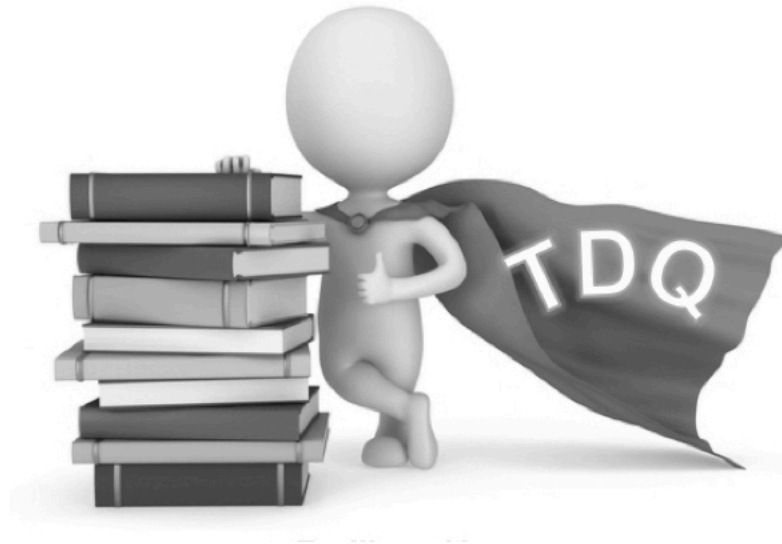


# *Empowering ELs for a Successful Tomorrow Using Text-Dependent Questions*



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## ***Session Goals***

- Help our learners navigate level-appropriate complex text and its related academic language.
- Identify, adapt and create strategic text dependent questions that deepen learners' knowledge of text and require higher level thinking.

**Be sure to visit the CCRSTDQ Wiki for more resources at  
<http://www.ccrstdq.pbworks.com>**

# A

- Read the text once for gist.
- Read a second time in order to answer questions 1 and 2 below.

## DEPEND ON THE TEXT!

Close readings are an instructional strategy that promotes deep thinking as students reread and critically examine a text (Fisher & Frey, 2012). However, students do not automatically reread. Thus, teachers need to create and use text-dependent questions that redirect students to the text to provide evidence and support for their answers (Fisher, Frey, & Lapp, 2012). Teachers should prepare text-dependent questions in advance of the reading, considering questioning techniques such as question-answer relationships, questioning the author, and Bloom's taxonomy to ensure deep thinking is achieved. While initial questions in a close reading may focus on the literal level, in subsequent readings questions require more advanced thinking. Across readings, questions should progress through general understanding, key details, vocabulary/text structure, author's purpose, inferring, and forming arguments (Fisher & Frey, 2012; Fisher, Frey, & Lapp, 2012).

Excerpted from Neff, J. (2016). Depend on the Text! How to Create Text-Dependent Questions - ReadWriteThink. Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html>

1. What's the main idea of this excerpt? Support your answer with evidence from the text.
2. Cite three suggestions the author gives for developing questions.

# B

- Read the text once for gist.
- Read a second time in order to answer questions 1 and 2 below.

## USING COMPLEX TEXTS TO DEVELOP COMPLEX LANGUAGE & LITERACY

While many educators have simplified or used easier texts, complex texts are the very thing that academic English learners need. Written texts, in particular, provide high concentrations of complex academic language (Wong-Fillmore & Fillmore, 2011). As a reader processes the language and creates meaning from it, the reader's mind stores up new terms, syntax, ways of organizing knowledge, and ways to describe thinking processes. Most of this "storage" is subconscious. What is certain is that when students read and understand large quantities of academic texts, their academic language abilities increase across the board: reading, writing, listening, speaking, and even interacting. As you teach students using complex texts, remember that it's not just access to the content that we desire for our students, but also ownership of its language and ideas.

Excerpted from: Zwiers, J. (2014). Complex Texts. Retrieved April 10, 2016, from <http://www.jeffzwiers.org/complex-texts.html>

1. Which instructional strategy does this text address?
2. What types of connections does the author make between the strategy and learning?

# Kids love their Robohands

By The Baltimore Sun, adapted by Newsela staff

Oct. 06, 2014 1:00 AM



Griffin Matuszek, 5 ½ was born without fingers on one hand. Now he is delighted with his 3-D hand.

Every year many children are born with missing hands or fingers. Children also lose hands in accidents. 3-D printing can help these children. 3-D printers make jewelry, tools and toys. They can also make prosthetic hands.

Once a prosthetic hand cost \$40,000. This was a problem for families. Children grow every year. Now volunteers use the printers. They make 3-D hands for free.

Once, Griffin felt different. Now he feels special.

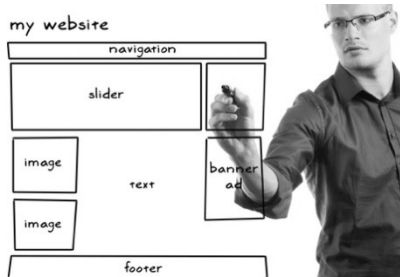
- 
1. **What is a prosthetic hand?**
  2. **Why do some children need prosthetic hands?**  
**Underline two reasons in the article.**
  3. **What can 3-D printers make?**
  4. **Why did Griffin feel different?**
  5. **What does the reporter want you to understand?**



LEARN ABOUT WEB DEVELOPERS

A

They are web developers.



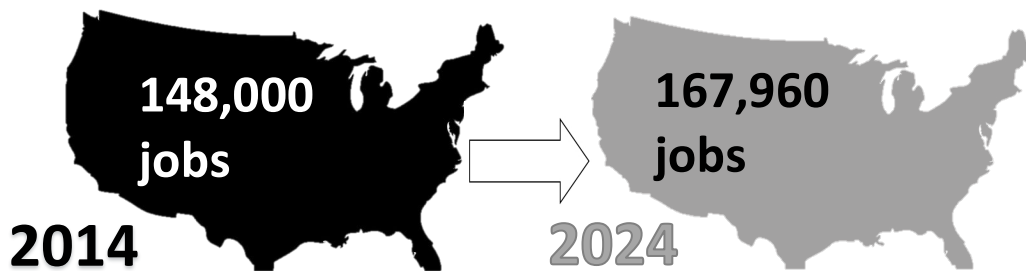
B

They can make \$32.00 an hour.



C

Look at the job outlook!



Source: Occupational Outlook Handbook, 2016

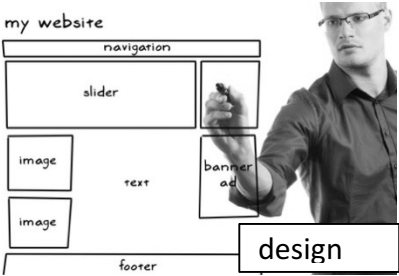
**Script for Questions**

1. Look at part A. Find the words: web developer. Circle the words: web developer. How many pictures of web developers do you see on the page?
2. What do web developers do?
3. Is \$32.00 an hour good?
4. Look at part C. Will there be more web developer jobs in the future? How do you know?
5. Look at the maps in part C. Find the difference between the number of web developer jobs in 2014 and the number of jobs in 2024.



# LEARN ABOUT WEB DEVELOPERS

• Web developers work on websites.

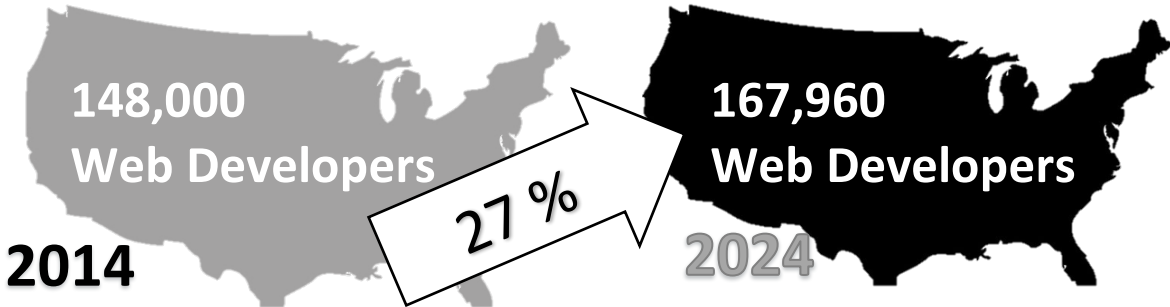


• The pay is good.

\$32.00/hr



• The job outlook is great!



Source: Occupational Outlook Handbook, 2016-17 Edition

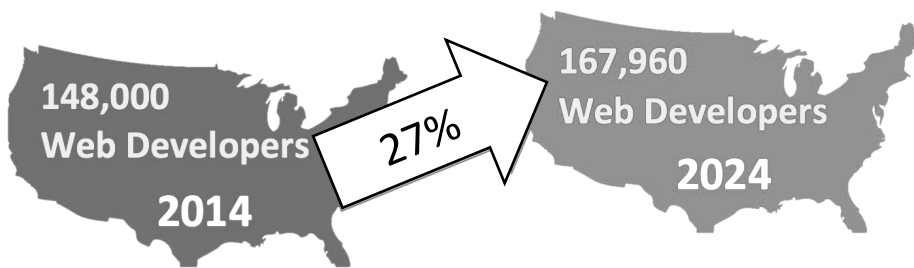
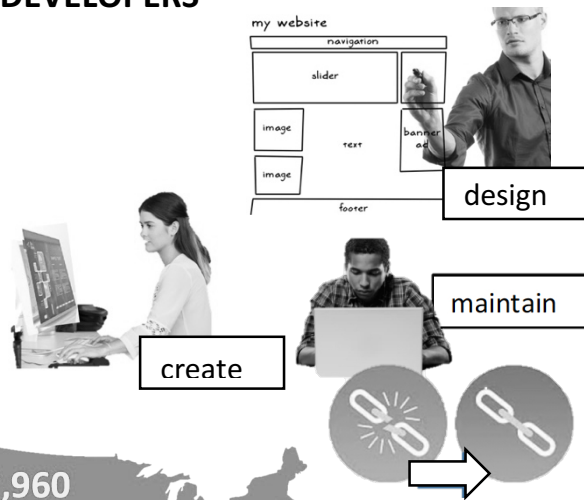
**Low Beginning Script:**

1. Underline the job in the title of this text.
2. Look at the first sentence and the photos. What do web developers do for websites?
3. What types of things do you create?
4. Look at the second sentence: "The pay is good." What is another way to say, "the pay"?
5. Is this a good job? Why or why not?



**LEARN ABOUT WEB DEVELOPERS**

Web developers **design** and **create** websites. They also **maintain** them. They can make a good **wage**, around \$32.00 an hour or \$62,500 a year. The job outlook for web developers is great! By 2024 there will be many more web developer jobs in the U.S.



QUICK FACTS ABOUT WEB DEVELOPERS	
<b>2014 Median pay</b>	\$63,490 per year \$30.52 per hour
<b>Education</b>	Associate's degree
<b>Job outlook</b>	27% (Much faster than average)

Source: U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition,

**QUESTIONS (printed)**

1. What job are you learning about in this text?
2. What do web developers do for websites?
3. Do you prefer to create things or maintain them?
4. Look at the paragraph.  
Underline the words that explain the term “job outlook”.
5. Is this a good job? Explain your answer.



**Quick Facts: Web Developers**

<b>2014 Median Pay</b>	\$63,490 per year \$30.52 per hour
<b>Typical Education</b>	Associate's degree (AA) or higher
<b>On-the-job Training</b>	None
<b>Number of Web Developer Jobs in 2014</b>	148,500
<b>Job Outlook, 2014-24</b>	27% (Much faster than average)
<b>Employment Change, 2014-24</b>	+ 39,500 jobs

**What do Web Developers Do?**

They work on websites. They design and create them. They also maintain them.

**Where do Web Developers Work?**

Many are self-employed. Others work in computer design companies.

**How to Become a Web Developer**

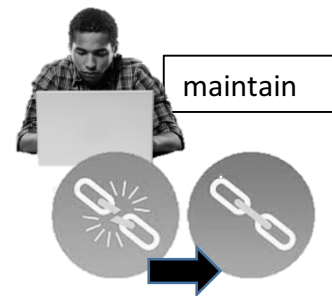
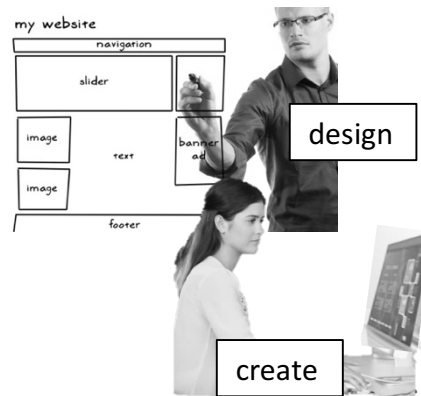
Web developers need an Associates Degree (AA). They need to know computer programming and graphic design.

**How Much Do They Make?**

In 2014, many web developers made about \$30.00 or more per hour. That is about \$63,000 per year.

**What is the Job Outlook?**

In 2014, there were 150,000 web developers in the U.S. There will be more and more web developers in the future. In the next 10 years, the number of web developer jobs will grow by 27%.



Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition

**QUESTIONS:**

1. What do web developers do?
2. According to the article, what education do they need?
3. Look at the chart. Is web developer a good job? Give three reasons.
4. What does self-employed mean?
5. Why will there be more web developers in the future?



## Quick Facts: Web Developers

2014 Median Pay	\$63,490 per year \$30.52 per hour
Typical Entry-Level Education	Associate's degree (AA) or higher
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Web Developer Jobs in 2014	148,500
Job Outlook, 2014-24	27% ( Much faster than average)
Employment Change, 2014-24	+39,500 jobs

### What do Web Developers Do?

They work on websites. They create, design, and maintain them. They are also responsible for how the website performs.

### Work Environment

About 1 out of 7 of web developers are self-employed. The others work in computer design companies and related services industries. They do not require on-the-job training.

### How to become a Web Developer

Web developers usually need an Associates Degree (AA). They also need knowledge of both computer programming and graphic design.

### Pay

In 2014, many web developers made \$30.00 or more per hour. That is about \$63,000 per year.

### Job Outlook

Employment of web developers is projected to grow 27 percent from 2014 to 2024. This growth is much faster than the average for all occupations. The job growth is due to the growing popularity of mobile devices and ecommerce--the selling of products or services online.

**SOURCE:** Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Web Developers, on the Internet at <http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>

## QUESTIONS

1. Reread the text. What does the author want the reader to understand?
2. Do all web developers have a college degree? Use the text to support your answer.
3. Would you like to be a web developer? Why or why not?
4. What key detail(s) from the article indicates that this might be a good career?
5. What does ecommerce mean?





## Web Developers

### What Do Web Developers Do?

Web developers design, maintain and create websites. They are responsible for the look of the site. They are also responsible for the site's technical aspects, such as its performance and capacity. Performance and capacity are measures of a website's speed and how much traffic the site can handle. In addition, web developers may create content for the site.

### Work Environment

About 1 in 7 of web developers were self-employed in 2014. The other web developers work primarily in the computer systems design and related services industry.

### How to Become a Web Developer

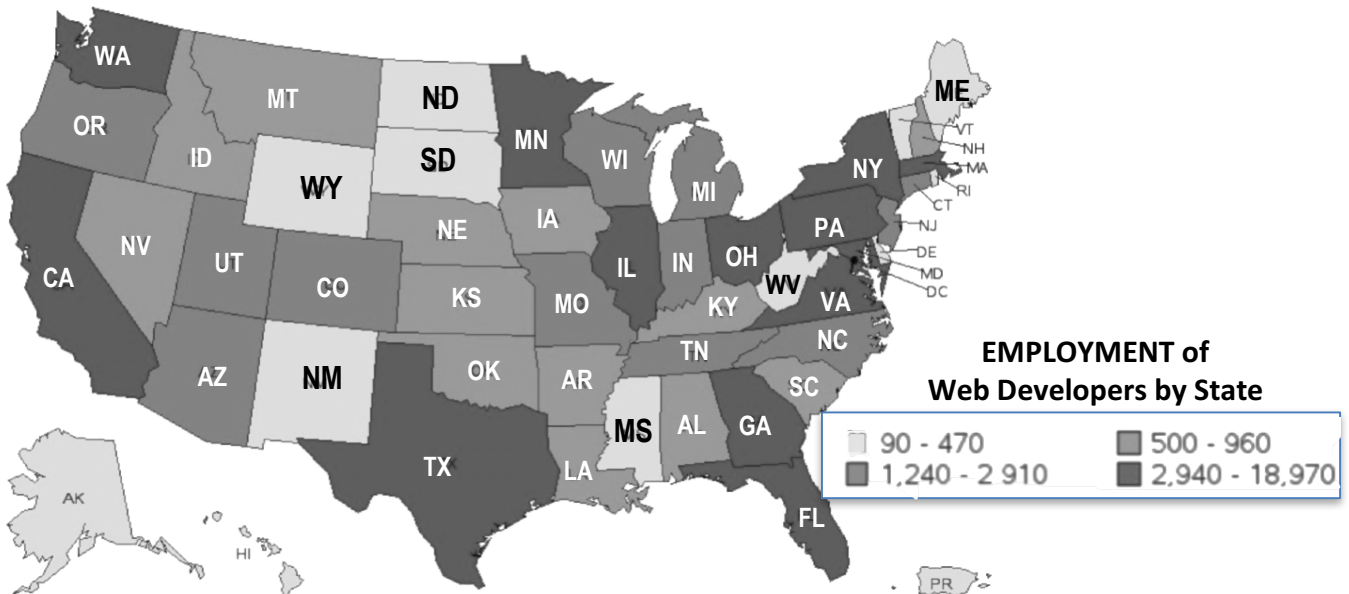
Web developers typically require an associates degree (AA) in web design or a related field. They need knowledge of both programming and graphic design.

### Pay

The **median** wage for web developers was \$63,490 in May 2014. The hourly salary was \$30.52.

### Job Outlook

Employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations. The growing popularity of mobile devices and ecommerce is responsible for the expected job growth.



SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Web Developers, on the Internet at <http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>. Retrieved on March 23, 2016).

### QUESTIONS

1. What information in this text would persuade a job seeker to consider this job? Explain.
2. Do you think the salary is sufficient to live on in the community where you live?
3. How does the organization of text help you learn about the job?
4. Find the state you live in on the chart. What are the opportunities for web developers in your state?
5. What does capacity mean?

# TDQ Support

## Questions, Frames, Prompts

**Note:** Replace text below with the term most appropriate for your learners. (e.g. paragraph, story, article, etc.). Replace bracketed **bold, underlined** text with appropriate text content.

<b>GENERAL UNDERSTANDING</b> What is the “gist” of the text?	
<b>Beginning Level</b>	<b>Intermediate/Advanced Level</b>
Look at the text. Underline the main idea. Retell the main idea in your own words.	What is the main idea? Cite a sentence or phrase from the text to support your answer.
Read the text again. What did you learn about <b>[idea, situation, event]</b> ?	What 3 things did you learn after rereading this text?
What does the author want us to understand when we read this text?	What does the author want the reader to understand?
What is the most important part of the text? Star the <b>[sentence, phrase, part]</b> . Use the author’s ideas to explain your answer.  <b>[Possible answer: _____ is the most important part, because the author says _____.]</b>	What is the main idea of the text? Support your answer with two examples from the text.
	What is the big idea or theme of this text? Provide two details from the text to support your answer.
	According to the text, what conclusion can you draw about <b>[idea/concept/ event]</b> ? Provide information from the _____ text to support your conclusion.
<b>KEY DETAILS</b> Look in the text for information that supports or gives examples of the main idea. These may answer the questions <i>who, what, where, when, why which, and how-</i>	
Read the text again. Underline two key details. Retell the key details in your own words.	Reread the text. Which facts would you choose to support the main idea?
Read paragraph _____. Find <b>[word/idea]</b> . Explain <b>[word/idea]</b> in your own words.	Locate the <b>[idea/concept/ event]</b> in paragraph # _____. Restate it in your own words.
Look at the text again. Can you recall 2 important details about <b>[person/event]</b> ?	What key detail is the author <b>[describing/ explaining/discussing]</b> in paragraph # _____?
	What supporting details does the author include to help you learn about <b>[idea/concept/ event]</b> ?
	Restate the key idea in paragraph # _____. How does this key idea support the main idea of the text?

# TDQ Support

## Questions, Frames, Prompts

**Note:** Replace text below with the term most appropriate for your learners. [e.g. paragraph, story, article, etc.] Replace bracketed **bold, underlined** text with appropriate text content.

<b>KEY DETAILS [continued]</b>	
<b>Beginning Level</b>	<b>Intermediate/Advanced Level</b>
Find what <b>[person's name]</b> said about the <b>[idea, concept, event]</b> . Highlight his/her words in the text. In your own words, explain his/her idea[s].	What does <b>[person's name]</b> say about <b>[idea, concept, event]</b> in the text?
	Explain why <b>[idea, concept, event]</b> happened in the text. How do you know?
	Which paragraph explains why <b>[idea, concept, event]</b> happened? Restate the explanation in your own words.
	The author states that the reason for _____ is _____. Find three examples in the text where s/he supports this view.
<b>VOCABULARY</b> Which words are key to understanding the main idea [s] and key details? Focus on academic, abstract, multiple meaning words, and word families	
Mark the <b>[word/phrase]</b> in the text. What does <b>[word/phrase]</b> mean here?	What does <b>[word / phrase]</b> mean in this text?
	Examine paragraph # _____. What do you notice about the words the author uses to describe <b>[event/person]</b> .
Reread paragraph # _____. Circle the <b>[word/phrase]</b> in the sentence # _____. What does the <b>[word/phrase]</b> mean?	What is the meaning of <b>[word/ phrase]</b> in paragraph # _____?
	Explain <b>[word / phrase]</b> as it is used in this text.
Look at paragraph # _____. Find <b>[word/phrase]</b> . Circle the word below that means the same. [Teacher provides three words.]	What word [s] could the author have used in paragraph # ____ instead of <b>[word, phrase, idiom]</b> ?
The author uses <b>[word]</b> in paragraph # _____. Name a word that means the same thing as the word in the text.	Why did the author <b>[word/phrase]</b> instead of <b>[word/phrase]</b>
	Why do you think the author chose to use the word _____ in this text?
What changes when we put that word _____ in the sentence?	What context clues tell you what <b>[word/phrase]</b> means in the text?

# TDQ Support

## Creating Inference Questions

### Explaining inference:

An inference is a conclusion reached on the basis of evidence and reasoning. It is an educated guess based on the information in the text and background knowledge.

When making inferences, readers ask themselves, "What am I basing this on?"

In reading further or more deeply, they ask "How good is my thinking here? Do I need to change my thinking?"

### Inference prompts and stems:

#### What's behind it?

- Why \_\_\_\_\_? (If reason is not explicit in the article)
- Why did \_\_\_\_\_ do what s/he did? (If not stated in article)  
Give examples from the story to explain your answer

#### What if?

- If (something changed from article) what will/could/ might happen?
- Can you predict the outcome if \_\_\_\_\_?

#### What's Next?

- What would happen next? What makes you say that?
- What might happen after \_\_\_\_\_?
- What will \_\_\_\_\_ do now? How do you know?

Adapted from [Level 3 DOK question stems](#) and "What Happens Next" [Inference Worksheets](#).

### The Inference Strategy

**I**nteract with the question and the text.

**N**ote what you know

**F**ind the clues in the text

**E**xplore any supporting details

**R**eturn to the question

[Fritzman, Shumaker, and Deshler \(2007\)](#)

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CSAL, *Library of Web-Based Texts*.  
<http://csal.gsu.edu/content/library>

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<http://www.newsinlevels.com>

NBC Universal. *Breaking News*  
<http://www.nbcnews.com>

NEWSELA (CCRS leveled news articles)  
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## Key Documents and Tools

Academic Wordlist [www.uefap.com/vocab/select/awl.htm](http://www.uefap.com/vocab/select/awl.htm)

Lexile Analyzer <https://lexile.com/analyzer/>

Readability Scoring (Flesch-Kincaid Reading Ease) <http://www.readabilityformulas.com/flesch-grade-level-readability-formula.php>

Kate Kinsella's Academic Vocabulary Article and Slides [https://www.scoe.org/docs/ah/AH\\_kinsella2.pdf](https://www.scoe.org/docs/ah/AH_kinsella2.pdf) or [http://www.azed.gov/english-language-learners/files/2012/11/kinsella\\_az\\_oelas\\_keynotehandout.pdf](http://www.azed.gov/english-language-learners/files/2012/11/kinsella_az_oelas_keynotehandout.pdf)