

Text-Dependent Questions

Part 1: An Introduction

Facilitator Notes for PowerPoint

Goal:

Participants will gain an understanding of the Common Core State Standards' shift to encourage a closer reading of text by asking questions that are text-specific.

Distribute to Participants:

- [CCSS for English Language Arts](#)
- Note paper (or sticky notes)
- [Trajectory Template](#) (to be distributed after facilitator models beginning of trajectory)
- [Text-Based Answers Video Discussion Questions](#) (to be distributed after video)

Time Required: approximately 75 minutes

Instructions:

- Facilitator should begin PowerPoint.
 - Slide 1: (Title Slide)
 - Encourage participants to access prior knowledge:
 1. Participants should record ideas or questions they may have about text-dependent questions on a sticky note.
 2. In the larger group setting, allow participants to share findings.
 - Slides 5-8: Learning Trajectory (see specific instructions below)
 - Participants will need:
 1. [CCSS for English Language Arts](#)
 2. [Trajectory Template](#) (to be distributed after Slide 8)
 - Slides 13 and 14: Video
 - Distribute [Text-Based Answers Video Discussion Questions](#) to participants immediately following video (the intention is to have participants focus on the video rather than worrying about answers to questions).
 1. Allow participants 10 minutes to independently answer questions.
 2. Participants should discuss responses with a partner.
 3. In the larger group setting, ask participants to share highlights from their discussions. "Were there any questions that sparked interesting responses/conversations?"

Trajectory Instructions:

Note: Trajectory should require approximately 40 minutes (modeling and group work)

Slide 5: (Purpose of Learning Trajectory)

- Remind participants that those who attended the Study of the Standards should be familiar with this protocol. It should be used to study standards of particular interest for a school or district in order to work towards alignment.

Slide 6: (Introduction to the Anchor Standard)

- When studying the CCSS it is important to have the end goal in mind. The expectation is that students have mastered this skill by the time they enter college or a career. All of the grade-specific standards for Reading Literature, Reading Informational Text, Reading for Literacy in History/Social Studies, and Reading for Literacy in Science and Technical Subjects- Standard 1 will build up to the corresponding anchor standard like a “staircase” of complexity.

Slide 7: (Learning Trajectory-Facilitator Modeling)

1. Direct participants’ attention to the big idea (Reading Closely to Analyze Text) and the anchor standard (found vertically on the left of the trajectory to illustrate how the anchor standard keeps the grade-specific standards “anchored”).
2. Remind participants that we will be thinking about the end goal (anchor standard) as we build our trajectory.

NOTE: The Study of the Standards’ protocol that many Rhode Island teachers have experienced asks participants to first consider the 11-12 grade-specific standard. In an effort to provide a clear example to a diverse group of participants, we are using the anchor standard in order to think about the end goal. Participants will have an opportunity to look at the 11-12 standard within the context of ELA, Literacy for History/Social Studies, or Literacy for Science and Technical Subjects when they break into groups to complete the trajectory.

3. Invite participants to refer to their CCSS copies and locate the kindergarten standard, RI.K.1.
 - Ask participants to take a few moments to read and discuss the standard with a partner.
 - Advance the slide to show RI.K.1 on PowerPoint.
 - Ask participants “What did you discover from your conversations?”
4. Invite participants to locate the grade 1 standard, RI.1.1.
 - Explain to participants that in order to deeply understand the learning trajectory and K-12 alignment, we will need to consider the changes from one grade level to the next.
 - NOTE: Facilitator should explain to participants that in order to build a common understanding, adds, drops, and changes in complexity are color coded as follows:
 - Adds – green
 - Drops – red
 - Changes in Complexity - purple
 - In pairs, the participants should discuss the following questions:
 - How are the kindergarten and grade 1 standards the same or different?
 - What new concepts are introduced?
 - What concepts are dropped?
 - Does an idea or skill become more complex, and if so, how?
 - After a few moments ask participants to share.
 - Advance the slide to show standard RI.1.1 on PowerPoint.

- Advance the slide to show the changes from K to grade 1 and explain how you coded content that is added, dropped, or changed in complexity.
 - Ask participants: “How might knowing this information affect your approach to curriculum, instruction, and assessment?”
5. Invite participants to locate the grade 2 standard, RI.2.1.
 - In pairs, the participants should discuss the following questions:
 - How are the grade 1 and grade 2 standards the same or different?
 - What new concepts are introduced?
 - What concepts are dropped?
 - Does an idea or skill become more complex, and if so, how?
 - After a few moments ask participants to share.
 - Advance the slide to show standard RI.2.1 on PowerPoint.
 - Advance the slide to show the changes from grade 1 to grade 2.
 6. Proceed to the next grade levels using the same process and questions.
 7. Ask participants to work in groups of 4-5 to complete their trajectories. They should use the template provided to record their findings. Remind them that the importance of examining the standard in the K-12 context is to have rich discussions around the changes that occur.

NOTE: Participants should gather in one of the following content specific groups:

- ELA related participants should locate RI.6.1, found on page 39, and continue until RI.11-12.1.
- History/Social Studies related participants should locate RH.6-8.1, found on page 61, and continue until RH.11-12.1.
- Science and Technical Subjects related participants should locate RST.6-8.1, found on page 62, and continue until RST.11-12.1.

If questions arise during the activity, examples of completed learning trajectories have been provided as references for the facilitator.