

Adaptation Guidelines for Text-Dependent Questions

Use this checklist to ensure standards-aligned modifications to curriculum.

Checklist for Text-Dependent Questions:

- ☐ Create high-quality text-dependent questions for any replacement texts.
- ☐ Ensure that the text-based questions and tasks are replaced with questions and tasks that require an equal amount of reading and text analysis.
- ☐ Use follow-up questioning consistently and frequently.
- ☐ Use inferential questions that move students beyond the literal to deepen their thinking:
Where was that found? What made you think of that? What evidence was there for that answer? And so forth.
- ☐ Inferences students are asked to make are grounded, or based, in the text.
- ☐ Design questions and tasks that require students to work directly in, and from, the text.
- ☐ Replace lesson texts with texts that enable students to build knowledge of the world and acquire new vocabulary.
- ☐ Questions must scaffold students to experience text complexity and work through it, for example early questions focus on specific phrases and sentences for basic comprehension, then develop in complexity before moving into more challenging tasks.
- ☐ Questions are coherently sequenced to move toward a gradual release of responsibility in students' handling of more complex tasks, and in understanding of the text.
- ☐ Questions must require the use of text-based evidence to support all inferences drawn from the text.
- ☐ Students are required to read the text in order to answer each question.
- ☐ It is clear to students that answers require evidence from the text to support their claims.
- ☐ Students have opportunities to practice speaking and listening while working with the questions and ensuing tasks.
- ☐ Check-in questions are housed at challenging points within the text so that teachers can monitor progress and students can check their understanding to enhance reading proficiency.

- ☐ Questions require students to determine the meaning of academic vocabulary in context while exploring content within the text.
- ☐ Questions match the complexity of the text in syntax, vocabulary, structure and any inferences required.
- ☐ Questions remain focused on the text, and only move beyond it after exploring fully in order to connect to other extension activities.
- ☐ When using multi-media, students are required to examine each before making connections among the texts and media.
- ☐ Culminating activities and writing prompts require knowledge and understanding via questions asked.

Adapted from www.engageny.org: Guidelines for Adapting the 3-8 ELA Modules, Expeditionary Learning, 2013

Achievethecore.org: Revised Publishers' Criteria for the Common Core Standards in English Language Arts and Literacy, Grades K-2

<http://www.achievethecore.org/page/396/understanding-text-dependent-questions-pd>