

## Generating Text-Dependent Questions

<b>Central and main ideas</b>	Create questions designed to enable the reader to identify and explain the central idea of a whole piece of text or the main ideas in parts of the text.
	<i>Connections to reading standards: Key Ideas and Details, R#2</i>
	<p><i>Question stems:</i></p> <ul style="list-style-type: none"> <li>• What are the key/main ideas in this text?</li> <li>• What is the main idea of paragraph___? Is it state or implied?</li> <li>• What is the most important part of paragraph/section ___?</li> <li>• What is the central idea of this passage/article?</li> <li>• What is the theme/message of this piece?</li> <li>• Summarize section _____.</li> <li>• What is the claim in this argument? Where is it stated?</li> <li>• What does the text tell us about the main setting?</li> <li>• What does the text tell us about the main character(s)?</li> </ul>
<b>Key details</b>	Create <i>who, what, where, why, and how</i> questions that support the main ideas and are essential to understanding the passage.
	<i>Connections to reading standards: Key Ideas and Details, R#2</i>
	<p><i>Question stems:</i></p> <ul style="list-style-type: none"> <li>• What key details support the main idea of ___?</li> <li>• What detail does the author include that shows ___?</li> <li>• What supporting details does the author include to help you learn ___?</li> <li>• What detail in paragraph ___ reinforces___?</li> <li>• Which sentence shows the reader ___? Which sentence answers the question ___?</li> <li>• What inference can the reader draw from (insert specific detail/line from text)?</li> <li>• What does the author tell us about ___? Why is he telling us this now?</li> <li>• Read the lines of dialogue. What does this exchange tell us about (character, plot event, setting)?</li> <li>• Identify a piece of relevant evidence that supports the claim of this argument.</li> </ul>
<b>Vocabulary</b>	Locate the most powerful words and phrases in the text and create questions that explore their meanings and how they were used.
	<i>Connections to reading standards: Craft and Structure, R#4</i>

	<p><i>Question stems:</i></p> <ul style="list-style-type: none"> <li>• What words/phrases grab your attention?</li> <li>• What does (word/phrase) mean as it is used in paragraph ___?</li> <li>• Does the word ___ mean ___ or ___? How do you know?</li> <li>• What context clues support the meaning of (word/phrase)?</li> <li>• Which phrase from paragraph ___ helps clarify the meaning of (word)?</li> <li>• (Word) has multiple meanings. How is the word being used in this text?</li> <li>• Reread sentence/paragraph/section ____. Which words tell the reader ___?</li> <li>• What words/phrase did the author use to ___? Explain in your own words what that word/phrase means.</li> <li>• What feeling/tone does the author create by using (words, phrases)?</li> <li>• What does repetition of the word ___ tell us?</li> <li>• In paragraph, what is the meaning of this figurative language: ___?</li> </ul>
<p><b>Text structure (sentence, paragraph, larger portions)</b></p>	<p>Find complex sentences and paragraphs in the text that present difficulty. Identify text features (e.g., titles, headings, graphics) and discourse structures (e.g., cause/effect, compare/contrast, problem/solution, description, enumeration). Create questions that enable the reader to analyze text structure to support understanding of the passage.</p> <hr/> <p><i>Connections to reading standards: Craft and Structure, R#5</i></p> <hr/> <p><i>Question stems:</i></p> <ul style="list-style-type: none"> <li>• Is this text an example of narrative, informational or argument writing? Does the piece combine two or more of these types?</li> <li>• What kind of text is this (poem, drama, article, story, fable, report, etc.)?</li> <li>• Paraphrase line/sentence ___ in your own words.</li> <li>• Break apart sentence ___ into several shorter, easier to understand sentences.</li> <li>• Paraphrase what the author is saying in paragraph _____.</li> <li>• How does the author use transition words to help the reader transition from sentence to sentence, paragraph to paragraph, section to section?</li> <li>• What do you notice about the author’s use of punctuation?</li> <li>• What do you learn from the diagram/picture/chart?</li> <li>• What text features (title, headings, graphics, etc.) did the author use to help the reader?</li> <li>• What text structure(s) does the author use in this piece (i.e., compare/contrast, cause/effect, description, enumeration, problem/solution)? What signal words help the reader know this?</li> <li>• Why are the words ___ in bold?</li> <li>• What is the effect of (describe unusual text structure – e.g., sentence fragments, repetition of a phrase, length of stanzas, etc.)?</li> </ul>
<p><b>Author’s point of view and purpose</b></p>	<p>Create questions about parts of the text that enable the reader to determine the author’s point of view or purpose for writing the text.</p> <hr/> <p><i>Connections to reading standards: Craft and Structure, R#6</i></p>

	<p><i>Question stems:</i></p> <ul style="list-style-type: none"> <li>• Who is the author/narrator?</li> <li>• What does the text tell us about the author/narrator?</li> <li>• From who's point of view is the story told?</li> <li>• What is the author's point of view?</li> <li>• How does the author's choice of words and tone of language help us determine his point of view?</li> <li>• What is the author's main purpose of the piece? How do you know?</li> <li>• What does the author want us to know about ___?</li> <li>• Why did the author choose “___” as the title of this piece?</li> <li>• What is the author's main purpose of paragraph ___?</li> <li>• Is there something in the text that shows that the author's point of view is limited?</li> <li>• Is there a question the author is seeking to answer? Is there a question that remains unsolved?</li> </ul>
<p><b>Other Considerations</b></p>	<ul style="list-style-type: none"> <li>• Major shifts in text</li> <li>• Patterns of writing</li> <li>• Development of individuals, events, ideas across the text</li> <li>• Connections among multiple texts</li> </ul>