

Text Dependent Question Stems & Frames to Reach CCRS Reading Anchors (Levels A-B),
Tailored for Low-levels of Literacy & Language Proficiency

How do we help students find things in a text, really notice those things, and move them to a point where they can draw conclusions about those things?

KEY IDEAS & DETAILS (R1-3)

Characters:

- How many people are in the story?
- Who's important in the story? Why?
- **Draw** the people in the story.
- Who says, "_____."

Setting:

- Where are they? [Where are the people in the story?]
- **Graphic organizers:** Write the names in one box and the places in the other.
- Is it morning? Is it night?
- Is this a long time ago?
- **Manipulatives** to retell the story on cards. (first, next, last).
- Where is this picture?
- What place did you hear?
- What names did you hear?

Inferences:

- Is this story/text funny, or serious? Happy, or sad? [+ how do you know?]
- *Examples: Is this about a man or a woman? A child or an adult? Why does she like her new job?*

Main Idea:

- What is this story about?
- **Sentence frames:** This story tells me about....
- Offer choices:
- Is this story about a school, a child, or a garden?
- Is this about a family, a store, or a park?
- Is this text about a person, a place, or a thing?
- Is this text about an idea or an action?
- Manipulatives or **line-up activities** with events from the story to organize.
- Draw a picture of the story.

Always useful:

- Show me.
- How do you know?
- Point to...
- Underline ...
- Why do you say that?
- Put your pencil on...
- Circle the (name, place)...
- What shows you that...?
- Highlight the ...
- Which line tells you...?
- Which paragraph tells you...?
- Where in the story do you find that?
- Show me "because" in the story.
- How do you know?

Teach and indicate signal words!

Key details:

- **Retell** the story.
- Tell the story to a partner.
- Let's tell the story again together.
- Let's draw the story together.
- Put key events/details on cards and have students rebuild the story as a large group, small group, or individually.

Change/development in text:

- What's the problem?
- Have students put the information into **linear string, categories, boxes, use arrows**.
- Action/cause, then follow an arrow to write the effect.
- Act out the story.
- *Examples: Who are the sisters in the story? Which people work together? What changed [in the story]? How do they feel about ____ ?*
- What happened before this story?
- What will happen next?

CRAFT & STRUCTURE (R4-6)

Words & phrases:

- Look at this sentence. What does _____ mean?
How do you know?
If you change the word to _____ (alternate word), is it the same thing? Why?
If you change the word to _____ (alternate word), what else do you need to change [in the story]?
Why is _____ (original word) better than _____ (alternate word)?
- Look at this sentence. What word is missing?
- Mark (circle, underline, highlight, etc) what tells you _____ (Who the sentence about? How _____ feels? etc)
- Find all the words that _____ (e.g. things you do, things you see, things you feel, etc). What is the same between all of these words?
- In line #6, what does _____ mean?
- (pronoun) In line #7, who is **he**?

Text features/structure:

- What is the first sentence? What is the text about?
- What is the title of the text? What does the title mean?
- What repeats in this text?
- Look at this picture. What do you see? Look at this sentence. What word matches _____ (word from picture)? What is the action _____? Is the _____ doing the action?
- What is important in this picture?

Point of view/purpose:

- How does (character) feel?
- What does (character) think about _____?
- Do you agree with (character)?