

Extend the Lesson

- Don't worry if you don't have time to cover all the questions during class time. You can use the additional questions to extend the lesson to another day, to use in a homework assignment, or to use as essay-test questions.
- Ask students to write text-based questions of their own, either in small groups or independently. The text could be the first three paragraphs of the essay, or you could assign the next two paragraphs and ask that the questions be based on that section. Use students' questions to demonstrate that close reading of a text hinges on individual words, phrases, sentences, and ideas. If students stray from text-based questions, explain that forming a personal opinion or judgment or describing one's personal reaction to the text is not the same thing as digging into exactly what the author is saying. Tell students that normally, a person can't ad lib a response to a text-based question. Wrap up by having students answer one of the student-generated questions, either in writing or as oral responses.

Differentiation

For students who need extra support

- Spend more time helping students work out the meanings of unfamiliar words. Ask them to use various strategies, such as context clues, peer input, and reference sources. Use class time to allow small groups to tackle one paragraph from the excerpt, discussing and verifying the meaning of each key word. Then have the groups report back to the full class.
- As homework, students could write paragraphs answering one of the text-based questions discussed in class. This reinforces the message that close textual readings require multiple readings of the same passage. A reader's understanding of a text deepens over time.

For advanced students

- Ask for volunteers to read parts of the essay aloud during the full-class reading.
- As homework, students might write paragraphs answering a text-based question that you did not discuss in class. As with struggling students, the advanced students will receive the message that multiple readings are beneficial, but they also will be challenged to find new connections and meaning in the text.

Assessment

- Check students' work on the handout to make sure they responded fully to all five steps of the process. Provide additional tips and examples for steps that students struggle with.
- Use the following rubric to evaluate students' written or oral responses to a text-based question.

- Score 4.0** The student
- Uses multiple words, phrases, or sentences in the text to answer the question.
 - Logically links the evidence (above) to the text-based question.
 - Expresses a clear answer to the question using the evidence and logic in the previous bullets.
- No major errors or omissions in the score 4.0 content.
- Score 3.5** The student demonstrates success at the 3.0 level plus partial success at the 4.0 level.
- Score 3.0** The student
- Uses at least one word, phrase, or sentence in the text in the response.
 - Logically links the evidence (above) to the text-based question.
 - Attempts to express an answer to the question.
- No major errors or omissions in the score 3.0 content.
- Score 2.5** The student demonstrates success at the 2.0 level plus partial success at the 3.0 level.
- Score 2.0** The student
- Refers vaguely to ideas in the text to answer the question.
 - Links (however loosely) the evidence (above) to the text-based question.
- No major errors or omissions in the score 2.0 content.
- Score 1.5** The student demonstrates partial success at the 2.0 level; responses may identify evidence in the text but the student may fail to use it to answer the question or may answer the question without using specific evidence from the text.
- Score 1.0** With help, the student achieves partial success at score 2.0 and 3.0 contents; responses are simplistic and limited.
- Score 0.5** With help, the student achieves partial success at score 2.0 content but not score 3.0 content.
- Score 0.0** Even with help, the student has no success.

Additional Resources

- You can find a list of curriculum exemplars for asking and answering text-based questions at the Engage New York website. Click through to an exemplar at your grade level to see a lesson plan, including the text and suggested text-based questions: engage.org/resource/curriculum-exemplars.
- This page has an 11-minute video in which David Coleman, a contributing author to the Common Core, participates in a discussion about the role of text-based questions in classroom practice: engage.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/.