

# Crafting Text Dependent Questions for Socratic Seminar

GRADES

6 - 12

DISCIPLINE

 ELA

COURSE

 AP Language  
and Composition

PACING

 15min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>ACTIVE READING &gt; QUESTIONING:</b> Students craft text dependent questions that help clarify text, deepen understanding of text, draw inferences from text, analyze how two or more texts address similar themes or topics, evaluate arguments in texts, evaluate the use of rhetorical techniques, etc.</p>	<p><b>CRAFTING TEXT DEPENDENT QUESTIONS FOR SOCRATIC SEMINAR</b> Use the text dependent sentence stems to craft questions for Socratic Seminar.</p>	<p><b>Proficient</b> Text dependent question demands a response grounded in textual evidence or requires a response that is justified based on textual evidence.</p>	<p>This strategy is adapted from the work of Beth Burke, a National Board Certified Teacher. The Teacher Resource is included in the attachments.</p> <p>The intent of this mini-task is to provide scaffolding to support students as they craft text dependent questions for table discussions, online discussions, and ultimately for Socratic Seminar. Almost 50% of my students are English Language Learners and this mini-task is appropriate for a variety of grade levels and disciplines.</p> <p><b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Provide students with examples of text dependent questions for a particular text.</li> <li>2. Discuss what components of the question make the question text dependent. Is it possible to respond to the question without using textual evidence? Why or why not? Why are text dependent questions important for readers?</li> <li>3. Students return to their texts to review annotations and reread to identify aspects of the text that they would like to discuss in more depth with peers.</li> <li>4. Use the Text Dependent Question Stems to craft questions. (The questions stems are a scaffold - students are not required to use the exact stem or formula for crafting a question, but the question should be text dependent or require textual evidence in the verbal or written response.)</li> <li>5. Teacher and peers provide feedback on student generated questions.</li> <li>6. Students revise questions, if necessary, based on feedback.</li> </ol>
	<p>Standards:</p> <p><b>RI.11-12.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		

**RI.11-12.2** : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3** : Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4** : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.6** : Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**RI.11-12.10** : By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

Additional Attachments:

 **A Close Look at Close Reading**

 **Text Dependent Question Stems**

 **Example 1**

 **Example 2**

 **Example 3**

 **Example 4**

by Cheryl Farthing

*Adapted from "Crafting Text Dependent Questions for Socratic Seminar" by Sarah C. Woodard*

