

## Resource Guide for Text Dependent Questions with Complex Texts

**\*The purpose of this Resource Guide is to define text dependent questions in order for teachers to internalize and facilitate strong literacy practice. This Resource Guide will provide a framework for teachers to use when evaluating text-dependent questions (TDQs) in lessons.**

**Consult your High-Quality Instructional Resource (HQIR) for embedded TDQs.**

*To see examples of TDQs in green-rated Open Educational Resources (OER) please visit*

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Text\\_Dependent\\_Questions\\_In\\_My\\_HQIR.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Text_Dependent_Questions_In_My_HQIR.pdf)

### What are Text Dependent Questions (TDQs)?

TDQs are questions that can only be **answered by referring back to the text.**

To answer a TDQ, students must **read closely** to determine what the text says and draw logical conclusions from the text. Using TDQs is essential because when students answer questions that are NOT grounded in the text, they bypass critical analysis and miss opportunities to build deeper understanding.



Answering a TDQ is **significantly more rigorous** than responding to **general prompts**, as it requires students to synthesize **evidence** rather than rely on prior knowledge. TDQs can point toward the text's most significant features and help students build capacity to tackle increasingly complex texts.








### How do TDQs align with the standards?

One of the demands of the *Kentucky Academic Standards for Reading and Writing* is to ensure that reading, writing, and oral language are **grounded in textual evidence**, using both literary and informational texts. The grade-level overviews specify the use of TDQs: “Students must develop the habit of reading closely, and teachers must provide them with guidance and direction using text dependent questions and tasks that will lead to both explicit and inferential understanding of grade-level, complex texts.”

# Why Text Dependent Questions Matter

Text Dependent Questions Support ALL Students In...

MEETING KAS EXPECTATIONS		
	<b>Key Ideas and Details: Standards 1-3</b> (Determine what the text says)	
	<b>Craft and Structure: Standards 4-6</b> (Analyze how the text works)	
	<b>Integration of Knowledge: Standards 7-9</b> (Evaluate what the text means)	
LEVELING THE PLAYING FIELD		
	Students access the same background knowledge	
ENGAGING IN DEEP UNDERSTANDING		
From General Understanding		To Analysis and Synthesis

## Why Text Dependent Questions Matter

When you're writing or reviewing a set of questions, consider the following three categories:

1. TDQs that assess **Key Ideas and Details** standards 1-3, using *themes and central ideas* of the text(s).
2. TDQs that assess **Craft and Structure** standards 4-6, using *vocabulary knowledge, syntax and structure* of the text(s).
3. TDQs that assess **Integration of Knowledge** standards 7-9 by *analyzing across text(s)*.

## Examples and non-examples of TDQs using Kentucky Academic Standards for Reading and Writing.

What does a TDQ assess?	Excerpt from text	Example TDQ(s)	Non Example
<p><b><u>Key Ideas and Details</u></b>  <i>As the text ends, the reader learns how and why the Mona Lisa was stolen. There is an opportunity to have students discuss/debate the real motive of the thief: patriotism or greed. Understanding how the text supports both arguments will set the stage for the best in-class discussion.</i></p>	<p>“Perugia claimed he stole the work out of patriotism. He didn’t think such a work by a famous Italian should be kept in France...”</p>	<p>How does Perugia stealing the Mona Lisa show that he is a patriot?</p>	<p>How does Perugia feel about stealing the Mona Lisa?</p>
<p><b><u>Craft and Structure</u></b>            Vocabulary:  <i>The information needed about the Louvre is found within the text. Teachers do not need to preteach this word for students to understand the text. Teachers can ask questions to push students’ thinking without defining this word for them.</i></p> <p>Syntax and Structure:  <i>The information needed to understand the sequence of events is found in the middle of this complex sentence. Teachers need to create questions to aid comprehension and help students understand what happened and when.</i></p>	<p>“The museum was searched from top to bottom. This took a week because of the size of the Louvre: it’s a 49-acre building that runs along the Seine river for 2,200 feet.”</p> <p>“By Tuesday morning, when the painting hadn’t been returned and it was not in the photographer’s studio, museum officials were notified.”</p>	<p>What is the Louvre?            Why is it important we know how large it is?</p> <p>What happened on Tuesday?            If the Mona Lisa is so important, why did the museum employees wait to tell their bosses?</p>	<p>Why was the museum searched?</p> <p>Why is the Mona Lisa considered to be an important piece of art?</p>
<p><b><u>Integration of Knowledge</u></b>  <i>The information needed to understand the text’s connection to the image is found by comparing the complex illustration to the idea that the art needed to be protected. These questions help students use specific aspects across texts to analyze deeply.</i></p>	<p>“Interestingly enough, ten months before the painting was stolen, the Louvre decided to have all masterpieces put under glass.”</p>	<p>How does the image help the reader understand the Louvre’s decision to protect fine art?</p>	<p>Do museums have a responsibility to keep paintings safe from theft?</p>

\*Full text is a 3<sup>rd</sup> grade Lexile level text entitled *The Day the Mona Lisa Was Stolen* by C. Roland. **For more information about TDQs, please visit this** Student Achievement Partner resource at <https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>.