

Roles and Responsibilities: Text-Dependent Questions

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none">•Go back to text to find evidence to support their argument in a thoughtful, careful, precise way•Develop a fascination with reading•Create own judgments and become scholars, rather than witnesses of the text•Conducting reading as a close reading of the text and engaging with the author and what the author is trying to say	<ul style="list-style-type: none">•Facilitate evidence based conversations with students, dependent on the text•Have discipline about asking students where in the text to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text•Plan and conduct rich conversations about the stuff that the writer is writing about•Keep students in the text•Identify questions that are text-dependent, worth asking/exploring, deliver richly•Provide students the opportunity to read the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on•Spend much more time preparing for instruction by reading deeply	<ul style="list-style-type: none">•Allow teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence to write stronger arguments•Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions•Create working groups to establish common understanding for what to expect from student writing at different grade levels for text based answers•Structure student work protocols for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions