language skills. For example, students who share the same home language but differ in English proficiency levels could work in pairs so that they can draw from their home language skills to support their work. Alternatively, students from different home language backgrounds could be purposefully grouped in small groups so that they have to use their English skills. As with all scaffolds, teachers will need to consider the backgrounds and English proficiency levels of their students when offering them scaffolds to support their use of TDQs.

APPLICATION ACTIVITY 8.2

Assigning TDQs to Close-Reading Categories

For this activity, we have selected a text at the sixth- to eighth-grade level in the category of "Informational Texts: Science, Mathematics and Technology" titled "The Evolution of the Grocery Bag" by Henry Petroski (2003).

Step 1: Read the text and the TDQs that follow it.

"The Evolution of the Grocery Bag" by H. Petroski (2003)

That much-reviled bottleneck known as the American supermarket checkout lane would be an even greater exercise in frustration were it not for several technological advances. The Universal Product Code and the decoding laser scanner, introduced in 1974, tally a shopper's groceries far more quickly and accurately than the old method of inputting each purchase manually into a cash register. But beeping a large order past the scanner would have led only to a faster pileup of cans and boxes down the line, where the bagger works, had it not been for the introduction, more than a century earlier, of an even greater technological masterpiece: the square-bottomed paper bag.

The geometry of paper bags continues to hold a magical appeal for those of us who are fascinated by how ordinary things are designed and made. Originally, grocery bags were created on demand by storekeepers, who cut, folded, and pasted sheets of paper, making versatile containers into which purchases could be loaded for carrying home. The first paper bags manufactured commercially are said to have been made in Bristol, England, in the 1840s. In 1852, a "Machine for Making Bags of Paper" was patented in America by Francis Wolle, of Bethlehem, Pennsylvania. According to Wolle's own description of the machine's operation, "pieces of paper of suitable length are given out from a roll of the required width, cut off from the roll and otherwise suitably cut to the required shape, folded, their edges pasted and lapped, and formed into complete and perfect bags."

The "perfect bags" produced at the rate of eighteen hundred per hour by Wolle's machine were, of course, not perfect, nor was his machine. The history of design has yet to see the development of a perfect object, though it has seen many satisfactory ones and many substantially improved ones. The concept of comparative improvement is embedded in the paradigm for invention, the better mousetrap. No one is ever likely to lay claim to a "best" mousetrap, for that would preclude the inventor himself from coming up with a still better mousetrap without suffering the embarrassment of having previously declared the search complete. As with the mousetrap, so with the bag.

Step 2: For each question, determine whether the question corresponds to one of three close-reading categories: (1) key ideas and details, (2) craft and structure, or (3) integration of knowledge and ideas. Usually, we would group the type of TDQs together, but for this purpose, the questions are not in a particular order.

Text-Dependent Questions

A. What two inventions made it faster to add up the cost of groceries?

Two inventions that made it faster to add up the cost of groceries were
_____ and _____.

B. Why does the author say there is no perfect object?

He says there is no perfect object because _____.

C. What image or comparison does the author use to describe the grocery store checkout lanes?

He uses the word _____ to describe the checkout lane.

D. What emotion or feeling do you associate with his description of the grocery store checkout lane? Why?

Based on the author's description, I think of the word _____ when I read his description of the grocery store checkout lane because

_____.

E. What is the concept of *comparative improvement*?

The concept of comparative improvement is the idea that _____.

F. How were bags made originally?

They were made _____ _____ by_____.

G. Why did the system of making paper bags by hand change?

It changed because _____ invented _____.

H. Based on the reading, what do you think the word *tally* means in this phrase: "The Universal Product Code and the decoding laser scanner, introduced in 1974, tally a shopper's groceries far more quickly and accurately."?

The word *tally* means _____. I think this

because _____.

I. Who described the bags from Wolfe's machine as "perfect"?

_____ described the bags as perfect.

J. What is the comparison the author makes between the mousetrap and the paper bag?

The author says the paper bag is like the mousetrap because _____

_____.

K. In this phrase—"*It* has seen many satisfactory ones and many substantially improved ones"—what does *it* refer to? What does *ones* refer to?

It refers to _____.

Ones refers to _____.

Step 3: Place the letter of each question under the correct close-reading heading that indicates what type of TDQ it is. The first question has been modeled for you. We have also provided examples of sentence frames that could be used to scaffold this activity for ELs that need additional support in responding to TDQs. You'll find the answers at the end of the chapter.

First Read (Key Ideas and Details)

Letters that correspond to the four TDQs that elicit key ideas and details:

_____A_____ _____ _____ _____

Second Read (Craft and Structure)

Letters that correspond to the four TDQs that elicit craft and structure:

_____ _____ _____ _____

Third Read (Integration of Knowledge and Ideas)

Letters that correspond to the three TDQs that elicit the integration of knowledge and ideas: _____ _____ _____

What Steps Should I Take to Create TDQs for ELs?

Now that we have considered close reading, what constitutes a genuine TDQ, and scaffolding ELs' responses to TDQs, it's time to create TDQs

for ELs. In order to develop TDQs and the necessary scaffolds for ELs, we recommend following the five steps, which are further detailed in subsequent paragraphs. The steps are as follows:

1. Consider TDQ guidelines, and thoroughly analyze the text for ELs.

2. Decide on additional supports for ELs to accompany the TDQs.

3. Develop a guiding question or two to frame instruction for ELs.

4. Map the TDQs to close reads, and provide sentence starters for ELs.

5. Develop a culminating activity scaffolded for ELs.

We provide examples to model how we use these steps when working with the same text, "The Evolution of the Grocery Bag," that we used in Application Activity 8.2.[8]

Step 1: Consider TDQ guidelines and thoroughly analyze the text for ELs.

There are many resources available to support teachers in creating TDQs. However, most resources have not been developed with ELs in mind. For example, the Achieve the Core (n.d.b) group's resources related to TDQs are intended for work with non-ELs. Staehr Fenner (2014) adapted the Achieve the Core guidelines to add some considerations for using these guidelines with ELs. Teachers of ELs can use these guidelines when preparing to write TDQs and considering the additional support ELs may need to successfully work with TDQs and close reading in general. While it may be time consuming at first to consider the guidelines, as you become more familiar with them, they will help you conceptualize the complex process of creating effective, scaffolded TDQs to support ELs' close reading of texts.

Teachers should use the guidelines and the text that they are going to be teaching in tandem. Just as teachers have to ask their students to go back to the text to find the answers to the questions they develop, teachers must also closely analyze the text they are going to use, reading it multiple times for different purposes. It may be helpful to write directly on a copy of the text, noting key ideas of the text, challenging vocabulary, sentences that students may struggle with, idiomatic expressions, and literary devices used. Teachers can also jot down connections that students might make to other texts that they have read or other content that they have studied in class. The notes that teachers take during this step of the preparation will be essential as they begin to write the TDQs to accompany the text. Figure 8.2, "Guidelines for Creating TDQs," presents general considerations to follow when creating TDQs and specific suggestions targeted at ELs.

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8. The examples we provide to support the steps were adapted from our blog post on TDQs, included in the references (Staehr Fenner & Snyder, 2014).

FIGURE 8.2 Guidelines for Creating TDQs and EL Suggestions

Achieve the Core TDQ Guideline	EL Suggestion
1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focal point for other activities to build toward.	1. Depending on their level of English language proficiency, ELs will need different amounts of scaffolding to access the most important learning. They may also require some additional steps to get to this level of learning.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.	2. ELs might need to be provided with some concise background knowledge to access the key ideas of the text. See Chapter 7 for more information on providing background knowledge. TDQs will also need to be scaffolded so that ELs at different levels of English language proficiency can understand them. ELs might need sentence frames and a word bank or sentence starters to support their answers to the questions.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.	3. Teachers of ELs will need to decide which academic words to teach ELs. See Chapters 5 and 6 for more information on vocabulary. Some additional resources include Colorín Colorado's (n.d.) "Selecting Vocabulary Words to Teach English Language Learners," the University of Nottingham's (n.d.), Academic Word List Highlighter, and Achieve the Core's (n.d.a) Academic Word Finder. See the "References" section at the end of this chapter for links to these resources.
4. Take stock of what standards are being addressed in the series of questions above. Then, decide if any other standards are suited to be a focus for this text. If so, form questions that exercise those standards.	4. In addition to content standards, English language proficiency and development standards will also need to guide the creation of TDQs. ESOL teachers should collaborate with content teachers to help them integrate English language proficiency and development standards into their TDQs.
5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.	5. Teachers of ELs will need to decide which other academic words to teach ELs. They must be careful not to teach too many words in the text, or ELs could become overwhelmed. See Chapters 5 and 6 for more ideas on this topic.
6. Find the sections of the text that will present the greatest difficulty, and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.	6. The sections of text that will present the greatest difficulty to ELs may differ from those that will present the greatest difficulty for non-ELs. Teachers should analyze the academic language found in each text and teach the academic language to the ELs, as well as the non-ELs. See Chapter 5 for more information on this topic.
7. Develop a culminating activity around the idea or learning identified in Guideline 1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.	7. The culminating activity should incorporate content, as well as English language proficiency and development standards for ELs. Classroom-based assessments should be scaffolded so that ELs can demonstrate what they know and can do. In order for ELs to take part in the task, they will need scaffolding. The amount and type of scaffolding needed will depend on their level of English proficiency.

Source: Adapted from Achieve the Core. (n.d.). Short guide to creating questions for close analytical reading. Retrieved from http://achievethecore.org/category/1158/ela-literacy-text-dependent-questions; Staehr Fenner, D. (2014). Text-dependent questions for ELLs (Part 1) [Web log post]. Retrieved from http://www.colorincolorado.org/blog/text-dependent-questions-ells-part-1

Figure 8.3, "Example of TDQ Guidelines and EL Suggestions and Examples From 'The Evolution of the Grocery Bag,'" provides an example of how we applied these guidelines to a complex text aimed at Grades 6–8 as a model of our rationale.

FIGURE 8.3   Example of TDQ Guidelines and EL Suggestions and Examples From "The Evolution of the Grocery Bag"

Achieve the Core TDQ Guideline	EL Suggestions and Examples from "The Evolution of the Grocery Bag"
1. Think about what you believe to be the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focal point for other activities to build toward.	1. Students should be able to explain the evolution of the paper bag and why the version of the paper bag that we know now cannot be called "perfect." They should also consider how this same concept applies to other technological advances. In order to meet these objectives, ELs will need scaffolding to understand the vocabulary and syntax used in this text, as well as the analogy that the author draws between the paper bag and the mousetrap.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.	2. The key ideas of the text include the following: • The Universal Product Code and the decoding laser scanner improved the grocery checkout system. • Grocery bags were originally made by hand by storekeepers. • In the 1800s, machines were invented for making the paper bag. • There is no perfect invention. Background knowledge could focus on how customers pay for groceries and carry them home.
3. Locate the most powerful academic words in the text, and integrate questions and discussions that explore their role into the set of questions above.	3. Achieve the Core's (n.d.a) Academic Word Finder identified seventeen Tier 2 words below the seventh-grade level and twenty Tier 2 words on grade level. Using our criteria from Chapter 6, we chose the words *product*, *code*, *manual*, *origin*, *demand*, and *manufacture* to focus on during instruction.
4. Take stock of what standards are being addressed in the series of questions above. Then, decide if any other standards are suited to be a focus for this text. If so, form questions that exercise those standards.	4. Several content standards are addressed: • Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *Grades 6–8 texts and topics*. • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. • WIDA ELD Standard 5: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.[9]

9. This is a sample ELD standard from WIDA. Other ELD standards include ELPA21 ELP Standards, as well as independently developed state-specific standards (e.g., Arizona, California, New York, and Texas).

Achieve the Core TDQ Guideline	EL Suggestions and Examples from "The Evolution of the Grocery Bag"
5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.	5. Other important vocabulary from the text includes *severe*, *universal*, *introduce*, *input*, *purchase*, and *register*. However, teachers of ELs will need to be mindful not to overwhelm students with too many words and choose their words to teach carefully.
6. Find the sections of the text that will present the greatest difficulty, and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.	6. The length and syntax of some sentences may be challenging to students, as in the example of this passage: "The concept of comparative improvement is embedded in the paradigm for invention, the better mousetrap. No one is ever likely to lay claim to a 'best' mousetrap, for that would preclude the inventor himself from coming up with a still better mousetrap without suffering the embarrassment of having previously declared the search complete. As with the mousetrap, so with the bag."
7. Develop a culminating activity around the idea or learning identified in Guideline 1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.	7. In the culminating activity, students answer the guiding questions. • How has the design of the paper bag evolved? • Why is the design of today's paper bag not considered perfect?

Source: Adapted from Staehr Fenner, D., & Snyder, S. (2015). Creating text-dependent questions for ELLs: Examples for 6th–8th grade (Part 3) [Web log post]. Retrieved from http://www.colorincolorado.org/blog/creating-text-dependent-questions-ells-examples-6th-8th-grade-part-3

Step 2: Decide on additional supports for ELs to accompany the TDQs.

In this step, it is important to decide on the supports (in addition to the TDQs) that you will provide to ELs in order help them better engage with the text. Examples of these types of supports include the concise teaching of background knowledge and explicit vocabulary instruction. During Step 1, you will have identified background knowledge that may be necessary for preteaching, as well vocabulary that you want to focus on. In our example of "The Evolution of the Paper Bag" text, we want to build or activate students' prior knowledge about the topic, but we do not want to give away meaning of the text. So we recommend beginning the lesson with a brief discussion on how customers pay for groceries and carry them home to offer some context for the topic. We would also show them a paper bag from the grocery store so as to either build or activate their prior knowledge but not spoil the meaning of the text.

For introducing new vocabulary, we recommend using *realia* (real objects) or pictures to teach vocabulary that is central to understanding the text, such as a Universal Product Code, a cash register, a laser scanner, and a mousetrap. We also recommend providing and encouraging the use of a glossary (either bilingual or English) for other difficult vocabulary. If we wanted to do an intense focus on a small set of new vocabulary (as we described in Chapter 6),