**Activity # 2: Practice Core Action 2, Text-Dependent Questions (KEY)**

**Directions:** Read the following questions related to the excerpt from *The Great Fire.* Using the criteria at the top of the chart, re-read each question and apply the criteria, noting your responses in the chart below. Use this information as you Consider Core Action 2a – 2d.

QUESTIONS FOR EXCERPT FROM *THE GREAT FIRE*

1. **Read this sentence from paragraph 2 of the passage:**

The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated.

**What does the word “boasted” mean?**

1. greatly exaggerated
2. proudly claimed
3. roughly estimated
4. loudly stated
5. **In what state is Chicago located?**
6. Texas
7. California
8. Illinois
9. New York
10. **The author claims that “Chicago in 1871 was a city ready to burn.” How does he develop this argument with evidence to make it convincing to the reader? Use details and evidence from the text to support your response.**
11. ***The Great Fire* explains one of the biggest disasters of the 19th century. Think about a disaster that you’ve heard about in recent times. How was this disaster similar to the one discussed in The Great Fire? Use details and examples from the passage in your response.**

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| **Question**  | **Does the question require prior or outside knowledge?** | **Does answering the question require that students have read the passage?** | **Does the question require students to use evidence from the passage to determine the correct answer?** | **Does the question require students to follow the details, make inferences, and/or evaluate what is read?** | **Does the question require rigorous analysis of complex texts, not just surface understanding?** | **Does the question align to the expectations of the CCSS overall (vocabulary, structure, syntax, meaning, etc.)?** |
| 1 | Yes. The student will either know this word from prior knowledge or they will get this answer wrong. There is not enough context within the text to help them establish meaning. | No. The student will either know the meaning of this word based on prior knowledge or they won’t. Reading the text or not reading it will not help or hurt them. | No | No | No. | Yes. |
| 2 | Yes. This question relies completely on prior knowledge. | No. Reading the text will not help them answer this question. | No. There is no textual evidence the question relies on prior knowledge. | No. | No. | No. |
| 3 | No | Yes | Yes. | Yes. | Yes. Students must truly understand the main claim of the text and how it is developed to be able to craft a strong response, and they must use evidence from the text to support their answer | Yes. Standard RI.6.3 calls for analysis of an idea and how it is elaborated, and W.6.1 asks for students to write/defend an argument using evidence. |
| 4 | Yes. Students must have prior knowledge of another disaster to answer this question. | Yes. | Yes. | Partially. | Partially. | No. |