

Lightweight Text-Dependent Tasks Table

The table below was originally created to provide short text-dependent tasks to pair with knowledge-building resources to support the use of close-reading lessons. (You can read more about building knowledge with a model lesson [here](#) and see the suggested resources for knowledge building [here](#)). However, these tasks can be used to provide text-dependent tasks during instruction at any time. Each task in the table below is lightweight enough that it does not take significant instructional time and is text dependent to support students’ processing of key learning from the resource under consideration. Most tasks are designed to provide individual and partner/group work time. Most task descriptions are provided in student-facing language. Some include links to further details on the task or notes to the using teacher in italics.

Task Title	Short Description
3 - 2 - 1	<ol style="list-style-type: none"> 1. After reading [<i>Teacher note: insert text name here</i>], write: <ul style="list-style-type: none"> ○ 3 new things you learned ○ 2 questions you have from the reading ○ 1 key term from the passage. 2. Compare your 3 - 2 - 1 with a partner. 3. Together, write a new 3 - 2 - 1 that reflects both of your best thinking.
Annotating Text	<p><i>Teacher preparation: More information on text annotations can be found here and here. The annotations listed below should be modified as needed for a particular reading task.</i></p> <p>As you read the passage/text below, engage in annotations of the text with the following:</p> <ul style="list-style-type: none"> ● Underline key ideas. ● Circle key words or terms. ● Write questions in the margins about things that are unclear to you.
Building a Silent	<ol style="list-style-type: none"> 1. Read the passage or text.

<p><u>Conversation on Little Paper</u> (see variation listed toward the bottom of the webpage)</p>	<ol style="list-style-type: none"> 2. When you are done, consider the question/prompt. <i>[Teacher note: insert broad text-dependent question.]</i> 3. Work in small groups to engage in a silent conversation. Without speaking aloud, write your thoughts in response to the question in the margins. After three minutes, pass your paper to a group member and take a paper from a group member. 4. Continue the silent conversation by reading your group member’s comments and replying to them in the margins. 5. Continue to pass the papers every three minutes until you receive your original paper. 6. Read through your group member’s comments. 7. Have a short discussion in your group about what you all noticed and commented upon as well as ideas that stand out from the activity. 								
<p><u>Dialectical Journals</u> (Two-Column Notes)</p>	<p><i>Teacher preparation: when using dialectical journals, have students either mark the text as they read or create a chart like the one below to track their thinking.</i></p> <p>As you read, keep track of important ideas, key terms, or interesting quotes from the text. Mark these with a bracket symbol [] and make a note in the margin explaining why it is important or interesting.</p> <p>OR</p> <p>As you read, keep track of important ideas, key terms, or interesting quotes from the text by completing the chart below:</p> <table border="1" data-bbox="485 987 1860 1287"> <thead> <tr> <th data-bbox="485 987 1136 1089">Quote (include Page or Paragraph Number)</th> <th data-bbox="1136 987 1860 1089">Reaction or Inference: What is important or interesting about this quote?</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1089 1136 1154"></td> <td data-bbox="1136 1089 1860 1154"></td> </tr> <tr> <td data-bbox="485 1154 1136 1219"></td> <td data-bbox="1136 1154 1860 1219"></td> </tr> <tr> <td data-bbox="485 1219 1136 1284"></td> <td data-bbox="1136 1219 1860 1284"></td> </tr> </tbody> </table>	Quote (include Page or Paragraph Number)	Reaction or Inference: What is important or interesting about this quote?						
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<p><u>Final Word</u></p>	<ol style="list-style-type: none"> 1. As you read your text, select two sentences or phrases you find most interesting. 2. Note why you find these sentences or phrases interesting. 3. Form a group of three students. <ul style="list-style-type: none"> ○ Each student shares their selected text, and the other two students discuss what they find interesting about the shared sentence or phrase. ○ The student who shared the selected text then explains why they initially selected the text to share. ○ Repeat the process until all the students have shared.
<p><u>Gallery Walk</u></p>	<p><i>Teacher preparation:</i></p> <ul style="list-style-type: none"> ● <i>Gather a series of resources for students to review and respond: a quotation or short passage, picture, etc. Post each resource on an individual poster or chart paper in different areas of the room.</i> ● <i>Assign students to small groups.</i> ● <i>Provide students with questions or prompts to respond to as they review the gallery resources.</i> ● <i>Assign each group to a poster/chart paper. Allow students a structured amount of time to discuss and respond to the provided questions or prompts on sticky notes or directly on the chart paper.</i> ● <i>After the designated time, have groups walk to the next stimulus and allow the same amount of time to respond. Continue until each group has reviewed all resources.</i> ● <i>Conclude the gallery walk by discussing student learning from the task as a whole class.</i> <p>Work in small groups to:</p> <ol style="list-style-type: none"> 1. Review one of the resources in the “gallery.” Spend four minutes reviewing the resource silently. 2. Spend five minutes discussing the prompt with your group mates. Add notes about your discussion to the resource. 3. When time is called, move on the next resource in the gallery. Repeat steps 1-3 until your group has read, discussed, and annotated each resource.

<p>Jigsaw</p>	<p><i>Teacher preparation: Can be used with a rather LONG text, or a variety of texts surrounding the topic. There are two ways to do this:</i></p> <ol style="list-style-type: none"> 1. <i>Split students into groups based on how many different readings you provide. Supply each group with a different reading. The group reads together and comes up with THREE bullet points that summarize the reading (or if it's a literary text, you can provide students with the focus question). When time is up for small group work, each group shares their findings with the whole class.</i> 2. <i>In groups of five (or however many readings you have), students count off from 1 to 5. Each student within the group is given the reading that matches their number. Each student in the group reads their own unique reading and answers the guiding questions that go along with each reading. When time is up, group members share with one another (to keep ALL students engaged while sharing, you can add a note-taking component to this exercise).</i> <p>In your home group, assign each partner a section of the text. Once each partner is assigned a section of the text, move to your jigsaw groups based on the text section. For example, if you are reading section 1, then you should meet with your peers who are also reading section 1. Read the section of the text and write three bullet points that summarize the reading.</p> <p>After writing your summary, return to your home group and share the information you learned. Take notes as your partners share information from the sections they read.</p> <p>Be prepared to participate in a whole-class discussion to share what you learned.</p>
<p><u>Modified Quick Write</u></p>	<p>Consider your reading of <i>[Teacher note: insert text/passage title here]</i>.</p> <ol style="list-style-type: none"> 1. For two minutes, write down everything you think is a key idea or important to know from the reading. 2. Partner with another student and share your quick writes. 3. Together, write a summary statement in 15 words or fewer that summarizes <i>[Teacher note: insert text/passage title here]</i>.

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<p><u>Notice, Think, Wonder</u></p>	<ol style="list-style-type: none"> 1. Read <i>[Teacher note: insert name of text here]</i>. 2. When you are done, complete the chart below. 3. Pick your favorite Notice, Think, Wonder to share with a partner. <table border="1"> <thead> <tr> <th>Notice <i>What are some of the big ideas or main points?</i></th> <th>Think <i>Where in the text is there evidence for what was noticed?</i></th> <th>Wonder <i>What questions does this raise for you? What are you curious about?</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Notice <i>What are some of the big ideas or main points?</i>	Think <i>Where in the text is there evidence for what was noticed?</i>	Wonder <i>What questions does this raise for you? What are you curious about?</i>									
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<p>Post-It Keywords</p>	<p>On a post-it note, write four key words that strike you as the most important words in the passage. Partner with another student, compare lists, and determine the four words you both think are key. Then each student should write a one- to two-sentence summary using the agreed-upon words.</p>												
<p>Ten-Word Summary</p>	<p>Work with a partner to write a ten-word summary of the text. Be sure your summary captures the most important idea(s) or claim(s) from the reading</p> <p>-----</p> <p>-----</p>												
<p>Text-Dependent Question in a</p>	<p><i>Teacher preparation: If the text source provides quality, text-dependent questions, consider lifting 2-4 of them for students to consider while and after they read. A protocol like the one below could</i></p>												

Small-Group Discussion	<p><i>work.</i></p> <ol style="list-style-type: none"> 1. Read the selected text. 2. As you read, consider the following questions: <i>[Teacher note: list selected questions here.]</i> 3. Annotate the text with the answers to these questions. Consider where in the text the answers are found. Write your explanation in the margins. 4. When you are done, form groups of three. 5. Discuss each question, sharing your evidence and discussing your annotated answers.
<u>Think-Pair-Share</u>	<p><i>Teacher preparation: Student pairs can be done by teacher or student choice. Be sure to plan your text-dependent questions ahead of the starting the activity. The “think” can be changed to “jot” if students need encouragement to note their ideas before sharing with a partner.</i></p> <ol style="list-style-type: none"> 1. Consider the following question: <i>[Teacher note: insert question here.]</i> 2. Think: What evidence from the text helps to answer this question? What ideas do you have? 3. Pair: Turn to your partner and let them share their answer with you. Share your answer with them. Discuss the similarities or differences between your responses. 4. Share: Take the most interesting part of your answer to the question and share it with the rest of the class.
<u>Venn Diagram</u>	<p><i>Teacher preparation: pair up students and provide them with a Venn diagram to complete as a partnership.</i></p> <p>On your section of the Venn diagram, summarize what you’ve read in five bullet points. Once complete, compare bulleted lists with a partner and work together to compile a main idea statement together in the center of the Venn diagram.</p>