



Purpose for reading: To ask and answer questions that highlight important information

Introduction: This activity is going to help you analyze and develop questions about a text. You will practice:

- ▶ Reading an article with a purpose in mind.
- ▶ Analyzing the information you read.
- ▶ Asking and answering important questions.
- ▶ Figuring out the kind of thinking that different questions require.

- 1. **As a class**, look at the Question Matrix graphic organizer on Page 3.
- 2. Find the “Across the USA” page in the News section and select a state. Read the news from that state.
- 3. On the board, complete a few of the questions in the Question Matrix so that you understand how to do it.

Now, you will select an article and you complete the Question Matrix on Page 3.

- 4. **In groups of four**, select an article that you are interested in reading.

Skilled readers set a purpose for reading by scanning their assignment – in this case, the Question Matrix.

- 5. Look at the Question Matrix graphic organizer. When you are finished reading the article, these are the questions you will be asked to write.

Skilled readers also scan a text and make a prediction about the information it will contain.

- 6. Read the headline and look at any pictures, charts, graphs and captions that accompany the article. In the space provided at the top of your graphic organizer, write a sentence describing what you expect the article to tell you.

Using the Question Matrix



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- 7. Break your group of four into two sets of partners. Make sure that you are sitting far enough apart so that you cannot hear the other pair.
- 8. **With your partner**, read the article carefully. Take turns reading aloud. You read three sentences; then your partner should read three sentences. Repeat this process until you have finished the article. As you read, circle information that will help you finish writing the questions in your Question Matrix. Focus on events, people, reasons and results. When you switch readers, take time to stop and decide if any information from the three sentences you just finished reading should be circled.
- 9. When you are finished reading the article, you and your partner should complete the Question Matrix graphic organizer by creating questions about your article.
- 10. Give your Question Matrix to the other two people in your original group of four. Have them answer your questions while you answer theirs. You may use the back of their graphic organizer for your answers.
- 11. When you are finished answering their questions, return their matrix to them. They will correct your answers while you correct theirs. Discuss how you did. Did any of their answers surprise you?
- 12. **As a class**, discuss what you like and don't like about the Question Matrix. Were any of the questions difficult to create? How can you modify this strategy to help you with reading for other classes?
- 13. **Extension:** Write a one-paragraph reflection about how asking these types of questions can help you when you are reading for other classes.

Using the Question Matrix

graphic organizer



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Instructions: First, write your prediction about the article. Then, look at the Question Matrix below. There are four columns; each one asks questions about a different topic. For example, the first column asks four questions about the event discussed in the article. The second column asks about one of the main people involved in the event. The third asks about the reasons behind the event, and the fourth asks about the results of the action or event. Your job is to use the article to finish writing each of these sixteen questions.

Prediction:

Event	Person/Group	Reasons	Results
What is ...?	Who is...?	Why is...?	How is...?
What did...?	Who did...?	Why did...?	How did...?
What will...?	Who will...?	Why will...?	How will...?
What might...?	Who might...?	Why might...?	How might...?

Lesson 10 - Using the Question Matrix

Time Requirement:
45-50 minutes

Teacher edition

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Lesson 10: This lesson will guide students through the use of the Question Matrix – a strategy developed by Chuck Weiderhold (1991, 1995). Students will set a purpose for reading and become more aware of the kinds of thinking that different questions require.

Standards:

- ▶ Drawing conclusions/inferences
- ▶ Identifying details/facts
- ▶ Recognizing author's purpose
- ▶ Analyzing and/or evaluating information

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1-3. Model: Before students get into groups of four, model how to read for a purpose in order to finish each of the four types of questions found in the matrix.

1. Preview the matrix. Ask students what kind of thinking each type of question requires.

- What is...? (analysis)
- What did...? (recall, comprehension)
- What will...? (synthesis, evaluation)
- What might...? (analysis, synthesis, prediction)

2. Read aloud one state's news from the "Across the USA" page in the News section.

3. As you read, circle and have students circle information that might help in creating questions for the matrix. Once you have finished reading, complete four of the questions – at least one of each type – on the grid. Allow 10 minutes.

Lesson 10

Using the Question Matrix



Student edition

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4-9. Monitor. Make sure students understand the Question Matrix concept and are circling information in the article. As students begin to fill out the matrix, offer clarification and correction. Allow 20 minutes.

10-11. Formative assessment: Monitor student comprehension by seeing how they do on their “quizzes.” Allow 10 minutes.

12. Discuss: Talk about how students can apply this strategy to future reading assignments or standardized tests. Allow 5–10 minutes.

Formative Assessment: If you don't have too many groups of four in your class, you may wish to collect the Question Matrices and develop a quick quiz using students' questions. Students can then take the quiz during your next class period so you can further assess their comprehension and retention.

13. Extension: The reflection paper can be done as a closing activity or as homework.

Lesson 10

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