FIGURE 5.1

## Cross-Discipline and Discipline-Specific Questioning Matrix

| Discipline | Types of Questions |
| --- | --- |
| All Disciplines | • How does this information, or how do these ideas, relate to my purpose for reading?<br>• How is this text organized; what is the text structure and what are the text features?<br>• Is my prior knowledge reliable, or do I need to build more background knowledge in order to comprehend this text?<br>• Which additional reading strategies can I use to deeply comprehend this text? |
| Arts and Language Arts | • Why did the author write this text?<br>• What is my response to this text?<br>• How does the genre of this text impact its meaning to me?<br>• Whose voices are heard in this text; whose are left out?<br>• How do cultural, historical, and political factors influence this text? |
| Mathematics | • How is the problem being presented?<br>• What do the numbers, symbols, graphs, tables, and charts mean?<br>• Can I define all of the vocabulary in terms of mathematical concepts?<br>• What patterns do I detect in this information?<br>• Why are these patterns important? |
| Science | • What is the hypothesis, and what information leads to this hypothesis?<br>• When does this process occur and how does it work?<br>• Can I define all of the vocabulary in terms of scientific concepts?<br>• Can I explain how these data are supported by evidence?<br>• How do I know this information is accurate, logical, reliable, replicable, and clear? |
| Social Studies | • From whose perspective is this text written and on what assumptions is it based?<br>• How do I know that this information is factual, or how do I know it is an opinion?<br>• How do I know this information is comprehensive, authoritative, well organized and supported by reliable references?<br>• What do the illustrations, maps, realia, and language used in the primary source documents, time lines, and charts mean?<br>• After this event, what changed and what remained the same? Who made it happen, who benefited, and who did not? |
| Technology | • Who made this tool, device, or information resource, and for whose benefit was it made?<br>• Why is this tool, device, or resource important?<br>• How does this tool, device, or resource impact communication and access to ideas and information?<br>• Who has access to the data generated by this device, tool, or resource, and how can they use it?<br>• What are the laws or rules governing the production, distribution, or use of this tool, device, or resource? |