

Reporter's Questions

Purpose

This routine will help readers identify important details in a text.

Time

This routine will take 10 - 30 minutes (plus time to read the text).

Supported standards

Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Materials

- A list of the reporter's questions (instructors can use the attached handout or write them on the board, project them on a screen, or otherwise share them).
- The reading to be used in class, either paper or digital, in a format that students can annotate. Instructors should consider using a shared online document for remote instruction so they can view the students' highlights/underlines and notes.

Procedure

This routine can be used with individual students or groups.

1. The instructor explains that the reporter's questions (who, what, where, when, why, and how) are a good way to identify the important details in a reading. The instructor shares the questions with the student(s) by giving them the handout or by otherwise displaying them.
2. Everyone reads through the text together or the students read independently. The instructor draws the students' attention back to the reporter's questions. Together, everyone develops one or more specific questions that can be answered about the text for each of the six reporter's questions while numbering each of the questions. The instructor should consider preparing a few questions beforehand to provide examples or cover important material.
3. Next, the instructor asks the students to find and underline or highlight the answer to each question in the text. The students should write the question number next to the place in the text where they find the answer.

- a. Students who have practiced paraphrasing and quoting text can write their answers and refer back to the place in the text where they found them (e.g.: In paragraph two, it says ...).
 - b. If there is a group of students, it can be useful to compare answers and examine whether some information is available in more than one place in the text.
4. Once this routine is familiar, the instructor can include questions that require students to make inferences or to combine evidence from more than one place in the text. Students can also become more independent in generating the questions.

Example

Directions: Write questions about the reading for each word. Underline or highlight the answers in the text. Write the answers in your own words.

The questions below are examples of questions that you might ask about a short article about Helen Keller's early life.

Who?

- Who is the story about?
- Who else is important?

What?

- What was Helen's challenge?
- What was Anne's challenge?
- What was the turning point in the story?

Where?

- Where did the story take place?

When?

- When did the story take place?
- When did Helen become blind and deaf?

Why?

- Why did Helen become blind and deaf?
- Why did Anne struggle to teach her at first?
- Why was Helen allowed to misbehave as a child?

How?

- How did Anne finally teach Helen?
- How did Helen communicate before Anne started teaching her?
- How did Helen communicate after Anne taught her?