



Learning Project 2 Reading Drama

Inquiry Activity 2-3: Question Strategy – Determine Author’s Purpose

GED test questions are written to elicit different kinds of responses. This question asks the reader to determine the author’s purpose, to discover the underlying reason for the passage from the point of the author. The words in the answers will not be found directly in the passage. Support for the answer will be found throughout the entire passage.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Item # 20 PA)

Scan the test question to find out what you are being asked to do.

Are there any words in the question or answer choices you are unclear about? Make a list.

20. In this excerpt, how does the author use the size of the bedroom?

To demonstrate:

- (1) the couple’s good judgment in housing
- (2) Mrs. Bank’s view of the couple’s situation
- (3) Corie’s skill with interior decorating
- (4) the author’s sympathy for the son-in-law
- (5) the mother’s wealth

2. Becoming Familiar with the Problem

Pre-reading strategies: Becoming familiar with the passage. Four pre-reading strategies are introduced and used consistently to help the learner develop the pre-reading skills for use with any reading they might do. The pre-reading strategies are:

- Preview the Passage
- Activate Prior Knowledge
- Consider/Build Interest
- Set a Purpose

Resist over-explaining the strategies. Encourage learners to answer the questions for each passage and allow them to come to their own insights about pre-reading.

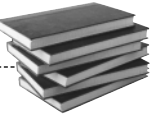
Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question:

What are you looking for?

What do you see?

What words in the question and multiple-choice answers might be important to understand, and how would you go about clarifying them?

**Activate/Build from Prior Knowledge:**

Have you asked questions like this before?

What do you know about questions like this?

Consider/Build Interest:

Why would the size of the bedroom be important to the story?

Set a Purpose:

What are you being asked to do?

3. Planning, Assigning, and Performing Tasks

Use your reading strategies to reread the passage and answer the questions. Be aware of the reasoning and strategies that you are using.

Doing the Work

*The work you will be doing is to read the question, review the answer choices, go back to the passage to **determine the author's purpose**, and then answer the question.*

Clarify:

*Read the question and answer choices, find and mark any words you do not know. See if the question or answer choices give you enough information to **clarify** the meaning of these words. If not, find the meaning by asking somebody or looking it up.*

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the question is asking you to do.

Look in the passage and mark where information related to the questions appears.

Read each answer and decide whether the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

If you prefer, you may use the graphic organizer described in IA 2-2.

Determine the Author's Purpose:

What section or parts of the passage support your answer? Explain.

The answer to a question about **determining the author's purpose** will pervade the passage.

Mrs. Banks is distressed at the size of the apartment, particularly the bedroom that requires crawling over the bed to get to the closet. Her comments and reactions throughout the passage show this, although she never states it directly. The correct answer is (2).

Be ready to defend your answer and the way you found it.



4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *In small groups, compare the answer you found, the methods you used to find the answer, and the support for your answer in the passage. Discuss the reasons why each learner thinks his/her answer and the support for the answer is correct.*

*Determine a reading strategy to be used to answer questions about the **author's purpose**.*

Whole Class: *Report to the class and discuss the group's answer to the question, the methods used to find the answer, the support for the answer chosen, and your group's strategy for answering questions that ask you to determine an **author's purpose**.*

Clues about the **author's purpose** will be seen throughout the passage, not in just one place.

5. Reflecting, Extending, and Evaluating

Reflecting: *Think about how well you understood what you have done.*

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What methods did you use to read the question and answer choices?

What parts of the passage did you have to look at to answer this question?

Is this an easy or more difficult question for you to answer? Explain.

Extending: *Extend what you learned to new situations.*

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

*Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for **author's purpose**. Make up two multiple-choice test questions that ask for supporting detail.*

Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

Evaluating: *Assess what you learned and how you learned it.*

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn about reading from this activity?

How did the approaches in this activity work for you?

How did you find the purpose of the document?

How does writing test questions help you be a better test taker?

How does reading like this make you feel?