

THE ACADEMIC ESSENTIALS MATRIX

		ABILITIES				
SKILLS		Generate	Evaluate	Analyze	Organize	Synthesize
		• Questions • Hypotheses • Claims • Explanations • Examples	• Importance • Effectiveness • Relevance • Validity • Accuracy	• Cause/effect • Meaning • Implications • Logic • Consequences	• Events • Information • Process • Ideas • Emphasis	• Information • Events • Ideas • Sources • Perspectives
	Read • Fiction • Information • Argument • Poetry					
	Write • Reader response • Narrative • Expository • Argument					
	Talk • Discussion • Speech • Presentation					
	Take Notes • Expository • Research • Literary • Textbook					
	Take Tests • Multiple choice • Essay • Short answer • Standardized					

Explanation of the Academic Essentials (AE) Matrix

The AE matrix gives structure, depth, and sequencing to my lessons. For example, when I decide which of the **skills** (reading, writing, talking, taking notes, or taking tests) I need to focus on next, I then use the **abilities** lists to organize and improve that instruction. If we are reading an article on the topic of personal success, for example, I might have students **generate** a list of factors they think contribute to such success. I might then have students, to increase their processing of the information, **evaluate** which *three* factors from their list are the most important, then **analyze** how they contribute to success. The matrix challenges me to achieve more but in a structured sequence; thus I might have students **organize** their three essential factors from most to least important or in some other logical order. Finally, to integrate the different skills, I would have students **synthesize** by first writing a well-organized paragraph and then, if time allows, discussing it with each other or the class. In addition, I would ask myself (before, during, and after this instructional sequence) what other skills—writing, talking, taking notes, taking tests—I could or should integrate. In this way, the AE matrix ensures my instruction is designed to achieve maximum effectiveness in ways that promote learning and academic success.

FIGURE 3.4.