QAR (Question-Answer Relationships)
A Routine for Reading Comprehension
in the Content Areas

This strategy helps students engage and improves comprehension.

Purpose: to **improve** students' comprehension of their readings

Description: **S**tudents consider the thinking demands of a reading passage through four types of questions:

➢ *right there* : answer is stated directly in text

➢ *think and search* : answer is in the text, but not directly stated directly. Students have to read between the lines or put 2+2 together

➢ *author and you*: the answer is not in the text. Student must derive a logical and justifiable answer by integrating author's information with student's background knowledge and experience.

➢ *on your own* : the answer is not in the text. Student must develop logical and justifiable answers from background knowledge, especially as it relates to the content and message of the reading.

Right There

On Your Own

Four Types of QAR Questions

Think and Search

Author and You
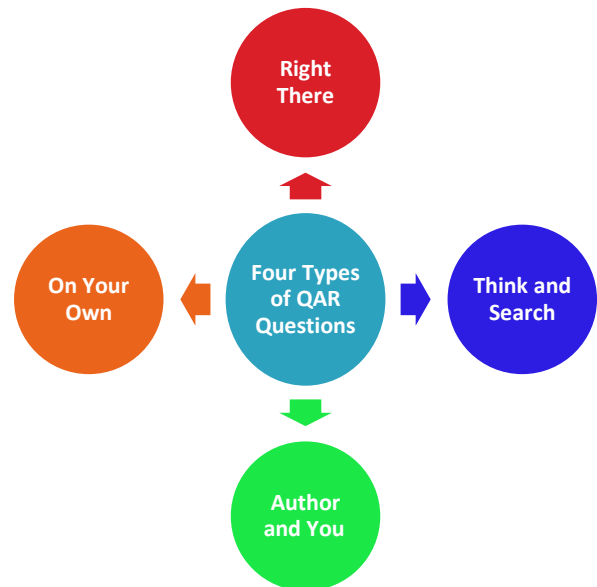
When teachers model the QAR process, they are helping students become aware of and skilled at using learning strategies to find the information they need to comprehend at different levels of response to text.

Vacca, Vacca, and Mraz (2011),

Explicitly teach students the relationships between questions and answers in a text.
The procedures for QAR have to be directly before students can use them.
Most students are unaware of the information sources in a text that can help uncover an answer.
Teachers may have to use a portion of several days' lessons to teach students these relationships.

Procedures for Using QAR

Apply the QAR strategy to actual content area assignments.
For each question asked, students decide on the appropriate QAR strategy and write out their answers.

- Introduce the concept of the four kinds of question/answer relationships in QAR.

- Display to students a description of the four basic question-answer relationships .
  - Charts work really well for this introduction
  - Consider making a wall chart large enough for students to use as a scaffold as they first start to work with QARs.
  - A suggested chart appears at the end of this document. Or you can use the information to create a stunning graphic organizer of your own.

- Guided Practice
  - Choose several short passages to read, either from your textbook or content-related authentic text (articles). For each passage, prepare one question for each type of QAR to model with students.
  - Day ONE: Demonstrate. As a whole group, work through at least two passages, one at a time, as follows:
    ~ Teacher or fluent reader(s)--Read the passage aloud.
    ~ Teacher -- Follow each reading with one question from each of the QAR categories on the chart.
    ~ Then lead a discussion on the similarities between a Right There Q/A and a Think and Search Q/A. (Both have definite answers, which can be defended with evidence from the text.)
    ~ Now lead discussion on the similarities between Author and You and On Your Own Q/A's. (Both lead to multiple possible answers. Both, however, should use text information to justify whether the answer is reasonable or not.
    ~ Do this procedure with at least two different passages.
    ~ Reinforce the discussion by assigning several more short text passages and asking a question for each. Students should soon begin to catch on to the differences among the four QAR categories, and what skills they need in order to address each one.
  - Day TWO: Analyze. As whole group or small groups, work through at least three passages, one at a time, as follows:
    ~ Again, Teacher prepares one question for each QAR category per passage for 2 of the passages.
    ~ First, give students a passage PLUS the sample Questions PLUS sample answers PLUS the identified QAR type.
    ~ Students must justify WHY the Qs and As represent that particular type of QAR, and why they don't represent the other types.
    ~ Second, give students a passage along with questions and answers but no identified QAR type.
    ~ This time students must identify the QAR for each AND explain their reasoning.
    ~ Finally, give students a third passage. Have groups or individual students create their own set of 4 QAR questions for the passage.
    ~ Then trade sets of QAR questions with other groups/students, who will answer each question.
    ~ Finally, let original Question Writers give feedback to the students who answers their questions: Right/Wrong? Justified/Unjustified? Reasonable/Unreasonable?
  - Day THREE: Review and Extend.
    ~ Using a gradual release model, have students practice writing their own QAR questions (2 per type=8 total) for a longer or more complex passage of reading. First, have students work in groups to decide on QAR category for each question and the answers for each. Next, assign a second passage for students to work on individually. Discuss their responses either in small groups or with the whole class.

QAR	Description
Right There	~ The question is asked using words from the text. ~ The answer is directly stated in the reading.
Think and Search	~ The answer is in the text but is not stated directly. ~ The reader interprets the meaning by "putting 2 and 2 together."
Author and You	~ The answer is not in the text. There are multiple justifiable answers. ~ The reader must use the text in order to justify his/her answer. ~ And... must use personal knowledge about information provided or suggested by the author.
On Your Own	~ The answer is not in the text. ~ The text is used to provide context. ~ The answer will apply text knowledge to real-world or what-if situations. ~ The reader must develop the answer based on his/her knowledge and personal experience.

In the Reading	In My Brain
(Read Text for Key Words to Find Answers)	(Read Text for Clues and Think About What You Know)

RIGHT THERE

You can put your finger RIGHT ON THE ANSWER. It is right in the text. Look for key words.

AUTHOR AND ME

The answer is NOT directly in the text. You have to read and FIGURE IT OUT! Read for clues and think about it!
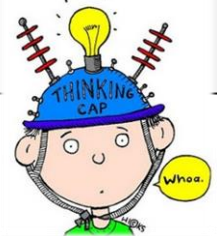
THINK AND SEARCH

The answer is in more than one place in the text. Read on to find all key words and clues and PULL IT TOGETHER.

ON MY OWN

The answer is NOT in the text. You have to think about what you know and have experienced!

Cross-Curricular Examples

From Social Studies—During a reading about the Declaration of Independence, ask the following questions.

Right There—When was the Declaration signed?
Think and Search—What are some of Thomas Jefferson's notable accomplishments?
Author and You—What influence did participation in the development of the Declaration have on the signers?
On Your Own—If you were a delegate of the Second Continental Congress, would you have signed the Declaration?

From Math—Before, during, and after reading a variety of data charts and graphs, use QAR to help students determine if the answer is provided in the data display or whether analysis, manipulation, computation, or calculation is needed to respond to the different kinds of questions:

Right There—The specific number is provided
Think and Search—The answer is there, but I need to understand the structure of the chart to locate the answer
Author and You—I can figure out the answer from the data if I do some calculations
On Your Own—The data doesn't provide a specific answer; I have to manipulate the data and figure it out on my own

From Science—After reading a variety of articles on global warming, model the QAR question development with one article and then have small groups of students practice creating their own QAR questions to analyze the facts and opinions in the articles, using the following cue words to identify the type of question:

Right There—who, where, list, when, how many, name, what, based on this passage
Think and Search—summarize, what caused, contrast, explain, retell, how did, find
Author and You—in what instances
On Your Own—what do you think, based on your experience, if you were this person

From English Language Arts—After reading *The Diary of Anne Frank*, use QAR to help students understand whether the questions are literal or require analytical, evaluative, or inferential thinking,

Right There—Who is in the house besides the Franks?
Think and Search—Who makes the rules, Mr. or Mrs. Frank?
Author and You—Why is Anne rebellious?
On Your Own—What would you have done differently from Anne?

Some More Thoughts to Consider

Mix and Match for different purposes.
Teachers can create questions from the 4 QAR types for students to answer as their Reading Guide OR…students can create the questions to trade with other students in class. OR… students can create the questions and bring them to drive Seminar Discussion.   QAR is a framework for teachers to use to write questions; it is also a framework for students to apply in making their own meaning from a text.

Use the Terminology in your class daily.
When posing questions in other contexts in your class, cue students into the kind of answers you want by saying, "This is a *Right There* question" or "You are *On Your Own* on this one" or
"This is a combination of *Author and You* and *Think and Search*."

Connect to Revised Bloom's Taxonomy …
Right There questions are **Remember** tasks.
Think and Search questions are **Understand and Apply** tasks. Sometimes, students may **Analyze** through these types of questions, also.
Author and You and **On Your Own** questions expect students to
Analyze, Evaluate, and **Create**.

…and to Webb's Depth of Knowledge
Right There questions are **Level 1: Recall** tasks.
Think and Search questions lend themselves to **Level 2: Skill/Concept** tasks. Sometimes, more complex Think and Search questions require **Level 3: Strategic Thinking**.
Author and You and **On Your Own** questions usually require **Level 3: Strategic Thinking**. Questions that lend themselves to Design Cycles, Project-Based Learning, Performance Tasks, and full-length Essays are **Level 4: Extended Thinking tasks.**

Sources for This Strategy

Vacca, R., Vacca, J., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum*.
	Boston: Pearson.

Fisher, D. & Frey, N. (2012). *Improving adolescent literacy: Content area strategies that work.* Boston:
	Pearson.

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http://www.kbumreading.com/files/PDF_KB_QAR_CHART_2007.pdf

Image of QAR clip art taken from
http://nikajo.wikispaces.com/file/view/qar.png/112928439/qar.png