

Question-Answer Relationships (QARs)

WHAT? QAR is an instructional activity designed to provide students and teachers with a common vocabulary to discuss different types of questions (Raphael, 1982, 1986). Students and teachers study four levels of questions when using this instructional strategy. The chart describes the levels of questions.

In the text	In my head
<p style="text-align: center;">Right There</p> <p>The reader can easily find answers to Right There questions in the text. These are literal questions regarding the text. Stems for Right There questions might begin with “name the main character”, “how many”, “what is”, or “who is”.</p>	<p style="text-align: center;">Author and You</p> <p>The reader will not find the answer to Author and You questions in the text. However, the reader must use information given in the text along with what the reader already knows on their own to answer the question. This is a higher order thinking question.</p>
<p style="text-align: center;">Think and Search</p> <p>The reader must think about the ideas in the text and how they are connected and search the entire text to find the information to answer the question. To answer these questions students must use extract information from the text. Think and Search questions might begin with “compare”, “retell”. “find three causes”, or “name two reasons”.</p>	<p style="text-align: center;">On My Own</p> <p>The reader can answer On My Own question without reading the text. The answer comes from the reader's own experiences and background. After reading</p>

WHEN? This instructional activity is used **After Reading**. In order to support the U-46 Literacy Roadmap, the use of **QARs** is introduced in grade 1. This instructional activity is appropriate for all text material.

WHY? The use of **QARs** for instruction is helpful for several reasons.

- It assists students in understanding where information is found to answer questions.
- It assists students in how to use questions to review their reading.

HOW?

1. Introduce the concept of **QARs** by explaining each type of question, providing a clear example, and discussing the difference in each type of question. Give students a written description of each type of question.
2. Have students read a short piece of text.
3. After reading the text, ask students one or two questions from each category. Discuss the differences between each question and the answer.
4. Continue to model and practice this procedure with short passages until students are comfortable and understand the differences between the types

of questions.

5. Have students read a short piece of text and provide the questions and answers. Now have students identify each question as a particular QAR and explain their answer. Repeat the procedure; however have students work in small groups to determine the type of question and the answer.
6. Next have students read longer selections. Have the students identify the question type and write their answer.
7. In time, the teacher requires the students to read a text, generate various questions on their own. The individual questions developed by students are presented to the entire class for identification and answers.

References/Further Reading

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- Billmeyer, R. and Barton, M. (2002). *Teaching reading in the content area*. Aurora, CO: McREL.
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