Question-Answer Relationship Strategy (QAR)

What is the question-answer relationship strategy?

The question-answer relationship (QAR) strategy helps students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer.

It also helps you as the teacher to ask more rigorous questions about the texts that you are reading with your students.

How to use the question-answer relationship strategy:

1. Explain to students that there are many questions readers can ask about their reading and that one way to find the answer is to think about what kind of question it is. Define the four types of questions and give an example.

    Right There Questions: These are literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.

    Think and Search Questions: These ask readers to collect information from more than one part of the text and put it together to answer the question.

    Author and You: These questions are based on information found in the text but ask the reader to relate the question to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.

    On My Own: These questions do not require the students to have read the passage. Readers rely on their background or prior knowledge to answer the question.

2. Read a short passage aloud to your students.

3. Have questions of different types prepared to ask about the passage. When you have finished reading, read each question aloud and model how you decide which type of question you have been asked to answer.

4. Show students how to find information to answer the question (e.g., in the text or from your own experiences).

5. Have students generate their own questions, ask peers to answer their questions, and identify which kind of question they created.

This strategy is great because it isn't limited to ELA. Here are examples of how it can be used with a chart, a graph, and a picture:

Temperature and precipitation for four cities on January 4, 1999

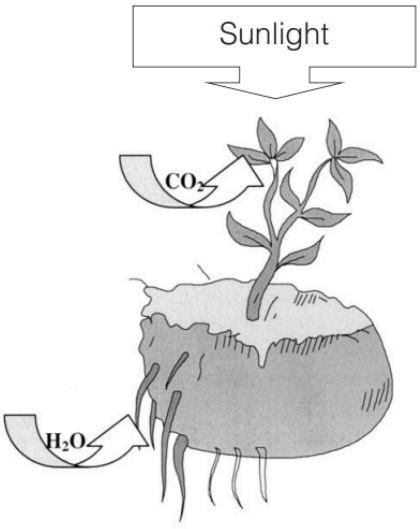
City	Chicago	Pittsburgh	Dallas	Baltimore
Degrees Celsius	0°	9°	18°	–2°
Precipitation amount in cms	1	2	5	0

Question: Which city received the most snow?
a. Dallas
b. Pittsburgh
c. Chicago
d. Baltimore

Answer: c. Chicago

QAR: The Author and You

Explanation: To answer this question students have to know that 0° Celsius is freezing. They also have to know that precipitation can be snow, sleet, rain, hail, or freezing rain. Thus, the answer requires that students not only use information provided but also integrate their own knowledge with the data.

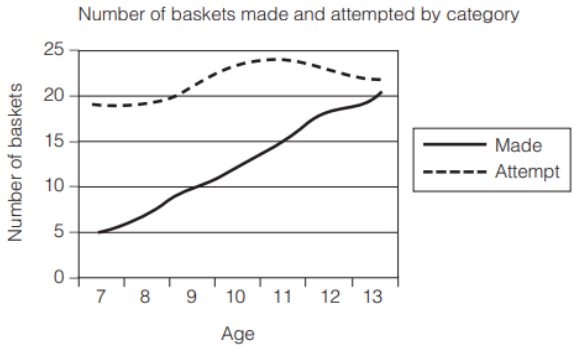


Question: What chemical that is used in photosynthesis do *only* plants have?
a. H_2O
b. Chlorophyll
c. Sugar
d. CO_2

Answer: c. Chlorophyll

QAR: On My Own

Explanation: Although a picture is provided, nothing in this picture assists students in answering the question. In fact, the information in the picture could mislead or distract them. Students must be able to figure out that their own knowledge is needed to answer the question and must know that CO_2 and H_2O are common to many different organisms.



Question: According to this graph, which of the following is true about the relationship between the number of baskets made and attempted?
a. Older players make fewer baskets.
b. Players attempt more baskets than they make.
c. As students get older the number of baskets made gets closer to the number of baskets attempted.
d. b and c

Answer: d. b and c

QAR: Think and Search

Explanation: Students have all the information required to answer this question in the graphic. However, they must pay careful attention to multiple pieces of data. First they have to note the relationship between age and the baskets. As age increases so do the numbers of baskets made and attempted. Then students have to differentiate between the lines representing the number of baskets made and those attempted. They must understand that players always attempt more baskets than they make. Finally, students must deduce the relationship between age, number of baskets made, and number of baskets attempted. They must see that these two lines get closer together and must understand that this means that as players get older the ratio of made to attempted baskets gets smaller.