

Question/Answer Relationships (QAR)

The Question/Answer Relationship (QAR) strategy is an after reading strategy that has been used successfully to teach students how to decipher the type of questions they are being asked and how to locate the answers. There are four types of questions in QAR and each one can be answered from a different source.

In the Book QARS:

- **Right There:**

The answer to the question is in the text and usually easy to find. The words used to make up the question and the words used to answer the question are “right there” in the same sentence.

- **Think and Search (Putting it Together):**

The answer is in the story, but you need to put together different story parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

In My Head QARS:

- **Author and You:**

The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.

- **On My Own:**

The answer is not in the story. You can even answer the question without reading the story. You just need to use your own experience.

How to implement the strategy:

1. Introduce students to the QAR strategy by telling them they will learn how to decipher the types of questions they are asked about a reading selection.
2. Explain to students that there are four types of questions they will encounter.
3. Define each type of question and give an example.
4. Read a short passage aloud to your students to model the process and predetermined questions that you will ask students after the reading (such as the “Itsy Bitsy Spider” example that is included).
5. Model how you decide which type of question you have been asked to answer.
6. Model the thinking process you use to help you find the information to answer the questions either in the book or from inferences you make from the text.
7. Have students practice the strategy by reading a text selection on their own and work with a peer to decipher where they would locate the answers.
8. Provide multiple opportunities for students to practice the strategy.

Example:

ITSY BITSY SPIDER

The itsy bitsy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy, bitsy spider went up the spout again.

Questions:

1. Who climbed up the water spout? (Right There)
2. What happened after the rain washed the spider out? (Think and Search)
3. Why do you think the spider decided to climb back up the water spout? (Author and You)
4. Have you ever tried and failed at something once, and yet still had the courage to try again? (On Your Own)

Additional Resources:

- Fisher, D., and Frey, N, (2004). *Improving Adolescent Literacy: Strategies at Work*. New Jersey: Pearson Prentice Hall.
- Raphael, T. E. (1982). Question-answering strategies for children. *The Reading Teacher*, 36(2), 186-190.
- Raphael, T.E., & Au, K.H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59, 206-221.

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