



English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment

Integrating NE ELP Standards into ELA Teaching and Learning

Grade Level: Grades 6-8

Strategy: Focus:	Question-Answer Relationship (QAR) COMPREHENSION		
ELA Standard:	LA 10.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
ELA Indicator (by grade):	LA 6-8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.		
ELP Corresponding Standard(s):	 6-8.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 6-8.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 		
Objective/Learning Target:	I can identify the sources of information needed to appropriately answer a question.		
Time Required:	40 minutes		
Materials Needed:	 Handout 1 (QAR Handout #1) – See Attached Handout 2 (QAR Handout #1) – See Attached Content-specific text (e.g., textbooks, article, etc.) 		
Strategy Overview and Rationale:	Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in		

	the book (text-based) and in the head (knowledge-based).				
	Using QAR helps the reader search for and summarize information in the text as well as access and use background information				
Step-By-Step Instructions*: During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).	 Prior to the lesson, teacher creates a variety of QAR questions from sections of text for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the text. Right There: the answer is found in the text, usually as a phrase contained within one sentence. Think and Search: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question. Author and You: as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer. Distribute sample questions to students in pairs or small groups to identify types of QAR question and apply given strategies to formulate answers. Students work independently to identify the type of QAR questions and apply given strategies to formulate answers. 				
Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient		
	 Practice scan/skim skills – find the words. Provide modified/leveled text. Add images to the QAR handout and cards. 	 Have audio version of text or read text aloud. Do the question identification as a sorting activity. Pre-teach vocabulary: Ex: Multiple Meaning words like: "draw" 	 Pre-teach vocabulary/QAR relationship words: Ex. Synonyms & Antonyms Combine the two handouts (include the Cue Words from handout p. 2 with the strategies 		

		conclusions. • Add a "Text Features" minilesson. • Provide sentence frames (if/thenbecause/so)	listed on handout #1). Include a sample question on each of the 4. For example: Right There "How old is Mary?" On My Own "How would it be different if Mary?"	
Resources:	QAR Handouts (see attached)			
Meta Tagging:	Reading, Comprehension, QAR			

^{*}This lesson was contextualized for students in this grade-band.

Question-Answer Relationship (QAR)

IN THE BOOK

Right There

The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often "right there" in the same sentence.

Strategies:

- · Reread
- · Scan
- · Look for keywords

Think and Search

The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.

Strategies:

- · Skim or reread
- · Look for important information
- · Piece together different parts from the text to answer the question

IN MY HEAD

Author and Me

The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.

Strategies:

- · Reread
- Think about what you already know and what the text says

On My Own

The answer is not in the text. The answer comes from your own thoughts in your head.

Strategies

- · Think about what you already know
- Make connections to self, other texts, and the world
- · Develop new ideas

Question answer relationship In the Book Questions

Right There Questions			
Cue Words: Who, When, Where, Identify, List			
Third and Committee and			
Think and Search Questions			
Cue Words: Compare, Predict, Draw Conclusions			
In My Head Questions			
Author and Me Questions			
Cue Words: Interact, Relate to, Connect, Associate			
ede Werder interdet, herdte to, commed, herdte			
due vvorusi interacti, Neiate to, commest, Associate			
due vvorasi interacti, nerate toj comiecti, nesociate			
due vvorasi interacti, nelate toj comiecti, nesociate			
ode Wordst interded, Neidte to, commedy Noscolate			
ode troids. interdet, heldte to, commedy hissociate			
On My Own Questions			
On My Own Questions			
On My Own Questions			
On My Own Questions			
On My Own Questions			