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

Integrating NE ELP Standards into ELA Teaching and Learning

Grade Level: Grades 4-5

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 4/5.1.6.i** Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
ELP Corresponding Standard(s):	**4-5.2** Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. **4-5.5** Conduct research and evaluate and communicate findings to answer questions or solve problems.
Objective/Learning Target:	I can identify the sources of information needed to appropriately answer a question.
Time Required:	40 minutes
Materials Needed:	1. Handout 1 (QAR Handout #1) – See Attached 2. Handout 2 (QAR Handout #1) – See Attached 3. 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).*	1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) 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 class textbook and subject exam questions. ● *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. 2. Distribute sample questions to students to answer in pairs or small groups. Students identify which of the QAR levels they used. 3. Students work independently on questions from longer passages. Students will examine the types of questions in their textbooks.

Leveled Supports for English Learners	Emerging	Progressing	Nearly Proficient
	● Point to/highlight cue words. ● Provide pictures or actions to correlate with cue words. ● Color code boxes. ● Provide shorter passages or leveled text. ● Provide question strips for students to move into appropriate boxes. ● Have student work in pairs.	● Provide a list of cue words for each box. ● Show pictures or actions to correlate with cue words. ● Provide leveled text to meet student needs. ● Provide additional opportunities to practice.	● Provide a list of cue words for each box. ● Provide additional opportunities to practice.

	• Provide additional opportunities to practice.		
Resources:	QAR Handouts (see attached)		
Meta Tagging:	Reading, Comprehension, QAR		

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

<u>In the Book Questions</u>

Right There Questions
    Cue Words: Who, When, Where, Identify, List

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Think and Search Questions
    Cue Words: Compare, Predict, Draw Conclusions

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<u>In My Head Questions</u>

Author and Me Questions
    Cue Words: Interact, Relate to, Connect, Associate

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On My Own Questions
    Cue Words: Speculate, Apply, Hypothesize, Explore

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