



	<p>the book (text-based) and in the head (knowledge-based).</p> <p>Using QAR helps the reader search for and summarize information in the text as well as access and use background information</p>		
<p><b>Step-By-Step Instructions*:</b></p> <p><i>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).</i></p>	<ol style="list-style-type: none"> <li>1. Prior to the lesson, teacher creates a variety of QAR questions from sections of text for each of the four levels.</li> <li>2. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the text. <ul style="list-style-type: none"> <li>● <i>Right There:</i> the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>Think and Search:</i> while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.</li> <li>● <i>Author and You:</i> 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.</li> <li>● <i>On Your Own:</i> requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> </li> <li>3. Distribute sample questions to students in pairs or small groups to identify types of QAR question and apply given strategies to formulate answers.</li> <li>4. Students work independently to identify the type of QAR questions and apply given strategies to formulate answers.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>● Practice scan/skim skills – find the words.</li> <li>● Provide modified/leveled text.</li> <li>● Add images to the QAR handout and cards.</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>● Have audio version of text or read text aloud.</li> <li>● Do the question identification as a sorting activity.</li> <li>● Pre-teach vocabulary: Ex: Multiple Meaning words like: “draw”</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary/QAR relationship words: Ex. Synonyms &amp; Antonyms</li> <li>● Combine the two handouts (include the Cue Words from handout p. 2 with the strategies</li> </ul>

		<p>conclusions.</p> <ul style="list-style-type: none"> <li>• Add a “<i>Text Features</i>” mini-lesson.</li> <li>• Provide sentence frames (if/then...because/so)</li> </ul>	<p>listed on handout #1).</p> <ul style="list-style-type: none"> <li>• 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 _____?”</li> </ul>
<b>Resources:</b>	QAR Handouts (see attached)		
<b>Meta Tagging:</b>	Reading, Comprehension, QAR		

\*This lesson was contextualized for students in this grade-band.

# Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>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.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	<p><b>Think and Search</b></p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Skim or reread</li><li>· Look for important information</li><li>· Piece together different parts from the text to answer the question</li></ul>
IN MY HEAD	
<p><b>Author and Me</b></p> <p>The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Think about what you already know and what the text says</li></ul>	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

# Question answer relationship

## In the Book Questions

Right There Questions

Cue Words: Who, When, Where, Identify, List

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

On My Own Questions

Cue Words: Speculate, Apply, Hypothesize, Explore

