



English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment
Integrating NE ELP Standards into ELA Teaching and Learning

Grade Level: Kindergarten

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 0.1.6.i Construct and/or answer clarifying questions (who, what, where, why, how) and support answers with evidence from the text or additional sources.
ELP Corresponding Standard(s):	K.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence. K.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:	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		
<p>Step-By-Step Instructions*:</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"> 1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for <i>right there</i> and <i>on your own</i> questions. Using these questions, model how each of these QAR questions can be identified and answered. <ul style="list-style-type: none"> ● <i>Right There</i>: the answer is found in the text, usually as a phrase contained within one sentence. ● <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. 2. Prior to the lesson, create QAR questions from small sections of text for those two types. Do a think aloud to decide which kind of question is being asked and how to answer the question. 3. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for <i>right there</i> and <i>on your own</i> questions. After reading a text, the teacher will ask a question and tell the students what level of QAR it is. Students will then answer the question appropriately with their partner. 4. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for <i>right there</i> and <i>on your own</i> questions. Students read or listen to text. With a partner, then students identify which type of QAR level it is. Then students will answer the questions appropriately. 5. Students answer QAR questions independently. 		
<p>Leveled Supports for English Learners</p>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> ● Assign a gesture for the two types of questions (right there & on your own). ● Give students a visual or gesture to use when deciding 	<ul style="list-style-type: none"> ● Provide sentence starters for questions (i.e. The main character is _____). 	

	<p>what type of question is being asked.</p> <ul style="list-style-type: none"> • Allow students to respond to the questions nonverbally (pointing, drawing, etc.). 		
Resources:	QAR Handouts (see attached)		
Meta Tagging:	Reading, Comprehension, QAR		

*This lesson has been contextualized for students at this grade level.

Question-Answer Relationship (QAR)

IN THE BOOK	
<p>Right There</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">· Reread· Scan· Look for keywords	
IN MY HEAD	
	<p>On My Own</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">· Think about what you already know· Make connections to self, other texts, and the world· Develop new ideas