

**QAR**

**Question Answer Relationship**

**Teaching Children Where to Seek Answers to Questions**

## **What is it?**

Taffy Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the text and information from their own background knowledge. Without QAR instruction students often over rely on text information or background knowledge.

## **Why use it?**

This strategy:

- explicitly shows the relationship between questions and answers;
- categorizes different types and levels of questions;
- helps student to analyze, comprehend and respond to text concepts; and
- helps refute the common misconception held by students that the text has all the answers.

## **How to teach it?**

Teachers need to keep the following three ideas in mind whenever they want to teach a strategy to independence:

### **The zone of proximal development:**

*Will this child or the children in my class be able to gain control of this strategy or parts of this strategy if given assistance?*

Raphael states that students of different age levels benefit from different amounts and types of QAR instruction. Students prior to second grade seem to respond best when introduced initially to a two category distinction of sources of information: the book or story just completed, and the reader's background knowledge. Middle schools students can learn all of the categories in a single lesson, but would benefit from more extensive use of the category system, such as using it as a framework for considering text structures.

## Using QAR with given questions

Following the text below are some questions that students might answer after reading the text. After reading the text, work with a partner to decide the question-answer relationship for each question, tell why it fits that category.

Tom has lived in Marysville his entire life. However, tomorrow, Tom and his family would be moving 200 miles away to Grand Rapids. Tom hated the idea of having to move. He would be leaving behind his best friend, Ron, the baseball team he had played on for the last two years, and the big swing in his backyard where he liked to sit and think. And to make matters worse, he was moving on his birthday! Tom would be thirteen tomorrow. He was going to be a teenager! He wanted to spend the day with his friends, not watching his house being packed up and put on a truck. He thought that moving was a horrible way to spend his birthday. What about a party? What about spending the day with his friends? What about what he wanted? That was just the problem. No one ever asked Tom what he wanted.

1. How long has Tom lived in Marysville?
2. What is the name of the town where Tom and his family are moving?
3. What might Tom do to make moving to a new town easier for him?
4. Does Tom like playing on the baseball team he has played on for the last two years?
5. In what ways can moving to a new house and to a new city be exciting?
6. What is Tom's best friend's name?

## **Using QAR to create questions**

With a partner use the following Question-Answer Relationships worksheet to create questions for before, during and after reading that fits each of the four QAR categories. Use any interesting article.