



## QUESTION-ANSWER RELATIONSHIPS (QAR)

This strategy presents a three-way relationship between questions, text content, and reader knowledge. This shows that students who understand how questions are written are better-prepared to answer questions.

The QAR strategy divides questions into two broad categories; “In the Book” (text-explicit) questions and “In My Head” (text-implicit) questions.

### In the Book

- generated directly from a reading selection
- these fall into 2 categories:
  - **“Right There” – questions found in one place in a selection**
  - **“Think and Search” – questions built around cumulative information found throughout a document**

### In My Head

- these questions are created by the reader when they are confronting a text
- not explicitly found in the reading
- these fall into 2 categories:
  - **“Author and You” – questions that the text provokes in the reader**
  - **“On My Own” – questions arising from the reader’s prior knowledge and experiences**

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**RIGHT THERE** - “Right There” questions require you to go back to the passage and find the correct information to answer the questions. These are sometimes called literal questions because the correct answer can be found somewhere in the passage. “Right There” questions sometimes include the words “According to the passage...” “How many...” “Who is...” “Where is...” “What is...”

**THINK AND SEARCH** – “Think and Search” questions usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. “Think and Search” questions sometimes include words “The main idea of the passage...” “What caused...” “Compare/contrast...”

**ON MY OWN** – “On My Own” questions can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. “On My Own” questions sometimes include the words “In your Opinion...” “Based on your experience...” “Think about someone/something you know...”

**AUTHOR AND YOU** – “Author and You” questions require you to use ideas and information that is not stated directly on the passage to answer the question. These questions require you to think about what you have read and formulate our own ideas or opinions. “Author and You” questions sometimes include the words “The author implies...” “The passage suggests...” “The speaker’s attitude...”

### References

- Raphael, T. E. (1984)
- Raphael and Au. (2005)
- Raphael, T. E. (1982, 1984, 2006)
- Dellegrotto, J., Fulton, D., Kirby-Wehr, A. (2006)

## USING QAR TO FRAME QUESTIONING WITHIN THE READING CYLCE

<b>BEFORE READING</b>	<p><b>ON MY OWN</b> From the title or the topic, what do I already know that can connect me to the story or text?</p> <p><b>WRITER &amp; ME</b> From the topic; title; illustrations; or book cover, what might this story or text be about?</p>
<b>DURING READING</b>	<p><b>WRITER &amp; ME</b> What do I think will happen next? How would I describe the mood of the story and why is this important?</p> <p><b>THINK &amp; SEARCH</b> What is the problem and how is it resolved? What role do (insert characters' names) play in the story? What are the important events? (literacy, information)</p> <p><b>RIGHT THERE</b> Who is the main character? (literary) Identify the topic sentence in this paragraph. (information) What are some words that describe the setting? (literary)</p>
<b>AFTER READING</b>	<p><b>WRITER &amp; ME</b> What is the author's message? What is the theme and how is it connected to the world beyond the story? How can I synthesise the information with what I know from others sources? How well does the author make his or her argument? How is the author using particular language to influence our beliefs?</p> <p><b>THINK &amp; SEARCH</b> Find evidence in the text to support an argument</p>

## USING QAR TO FRAME COMPREHENSION STRATEGY INSTRUCTION

<b>QAR</b>	<b>SAMPLE COMPREHENSION STRATEGIES</b>
<b>On My Own</b>	<ol style="list-style-type: none"> <li>1. Activating prior knowledge (e.g. about genre, experiences, authors)</li> <li>2. Connecting to the topic (e.g. self-to-text)</li> </ol>
<b>RIGHT THERE</b>	<ol style="list-style-type: none"> <li>1. Scanning to locate information</li> <li>2. Note-taking strategies to support easier recall of key information</li> <li>3. Using context clues for creating definitions</li> </ol>
<b>THINK &amp; SEARCH</b>	<ol style="list-style-type: none"> <li>1. Identifying important information</li> <li>2. Summarising</li> <li>3. Using text organisation (e.g. comparison/contrast, problem/solution, list, explanation) to identify relevant information</li> <li>4. Visualising (e.g. setting, mood, procedures)</li> <li>5. Using context to describe symbols and figurative language</li> <li>6. Clarifying</li> <li>7. Making text-to-text connections</li> <li>8. Making simple inferences</li> </ol>
<b>WRITER &amp; ME</b>	<ol style="list-style-type: none"> <li>1. Predicting</li> <li>2. Visualizing</li> <li>3. Making simple and complex inferences</li> <li>4. Distinguishing fact and opinion</li> <li>5. Making text-to-self connections</li> </ol>

### References

- Raphael, T. E. (1984)
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