

During Reading – Asking Questions



QUESTION-ANSWER RELATIONSHIPS (QAR)

(adapted from Stephens, E.C., & Brown, J.E. (2005). *A handbook for content literacy strategies*.)

- What? QAR, the question/answer relationship, helps students understand different levels of questions and the relationships between questions and their answers. The 4 types of QAR include the following levels: Right There; Think and Search; Author and You; and On Your Own.
- Why? Students are often frustrated when they cannot “find” the answer in their reading. Identifying questions with a QAR can promote student awareness of the different levels of thinking required or require to them to examine text more carefully.
- How? Introduce QAR using a visual aid and a short selection to demonstrate the relationships. Model identifying and answering questions at each level of QAR.
1. **Right There!** The answer is found in the text. The words in the question can usually be found in the same sentence with the answer.
 2. **Think and Search!** The answer is in the text, but the words are probably not in the same sentence. You must read the text, look for ideas that you can put together, and think about what the author is saying.
 3. **Author and You!** The author of the text gave you some ideas and made you think, but you must figure out what you know and use it to answer the question.
 4. **On Your Own!** You must apply what you know and what you have learned to answer the question.

After using this strategy consistently, have students classify questions or write examples of their own.

Example: Social Studies (from Buehl, D. (2001). *Classroom strategies for interactive learning*)

QAR for Lewis and Clark

Lewis and Clark followed the Missouri River for several hundred miles as they moved westward in the spring of 1804. Along with their goal of mapping the new territory, the two explorers were also instructed to keep careful records of their journey. As they traveled, the explorers gained a great deal of information through the difficult process of trying to communicate with the Native Americans they met. Their journals were filled with words, such as *skunk*, *hickory*, *squash*, *raccoon*, and *opossum*, which are Native American terms for plants and animals. After their return in September 1806, Lewis and Clark reported to President Jefferson and their journals were eventually published.

Right there:

1. What river did Lewis and Clark follow in the spring of 1804?
2. What was the goal of Lewis and Clark's journey?

Think and Search:

3. How long did it take Lewis and Clark to complete their explorations?
4. Why did the explorers keep journals during their travels?

Author and You

5. Who sent Lewis and Clark on their expedition?
6. Why was trying to communicate with the Native Americans a difficult process for Lewis and Clark?

On Your Own

7. Why did Lewis and Clark use Native American terms for many of the plants and animals they encountered?
8. How do you think the Native Americans felt about the Lewis and Clark expedition?

NOTE: Many textbooks have questions already in a similar format or offer questions that can be arranged in this format.