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## QUESTION-ANSWER RELATIONSHIP (QAR)

**USE:** All Content Areas - All Grade Levels - During and After Reading

**FOCUS:** Comprehension Strategies: Determining Importance, Questioning and Synthesizing

**FOR DETAILED INFORMATION SEE:** Raphael, 1982; Readence, Moore, Rickelman, 2000

QAR is a strategy that targets the question “Where is the answer?” by having the classroom teacher and eventually the students create questions that fit into a four-level thinking guide. The level of questions requires students to use explicit and implicit information in the text:

- First level: “Right There!” answers. Answers that are directly answered in the text. For example, using the story of Cinderella, a “Right There” question might be “How many stepsisters did Cinderella have?”
- Second level: “Think and Search.” This requires putting together information from the text and making an inference. Again, with the Cinderella story, a second-level question might be “How did the fairy godmother help Cinderella?” or “What tasks did Cinderella have to do at home?”
- Third level: “You and the Author.” The answer might be found in the student’s background knowledge, but would not make sense unless the student had read the text, e.g., “How did the author make the characters in the story believable? How is the main character like or unlike anyone you know or have read about?”
- Fourth level: “On Your Own.” Poses a question for which the answer must come from the student’s own background knowledge, e.g., “What do you think would have happened if the prince had broken the glass slipper?”

### PROCEDURE (begin by explaining and modeling):

1. The teacher makes up a series of QAR questions related to the materials to known to the students and a series of QAR questions related to the next reading assignment.
2. The teacher introduces QAR and explains that there are two kinds of information in a book: explicit and implicit.
3. The teacher explains the levels of questions and where the answers are found and gives examples that are appropriate for the age level and the content. A story like Cinderella that is known by most students usually works well as an example, even in high school classes.
4. The teacher then assigns a reading and the QAR questions he/she has developed for the reading. Students read, answer the QAR questions and discuss their answers.
5. The teacher and students discuss how they can use this strategy on their own and how it facilitates understanding and critical thinking.
6. After using the QAR strategy several times, the students can begin to make up their own QAR questions and in small groups share with their classmates.
7. The teacher closes this activity with a discussion of how students can use this strategy in their own reading and learning.

The ultimate goal of this activity (and most of the activities presented here) is for students to become very proficient in using the activity and eventually use the activity automatically to help themselves comprehend text.

## KWL CHART

**USE:** All Content Areas - All Grade Levels - Before, During and After Reading Expository Text

**FOCUS:** Comprehension Strategies: Activating Background Knowledge, Questioning, Determining Importance

**FOR DETAILED INFORMATION SEE:** Ogle, 1986; Readence, Moore, Rickelman, 2000; Beers, 2003

The know/want-to-know/learned (KWL) chart guides students' thinking as they begin reading and involves them in each step of the reading process. Students begin by identifying what they already know about the subject of the assigned reading topic, what they want to know about the topic and finally, after they have read the material, what they have learned as a result of reading. The strategy requires students to build on past knowledge and is useful in making connections, setting a purpose for reading, and evaluating one's own learning.

### PROCEDURE (begin by explaining and modeling):

1. The teacher shows a blank KWL chart and explains what each column requires.
2. The teacher, using a current reading assignment, demonstrates how to complete the columns and creates a class KWL chart.

K	W	L

- For the **know** column: As students brainstorm background knowledge, they should be encouraged to group or categorize the information they know about the topic. This step helps them get prepared to link what they know with what they read.
  - For the **want-to-know** column: Students form questions about the topic in terms of what they want to know. The teacher decides whether students should preview the reading material before they begin to create questions; it depends on the reading materials and students' background knowledge. Since the questions prepare the students to find information and set their purpose for reading, previewing the material at this point often results in more relevant questions. Students should generate more questions as they read.
  - For the **learned** column: This step provides students with opportunities to make direct links among their purpose for reading, the questions they had as they read and the information they found. Here they identify what they have learned. It is a crucial step in helping students identify the important information and summarize the important aspects of the text. During this step, students can be reflective about their process and make plans.
3. The teacher on the next reading assignments can ask students individually or in pairs to identify what they already know and then share with the class, create questions for the want-to-know column either individually or in pairs and share with class, and finally after reading, complete the learned column.
  4. The teacher closes this activity with a discussion of how students can use KWL charts in their own reading and learning. Also, a discussion can take place about pertinent variations of the KWL chart's columns.