

# Question-Answer Relationship (QAR)

## Wisconsin State Standards Strand

Reading: Literature  
- Key Ideas and Details

## Grade Level K-5

## Purpose

Use question answering and generating with students to support comprehension

## When to Use

During Reading  
After Reading

## Grouping

Whole Group  
Small Group  
Partners  
Individuals

## ABOUT THE STRATEGY

The QUESTION-ANSWER RELATIONSHIP (QAR) is a question answering and generating strategy that improves comprehension by helping students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer. QAR can be used during and after reading. This strategy supports comprehension as students learn how to ask and answer questions based on the text.

## IMPLEMENTATION OF THE STRATEGY

- Establish the purpose for using QAR
- Select the types of questions on which you want your students to focus and explain the types of questions. Define each question and provide an example: Right There, Think and Search, Author and You, and On My Own.
- Read a short passage aloud to your students, and model how to generate and/or answer each type of question, using a think aloud.
- Show students how to find information to answer the question.
- Instruct your students to read through a text and pause to ask and/or answer questions aloud to a partner or write them down to answer later.

## MEASURING PROGRESS

- Teacher observation
- Conferring
- Student journaling
- Graphic organizer post-reading as assessment

## RESEARCH

- Fordham, N. W. (2006). Crafting questions that address comprehension strategies in content reading. *Journal of Adolescent & Adult Literacy*, 49, 390-396.
- Liang, L. A., Watkins, N. M., Graves, M. F., & Hosp, J. (2010). Postreading questioning and middle school students' understanding of literature. *Reading Psychology*, 31, 347-364.
- Raphael, T.E., & Au, K.H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59, 206-221.
- Wilson, N. S., & Smetana, L. (2011). Questioning as thinking: A metacognitive framework to improve comprehension of expository text. *Literacy*, 45, 84-90.

# Question-Answer Relationship (QAR)

Generate and/or answer questions about the text.

## Right There Questions

Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.

## Think and Search Questions

Answers are gathered from several parts of the text and put together to make meaning.

## Author and You

These questions are based on information provided in the text, but the students are required to relate it to their own experience. Although the answer does not lie directly in the text, the students must have read it in order to answer the question.

## On My Own

These questions extend beyond the text. Students must use their background or prior knowledge to answer the question.