



# Literacy Snapshot Module

## QAR:

(Question/Answer Relationship)

# Answering the Question Types

Snapshot 2 of 2

## Facilitator Notes

### Preparation

Facilitator Key	<p>When using the Facilitator’s Guide, note:</p> <p><b>Bold Print</b> indicates actions for the facilitator;  <i>Italic print</i> indicates suggested dialogue for the facilitator;  <i>LSM</i> represents Literacy Snapshot Module(s).</p>
Prior to Session	<p><b>Background Knowledge:</b></p> <p>Participants need to understand that research with QAR has proven that when students are taught how to answer the four question types and apply the strategy to text their comprehension improves.</p> <ul style="list-style-type: none"> <li>➤ <b>Prepare</b> and <b>review</b> materials listed. <ul style="list-style-type: none"> <li>✓ Download and print session handouts 1-3 for participants</li> <li>✓ Computer, speakers, and internet access</li> <li>✓ Projector and screen for group presentations</li> <li>✓ Grade level appropriate passage with accompanying questions for the development of a QAR lesson</li> </ul> </li> <li>➤ <b>Secure</b> and <b>set up</b> space</li> <li>➤ <b>Facilitate</b> initial discussion including overall guiding questions. For example: <i>As you consider how to incorporate the QAR strategy, think about the following questions as they relate to the students in your classroom.</i> <ul style="list-style-type: none"> <li>✓ <u>“What do we want all students to know and be able to do?”</u></li> <li>✓ <u>“How will we know if students are learning?”</u></li> <li>✓ <u>“How will we respond when students do not learn?”</u></li> <li>✓ <u>“What will we do when students are already proficient?”</u></li> </ul> </li> </ul>
Time Frame 	<ul style="list-style-type: none"> <li>➤ <u>Initial Discussion (2-3 minutes)</u></li> <li>➤ <u>Viewing of the Literacy Snapshot (7-10 minutes)</u></li> <li>➤ <u>Lesson Development (10-15 minutes)</u></li> <li>➤ <u>Next Steps/Discussion (5 minutes)</u></li> </ul>

# Presentation

## Slide 2

### *Literacy Snapshot –QAR: Answering the Questions*

#### **Explain:**

- Each LSM provides examples of skills or strategies that follow these guiding questions:
  - ✓ What do we want all students to know and be able to do?
  - ✓ How will we know if students are learning?
  - ✓ How will we respond when students do not learn?
  - ✓ What will we do when students are already proficient?  
(adapted from works by DuFour/Eaker related to Professional Learning Communities)
- LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.)
- All LSM utilize the explicit instruction model.
  - ✓ Content is modeled (I do it...)
  - ✓ Participant practices (We do it...)
  - ✓ Participant implements in classroom (You do it...)

## Slide 3

### *Scarborough Rope Model*



**Review** the Scarborough Rope Model and **discuss** how the skills and strategies fit together to create a proficient reader. The text box(es) highlighted in brown point(s) out the specific location of the skill addressed in this Literacy Snapshot. (This is a recurring slide in all LMS that explains how intertwined the skills and strategies are in the reading process.)

## Slide 4

### *Session Goal*



#### **Read** session goal

- The goal of this session is to provide participants with the professional knowledge needed to teach students how to answer the four types of questions used in the QAR strategy.

## Slide 5

### *Session Objectives*



Participants read session objectives. At the end of this session, participants are expected to:

- Develop a lesson to teach students the process of answering the four question types used in the QAR reading strategy; and

	<ul style="list-style-type: none"> <li>➤ Develop a plan to explicitly teach the lesson to their students.</li> </ul> <p><b>Pause</b> and <b>discuss</b> the lesson objectives.</p>
<b>Slide 6</b>	<b>Research</b>
	<p><b>Review</b> research in the presentation.</p> <p><b>Additional findings from research:</b></p> <ul style="list-style-type: none"> <li>➤ In the National Reading Panel report, the research of Richardson and Morgan (1994) was presented. They found that as early as eight weeks following detailed implementation of QARs, students showed significant gains in comprehension.</li> <li>➤ The RAND Report concluded that when students generate questions text comprehension improves. Furthermore, when students are instructed in how to generate questions their comprehension improves even more.</li> </ul>
<b>Slide 7</b>	<b>QAR Question Types</b>
Handout 1 	<b>Pause</b> and <b>review</b> the examples of the four QAR question types on Handout 1.
<b>Slide 8</b>	<b>QAR Primary Purposes</b>
	<b>Discuss</b> with the participants the five primary purposes of the use of the QAR strategy. <b>Guide</b> the participants to relate this to aspects of their literacy instruction.
<b>Slide 9</b>	<b>QAR Explicit Instruction Process</b>
Handout 2	<b>Discuss</b> with the participants the key steps in the explicit instruction process as reviewed on this slide and described in Handout 2.
<b>Slide 10</b>	<b>"I Do It" – video</b>
Handout 1 & 2	<ul style="list-style-type: none"> <li>➤ <b>Verify</b> that each participant has Handouts 1-2.</li> <li>➤ <b>View</b> the example of an explicit lesson and ask participants to note the elements of an explicit lesson that occurred.</li> <li>➤ <b>Discuss</b> with the participants which elements were observed.</li> </ul>
<b>Slides 11-12</b> Handout 2	<p><b>"We Do It"</b></p> <ul style="list-style-type: none"> <li>➤ <b>Review</b> the steps listed on slide 11.</li> <li>➤ <b>Assist</b> participants as they complete each step using a chosen passage with questions.</li> <li>➤ <b>Review</b> Handout 2 and <b>assist</b> participants as they develop a lesson to</li> </ul>

	teach their students how to use QAR to answer comprehension questions. This can be completed as a whole group or in small groups.
<b>Slide 13</b>	<b>Wrap up</b>
	<b>Review</b> the key ideas presented in this LSM.
<b>Slide 14</b>	<b>"You Do It"</b>
Handout 3	<p><b>Facilitate</b> discussion of the next steps (record on <b>Handout 3</b>)</p> <ol style="list-style-type: none"> <li>1. <b>Determine</b> when (i.e., Literacy Block, Science and Social Studies) and how participants will be teaching the QAR question types. <b>Provide</b> support to teachers who need modeling and coaching in the classroom.</li> <li>2. <b>Discuss</b> how you will know students are effectively answering the different question types.</li> <li>3. <b>Determine</b> a date when teachers will share examples of student work. <b>Provide</b> sufficient time for instruction and practice of the strategies. Consider a date (2-3 weeks in the future).</li> </ol>
<b>Follow Up</b>	
Student work analysis	<p><b>Facilitate</b> a discussion regarding how knowledge of the QAR question types improves comprehension in the classroom. <b>Reference</b> the overall guiding questions.</p> <p><i>Considering the content learned at the last session, think about the following questions as they relate to the students in your classroom and the lesson(s) taught.</i></p> <ul style="list-style-type: none"> <li>➤ <i>"What did you want all students to know and be able to do?"</i> <b>Analyze</b> completed examples of student work and/or anecdotal notes. <b>Discuss</b> students' ability to answer the four QAR question types. <b>Discuss</b> instructional events that have led students to greater understanding of the QAR strategy.</li> <li>➤ <i>"How did you know if students were learning?"</i> <b>Determine</b> how work samples and/or anecdotal notes of student conversations reflect students' growth in application of answering the QAR question types. What evidence indicates students are becoming more proficient at comprehending text?</li> <li>➤ <i>"How did you respond when students did not learn?"</i> <b>Discuss</b> specific students who demonstrated little or no ability to</li> </ul>

apply the strategy. As a group, **elaborate** how struggling students received support.

➤ *“What did you do when students were already proficient?”*

**Discuss** specific students who were able to apply the strategy proficiently. As a group, **elaborate** how instruction was differentiated for proficient students.

## Resources

### Publications

Raphael T. E., Highfield, K. & Au, K. H. (2006). QAR now: A powerful and practical framework that develops comprehension and higher-level thinking in all students. New York, NY: Scholastic Inc.

Scarborough, H. (2001). Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, And Practice. S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy Research (pp.97–110). NewYork: Guilford Press.

### Websites:

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Index.htm>

[http://www.readingrockets.org/strategies/question\\_answer\\_relationship#](http://www.readingrockets.org/strategies/question_answer_relationship#)