

# Handout 1: QAR Question Types

## In The Book Questions

### Right There



The answer is in the text. The words used to make up the question and words used to answer the question are found in the same sentence. 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 & Search



The answer is in the selection, but you need to put together different pieces of information to find it. The answer comes from different places in the selection. 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 the words, "The main idea of the passage..." "What caused..." "Compare/contrast..." "Summarize..."

## In My Head Questions

### Author and Me



The answer is not in the story. You need to think about what you already know, what the author tells you, and how it fits together. These type questions require you to use ideas and information not stated directly in the passage to answer; so, you must think about what you have read and formulate your own ideas or opinions.

"Author and Me" questions sometimes include the words, "The author implies..." "The passage suggests..." "The speaker's attitude..."

### On My Own



The answer is not in the text. You can answer the question without even reading the text. The answer is based solely on your own experiences and knowledge. You can answer the question without even reading the text.

"On My Own" questions sometimes include the words, "In your opinion..." "Based on your experience..." "Think about someone/something you know..."



# Effective Planning Tool



<p><b>How will I explain the lesson to students?</b></p> <ul style="list-style-type: none"> <li>• Learning Target / Lesson Objective - <i>What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?</i></li> <li>• How will I activate prior knowledge students may have about new learning or make a connection to previously taught skill/concept/strategy?</li> </ul>	
<p><b>What do I need to model for the students?</b></p> <ul style="list-style-type: none"> <li>• Use think alouds and make new learning as visible as possible (e.g., use of manipulatives, graphic organizers, pictures, smart boards for websites, overheads, etc...).</li> <li>• Provide examples and non-examples of skills, when possible.</li> <li>• Break concepts or skills into manageable steps.</li> </ul>	
<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Students need to practice skills or manipulate new concepts with guidance from the teacher.</li> <li>• All students need to be actively engaged</li> <li>• (e.g., response cards, white boards, manipulatives, hands on activities, classroom performance systems (CPS), etc...).</li> <li>• Move from whole group guided practice to small groups and pairs before independent practice.</li> <li>• Provide specific feedback.</li> <li>• Differentiate to meet the needs of all learners.</li> </ul>	
<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Provide various opportunities to practice new knowledge – small group, partners, individually.</li> </ul>	
<p><b>Lesson Conclusion</b></p> <ul style="list-style-type: none"> <li>• Review the Learning Target / Lesson Objective.</li> <li>• Summarize how/why the new learning applies to real life.</li> </ul>	



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# Next Steps

- How and when do you plan to teach answering QAR question types to your students?
  
- How will you know students are effectively answering different question types?
  
- When do you plan to meet and analyze student growth in answering the different question types?



Welcome

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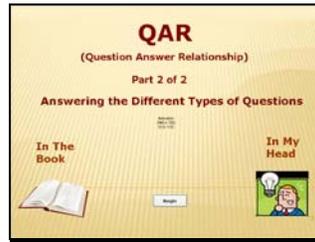
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QAR-Part 2

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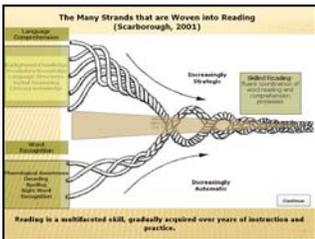
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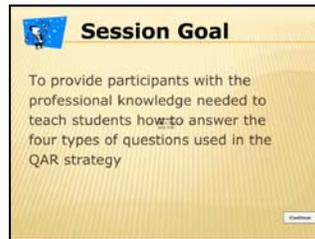
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Session Goal

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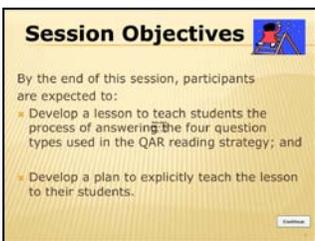
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Session Objectives

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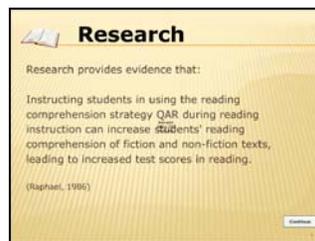
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Research

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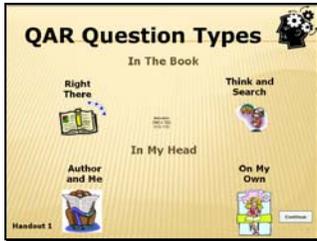
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QAR Question Types

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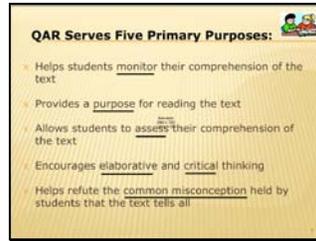
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QAR Purposes

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QAR Explicit Instruction

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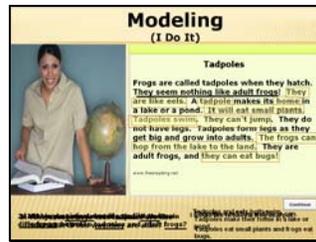
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Modeling (I Do It)

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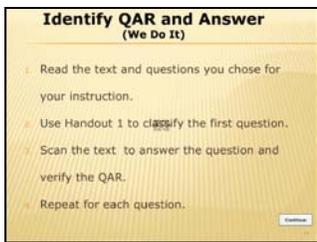
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We Do It

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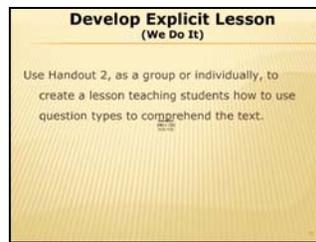
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We Do It 2

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**WRAP-UP**

- QAR is a tool for clarifying how students can approach reading texts and answering questions.
- QAR helps readers make the connection between information in the text and their background knowledge.

Wrap-Up

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**Next Steps**  
(You Do It)

- How and when do you plan to teach answering QAR question types to your students?
- How will you know students are effectively answering the different question types?
- When do you plan to meet and analyze student growth in answering the question types?

Next Steps (You Do It)

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**References**

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.

Raphael, T. (1986). Teaching question answer relationships, revisited. *The Reading Teacher* (39) 6, 515-522.

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). New York: Guilford Press.

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