



# Literacy Connects

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## Question-Answer Relationship (QAR)

QAR (Raphael, 1982, 1986) is a strategy that is “designed to demystify the questioning process, providing teachers and students with a common vocabulary to discuss different types of questions and sources of information for answering these questions” (Anthony & Raphael, 1996, p.319). Four levels of questions are identified:

1. “Right There” questions ask students to respond at the literal level; the words used to answer the question can be found in one specific place in the text.
2. “Think and Search” questions require students to “think” about how the information or ideas in the text relate to one another and to “search” through the entire passage to find information that applies. These are inferential questions.
3. “Author and You” questions require students to combine their prior knowledge with information gleaned from the text.
4. “On My Own” questions can be answered with information from the students’ background knowledge and do not require reading the text.

### Procedure:

1. Introduce the strategy by defining the four types of questions and providing examples to exemplify the question types.
2. Assign a short passage from your text. At the end of the reading, ask students several questions from each of the four levels of questions about their reading. Ask the students to answer the question AND to identify the type of question being asked.
3. Once the students become familiar with the different types of questions, have them work in groups to generate their own questions at each of the levels.

**The following is an example of the four types of questions for a social studies lesson on the Constitution:**

<p><b>Right There:</b> <i>The answer to this type of question is stated directly in the text.</i></p> <ol style="list-style-type: none"> <li>1. Where in the Constitution is freedom of speech mentioned?</li> <li>2. When was the Constitution written?</li> </ol>	<p><b>Think and Search:</b> <i>To answer this kind of question, you must put together different pieces of information found in the text.</i></p> <ol style="list-style-type: none"> <li>1. What protections fall under freedom of speech?</li> <li>2. How is freedom of speech like another freedom guaranteed by the Constitution?</li> </ol>
<p><b>Author and You:</b> <i>The answer to this type of question is not found in the text—you must connect something in the reading with something you already know.</i></p> <ol style="list-style-type: none"> <li>1. Why do you think the writers of the Constitution thought it was important to protect freedom of speech?</li> <li>2. When might you want to be sure you have freedom of speech?</li> </ol>	<p><b>On My Own:</b> <i>The answer to this type of question is not found in the text—it is related to the topic, and you must think about the text to come up with the answer.</i></p> <ol style="list-style-type: none"> <li>1. Why is it necessary for a nation to have a written constitution?</li> <li>2. What is an example of someone using his right to freedom of speech?</li> </ol>