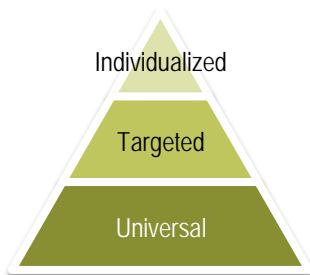


Question–Answer–Relationship



The Question–Answer–Relationship (QAR) strategy helps students understand there is a relationship between questions, text, and the reader’s background knowledge. Students learn that the answers to some questions are found directly in the text, while others are based on information that is inferred. The QAR strategy helps students to demystify the type of questions they are being asked to answer and builds comprehension in the process.



A teacher’s understanding of their students’ learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Helps students see the connection between questions and answers in a range of texts.
- Encourages students to be strategic about their search for answers based on an awareness of the different types of questions.
- Builds inferencing skills and leverages students’ background knowledge.
- Provides a structure to support students to skim through text, recall, and confirm information or to relate personally to a topic.

How this strategy could be used in an inclusive learning environment

1. Introduce the four types of questions in the QAR strategy and explain that this strategy will help to determine where to find the answer to a question. Students ask themselves the following:
 - **Right There Questions:** *Can you find the answer directly stated in the text?*
If it is a literal question, the answer will be found in the text. Often the words used in the question are the same words found in the text.
 - **Think and Search Questions:** *Can you find the answer in different parts of the text?*
Often, answers are gathered from several parts of the text and the words in the question and the words in the answer are not found in the same sentence.



- **Author and You:** *Can you find part of the answer in the text and the rest from what you already know about the topic or question?*
These questions are based on information provided in the text but the student also needs to combine this with information he or she already knows about the topic/story in order to respond.
- **On Your Own:** *What is your opinion about the topic?*
These questions do not require the student to have read the text but rely on background knowledge, prior experience, or opinion to answer the question.

2. Involve students in selecting a short passage to read aloud in order to practice using the strategy.
3. Use pre-determined questions for each section of the text/story. After reading each section, discuss how to decide which type of question has been asked and how to approach finding the answer.
4. Model how to find information to answer the questions (e.g., in the text, from your own experiences, or a combination of both).

Example

Question – Answer – Relationship Chart		
In the text	<p>Right there</p> <p>The answer can be found directly in the text.</p> <ul style="list-style-type: none"> • May use the same words in the question as in the text • Re-read & scan for words • Look for words that mean the same thing (synonyms) 	<p>Think and search</p> <p>The answer can be found in different parts of the text.</p> <ul style="list-style-type: none"> • Words in question and answer are often not in same sentence • Re-read & skim for answer • Look for important information • Look for summaries of ideas
	<p>Author and me</p> <p>Only part of the answer is in the text.</p> <ul style="list-style-type: none"> • Combine what is already known with what the author is saying • Re-read & predict before responding • Find text that supports personal knowledge 	<p>On my own</p> <p>The answer is not in the text.</p> <ul style="list-style-type: none"> • Use opinion, background knowledge or prior experience • Think about other related text read • Make connections • Answering the question may not require reading the text



Tips for individualized supports

- Use a graphic organizer or prompt card with the QAR steps to help students keep track of their ideas.
- Have students share their work with a peer or within a small group setting as a transition to sharing with a larger group.
- Have students work with a peer or in small groups, providing key [academic vocabulary](#) in a student's first language using peer translation or a bilingual dictionary, to complete or create a graphic organizer.
- Students can use a variety of assistive/educational technologies to:
 - organize responses, pictures, and/or diagrams;
 - reduce letter-by-letter typing using predictive text software;
 - adjust text size and font colour; and
 - read student writing aloud.
- Sentence frames can be used to summarize:
 - *The main points are _____.*
 - *This is important because _____.*
 - *The supporting ideas in the text tell me _____ about the main idea.*

