Congratulations on your purchase of this Really Good Stuff® QAR Strategies Four-Poster Set—a tool to help students analyze and comprehend text, realize the importance of prior knowledge in comprehending text, and tackle comprehension questions with effective strategies.

This Really Good Stuff® product includes:
- QAR Strategies Four-Poster Set, laminated
- This Really Good Stuff® Activity Guide

Displaying the QAR Strategies Four-Poster Set
Before displaying the QAR Strategies Four-Poster Set, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Separate the Posters along the perforations and hang the Posters where students will be able to see them easily.

Introducing the QAR Strategies Four-Poster Set
Explain to students that by looking at Question-Answer Relationships, they will be better prepared to give the appropriate answer to a comprehension question. Further explain that by analyzing questions, students will gain a better understanding of whether an appropriate answer will come from the text or whether their prior knowledge is needed to answer the question. Discuss the patterns students see on the Posters. Point out that the blue Posters highlight the types of questions that can be answered with information found in the text, and that the green Posters highlight the types of questions that require their prior knowledge in order to be answered.

Becoming Familiar with the QAR Strategies
Introduce the QAR strategies by listing questions on your whiteboard or chart paper that relate to a relevant text, such as a current read-aloud book, or some text that all students have recently read. Ask students to provide answers to the questions and record their answers beneath the questions. Next, review each question and its response, asking students where the answer to the question came from. Depending on how they formulated the answer, label the question and its response with Right There, Think and Search, In My Head, or Author and Me. To review the lesson, copy and distribute the QAR Practice Reproducible. Have students share and discuss their responses to help them solidify their understanding of the concept.

Possible Answers for the QAR Practice Reproducible:
How old is Trish? Think and Search: Although the author doesn’t tell the reader outright, the reader can put information together from sentences 1, 3, and 4 and know that Trish has just turned 10.
What does Mrs. Kiernan teach? Right There: All the information needed to answer this question is directly stated in sentence 7.
Why did Trish skip two questions on her math sheet? Think and Search: This question can be answered by combining information from several sentences in the text. (... she had a really hard...
time concentrating in math...Trish missed some of the vocabulary words that the teacher reviewed at the beginning of class. She ended up totally lost by the end of the lesson.)

**Why did art seem to go by so slowly?**

**Author and Me:** This question requires the student to combine information from the text (It was Trish’s birthday, and she couldn’t wait until her birthday party...From the minute she got to school she watched the clock.) with information from the student’s life. (It took me forever to fall asleep the night before Christmas. I was so excited for Christmas morning, and watching the clock, it seemed like time was standing still.)

**What are some things students can do to help themselves when they have trouble concentrating?** **On My Own:** Even though it is related, this question can be answered without ever having read the text.

**What was Trish’s class studying in Math?**

**Right There:** The answer to this question is directly stated in sentence 11.

For further practice or assessment, copy and distribute the Your Turn! Reproducible for students to create their own questions.

**Generating Material for Literature Circles and Book Groups**

Implementing QAR material is a great way to create material for book discussions. Using a relevant text, write a related question on your whiteboard or chart paper for each of the QAR categories. Ask students which of the four questions would be good questions to ask their literature circle or book group. Point out that the On My Own and the Author and Me questions are ones that generate more discussion, because they could have more than one answer, while the Right There and Think and Search questions ultimately have a specific discrete answer.

For a reading response activity, copy and distribute the Your Turn! Reproducible and have students create questions for some piece they have just read. After checking students’ questions, have them bring the reproducible to their literature circle or book group and use the In My Head questions to generate discussion within their group.

**QAR and Standardized Testing**

Stress the QAR strategy as an important step in tackling the open-ended comprehension questions on the reading sections of your state’s standardized testing. Encourage students to analyze a question and consciously determine where and/or how they can find an appropriate answer—before they write down the first answer they think of.

**Personal Reference**

To create a personal reference or a resource students can keep at home, make double-sided copies of the In My Head Reproducible and the In the Book Reproducible and distribute one to each student.
Directions: Read the following passage. Use information from the passage to help you determine which type of QAR question is being asked below, and tell why you think so.

It was Trish’s birthday, and she couldn’t wait until her birthday party. It seemed like the longest Friday ever. She was allowed to invite one friend for every year. This year she was going to have 10 friends at her party! From the minute she got to school, she watched the clock. Her first class of the day was art. With all of the art projects Mrs. Kiernan had planned for them, art was always so much fun. But this morning, Trish would think 20 minutes had passed, then she would look at the clock and see that it was only five minutes later. If her first class of the day felt like this, she wondered what the rest of her day would feel like. Then Trish found that she had a really hard time concentrating in math. They were studying probability, and Trish missed some of the vocabulary words that the teacher reviewed at the beginning of class. She ended up totally lost by the end of the lesson. When she got the paper she was supposed to work on, Trish had to skip two questions. Trish was relieved when she realized that lunch was in a few minutes, and she hoped that her afternoon would go much better than her morning.

How old is Trish?
Type of QAR: ___________________________ because ___________________________

What does Mrs. Kiernan teach?
Type of QAR: ___________________________ because ___________________________

Why did Trish have to skip two questions on her math sheet?
Type of QAR: ___________________________ because ___________________________

Why did art seem to go by so slowly?
Type of QAR: ___________________________ because ___________________________

What are some things students can do to help themselves when they have trouble concentrating?
Type of QAR: ___________________________ because ___________________________

What was Trish’s class studying in math?
Type of QAR: ___________________________ because ___________________________
Directions: Create questions based on today's reading. Write at least one question for each QAR category, and then write its answer.

In the Book—Right There: ________________________________

________________________________________________________________________

Answer: ________________________________

________________________________________________________________________

In the Book—Think and Search: ________________________________

________________________________________________________________________

Answer: ________________________________

________________________________________________________________________

In My Head—On My Own: ________________________________

________________________________________________________________________

Answer: ________________________________

________________________________________________________________________

In the Book—Author and Me: ________________________________

________________________________________________________________________

Answer: ________________________________

________________________________________________________________________
Author and Me

These questions ask you to combine your prior knowledge with information from the text.

On My Own

These questions involve your prior knowledge, and the answers can only come from you.
Right There

These questions ask for an answer that is right in the book.

Think and Search

These questions ask you to combine information from different parts of the book.