Question-Answer Relationships: What’s NEW?

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Today’s Focus on What’s New

- QAR as a means for addressing equity
- QAR as a starting point for comprehension strategy instruction
  - A language for comprehension instruction
  - A developmental progression across grade levels
- QAR as a framework for comprehension strategies
  - Teaching strategy
  - Learning strategy
Understanding the Literacy Achievement Gap

QAR as a Response to Issues of Equity in Today’s Classrooms
Students of Diverse Backgrounds

- Ethnicity, SES, primary language
- In the United States
  - African American, Latino American, or Native American
  - From low-income families
  - Speak a home language other than standard American English
2002 NAEP Reading: Grade 12 Results

Below Basic
Basic
Proficient
Advanced
Inequities Shown by the 2002 NAEP Reading Results

- Average scale score for Hispanic students at grade 12 (273)
  - One point above average score for White students at grade 8 (272)
- Average scale score for Black students at grade 12 (267)
  - Same as average score for Asian/Pacific Islander students at grade 8 (267)
Distribution of Questions, NAEP Reading 2000

Forming general understanding/Developing interpretation

Making reader - text connections

Examining content & structure

<table>
<thead>
<tr>
<th>Grade</th>
<th>Forming understanding/Developing interpretation</th>
<th>Making reader - text connections</th>
<th>Examining content &amp; structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>59%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>54%</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>52%</td>
<td>18%</td>
<td>31%</td>
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Equity Issue

- In comparison to mainstream students, students of diverse backgrounds tend to receive:
  - A great deal of instruction in lower-level skills
  - Little instruction in higher-level thinking about text

- How can we correct this situation?
QAR: A Starting Point for Comprehension Instruction
QAR Addresses 4 Key Needs

1. A language for talking about strategies and their use in context
2. A developmental progression that is visible to students and teachers across grade levels
3. A logical way to organize comprehension strategies
4. A valuable approach to test preparation
QAR as a Language for Instruction
Core Categories

➤ In the Book

➤ In My Head
In the Book

Right There:
A “detail” type of question, where words used to form the question and words that answer the question are often “right there” in the same sentence.

Think & Search:
The answer is in the text, but readers have to “think & search” to find the answer; sometimes within a paragraph, across paragraphs, or even chapters.
Author and Me:
The information to answer the question comes from my background knowledge, but to even make sense of the question, I’d need to have read and understood the text.

On My Own:
The question relates to the text, but I could probably answer this one even if I had never read the text. All the ideas and information come from my background knowledge.
QAR Developmental Progression
QAR Across the Grades

- In the Book
  - Right There
  - Think & Search
  - Explanation
  - Cause/Effect
- In My Head
  - Author & Me
  - On My Own
  - Compare/Contrast
  - [connections: some text-to-text, text-to-self, text-to-theme]
- [text organization]
- [some text-to-text connections]
Early Grades: Two Core Categories

- Introducing Contrast: In My Head/In The Book
- Identifying Sources for Each
- Working with Questions related to text read
Reinforcing Concepts about Sources: In the Book and in My Head
Reinforcing with New Texts and Situations
Intermediate Grades: Expanding Language Used

In the Book
- Right There
  - Think & Search
    - Simple List
    - Description
- Sequence
- Explanation

In My Head
- Author & Me
- On My Own

Pre-reading strategies: brainstorming and organizing information
Middle School Grades: Elaborating Categories

In the Book
- Right There
  - Think & Search
    - Genre Analyses
    - How to Take Notes
- School Subject Extensions

In My Head
- Author & Me
  - On My Own
- Text to Self Connections
- Text to Theme Connections
- Text to World Connections
QAR: An Instructional Model
Three Principles

➤ Comprehension instruction should be explicit.

➤ Comprehension strategies must be modeled by more knowledgeable others, including teachers and peers.

➤ Comprehension strategies must be scaffolded by the teacher until students are able to apply the strategies successfully during independent reading and response to reading.

- Raphael, Pardo, and Highfield (2002)
How Do We Teach?
Building Students’ Independence

- Setting the Purpose
- Modeling and Thinking Aloud
- Scaffolding --> Coaching
- Independent Practice and Self-Assessment
An Example

Instruction in QAR using the “Transfer of Control” Instructional Strategy
Aligning with State Learning Standards


- Make the learning goals visible
  - I can answer and ask questions.

- Know where this learning goal ‘fits’ with State Goals and Standards
  - Establish purposes for reading (1B2a)
  - Ask questions (1B2a)
  - Monitor understanding (1B2c)
  - Make inferences, draw conclusions, etc. (2B2a)
  - Ask and respond to questions (4B2b, 5A2a)

  ......................and others
Phase 1: Setting the Purpose
Learning QAR Basic Categories

In the Book

In My Head
Gorilla Saves Tot in Brookfield Zoo Ape Pit
(from Super QAR for Testwise Students, Grade 6, p. 18-19
[Phases 2 - 5 of Instruction]
A crowd of visitors at Brookfield Zoo looked on in horror Friday afternoon as they watched a toddler tumble more than 15 feet into a pit, landing near seven gorillas.

But as zoo patrons cried out for help, expecting the worst for the 3-year-old boy lying battered on the concrete below, an unlikely hero emerged.

1. What caused the visitors to look “on in horror”?
2. Why do you think a hero might be an ‘unlikely’ one?
Phase 3.  Scaffolding
Teacher does, students help

A female ape, with her own baby clinging to her back, lumbered over to the boy, cradled him in her arms, carried him to a doorway and laid him gingerly at the feet of waiting paramedics.

➤ What did the female ape in the pit do with the boy that fell?
➤ Why would an ape behave in such a heroic way?

CREATING QARS:
➤ IN THE BOOK:
➤ IN MY HEAD:
Phase 4: Coaching -- Students do, teacher helps

- Read the next paragraph with a partner sitting next to you (from ‘Zoo spokesman’ to ‘said Catzen’)

- Create an In The Book and an In My Head QAR and share your reasoning for each
Phase 5: Independent Practice (and opportunity for self-assessment)

➤ What can my students do on their own?

➤ Independent practice
   ➢ As a homework assignment
   ➢ Continuing with the same passage or a new passage or set of passages
   ➢ As part of end-of-chapter question-answering
   ➢ Using the assignments you have modeled

➤ Self-Assessment
   ➢ Reminder of the I Can
   ➢ Class discussion to share what they have done independently
   ➢ Self-assessment: Students set goals for future
Independent Practice:
1. Finish the Article, creating one QAR for each category
2. Trade with partner
3. Share responses
4. Set future learning goals

From Raphael & Au, *SuperQAR for Testwise Students*, Grade 6, Student Activity Book p. 4 - 5
Using QAR as a Framework for Comprehension
### QARs and the Reading Cycle

| BEFORE READING | On My Own: From the title or the topic, what do I already know that can connect me to the story/text?  
Author and Me: From the topic, title, illustrations, and/or book cover, what might this story/text be about? |
| DURING READING | Author and Me: What do I think will happen next?  
Think and Search  
➢ What is the setting?: What is the problem and how is it resolved?  
➢ Who are the characters?  
➢ What are the important events?:  
Right There [only to seek details] |
| AFTER READING | Author and Me  
What is the author’s message?  
What is the theme and how is it connected to the world beyond the story?  
How can I synthesize the information with what I know from other sources?  
What do I think about the information and new ideas I learned from reading this story/text?)  
Think and Search |

QAR for Organizing Strategies: Defining the Categories

➢ Background knowledge strategies
  ➢ What do I already know that helps me step into the world created by this text?

➢ Processing strategies
  ➢ What can I do to make sense of the text as I move through this text world?

➢ Monitoring strategies
  ➢ How do I know if the meanings I’ve created make sense?
# QAR and Strategy Instruction: Linking to QARs

<table>
<thead>
<tr>
<th>QAR</th>
<th>COMPREHENSION STRATEGY</th>
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| On My Own    | 1. Connecting to the topic  
2. Activating prior knowledge |
| Right There  | 1. Scanning                                                |
| Think & Search | 1. Identifying important information  
2. Summarizing  
3. Comparing/contrasting  
4. Skimming  
5. Clarifying |
| Author & Me  | 1. Predicting  
2. Visualizing  
3. Making inferences  
4. Making text to self connections  
5. Making text to text connections |
Summary

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For More Information


- Chapters in Current Books on Book Club: [www.planetbookclub.com]

- **Research Articles:**