QAR: Question Answer Response Strategy

Roll of Thunder, Hear My Cry by Mildred D. Taylor

**Purpose of the Strategy:**
The question-answer relationship is a taxonomy broken into four levels: Right There; Think and Search; the Author and You; and On My Own. This strategy promotes active comprehension of the message of the author and provides students with a way to think about questions and answers.

**Context:** Introduce this strategy right after the Writing Strategy (Double-Entry Journal). This placement matches this strategy with chapter 5 and prepares the students for reading the rest of the novel.

**Directions:**
Step 1 – Introduce the Strategy
Introduce the strategy with the worksheet showing the relationship of the questions to answers. Post an enlarged chart of this somewhere in the classroom where students can refer to it.

Step 2 – Create QAR questions from small sections of text (not longer than about five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between the questions:

- **Found in the text:**
  - **Right There:** The answer is textually explicit (can be found in the text), usually as a phrase contained within one sentence.
  - **Think and Search:** While the answer is in the text, the answer is implicit and the student is required to combine separate sections or chunks of text to answer the question.

- **Found in your head:**
  - **On Your Own:** This type of question requires students to think about what is already known from their reading and experience (schema and prior knowledge) to formulate an answer.
  - **Author and You:** As the answer is not directly stated in the text, the student draws on prior knowledge (schema) and what the author has written to answer the question.

Step 3 – Give the students sample questions (such as the ones on the following handout), to answer in small groups, and identify which of the QAR levels they used.

Step 4 – Have students work individually on questions from longer passages.

**Assessment:** Students will reflect the ability to recognize and respond each of these four types of questions by appropriately answering similar types of questions on the unit exam.

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(Note: This strategy may be easily combined with the Writing Strategy.)