Question-Answer Relationships (QAR)

Every answer has a given relationship to the initial question asked. These answers also have some sort of relationship to our own background knowledge and given information. QAR is a strategy that encourages students to think about these relationships and categorize them to help them to gain the correct information they need to answer a question.

HOW TO USE:

1. **Introduce** – The teacher provides a thorough introduction to the Question/Answer Relationship Strategy and provides definitions for the four types of relationships (as follows), explaining why and how to use each type.
    a. **Right there** – The answer is in the problem and usually somewhat easy to find.
    b. **Think & Search** – The answer is in the problem, but some calculation is needed to piece together the information
    c. **Author & You** – The answer can be found using what they already know and how it fits with the problem.
    d. **On my own** – The answer has nothing to do with the original problem, and students need to use only their background knowledge.
2. **Model** – The first time the strategy is used, the teacher should model the strategy in a related context for the class.
3. **Guided Practice** – Allow students to work together in groups to identify the different types of questions and solve a set of questions
4. **Independent Practice** – Teacher should provide students with their first practice piece and have them identify their own questions from the passage and decide which of the 4 types of QAR questions that they are to demonstrate mastery.
5. **Application** – When reviewing activities, assignments, quizzes, and test aloud with the class, ensure your students talk about the strategy needed to find the answers and how it helped them achieve their success.

WHEN TO USE:

1. When reading a passage and then responding to a set of questions about the passage
2. Given a table or graph and then answer questions about the information given
3. In mathematics, with word problems and complex equations
4. A tool for students who are learning English as a second language during their studies
5. To narrow down information needed and keep students from being so overwhelmed.

VARIATIONS:

1. **Direct Reading Thinking Analysis (DRTA)** – DRTA has students thinking about the relationships between what the students are reading or reviewing to predict what questions they may be asked or what they may be learning about. They can then reject or accept their predictions based on the evidence in the information provided.
2. **KWL Chart** – Students create a graphic organizer before the introduction to a topic, listing what they know about a topic, what they want to know about a topic, and leave a blank column. They proceed to learn the material, and later fill in the last column denoted what they learned about the topic. This allows students to reflect on the information learned and have a visual to see how far they have come and what they truly learned during the lesson.
3. **Concept Mapping** – A concept map is a graphic organizer that allows students to quickly see the relationship between ideas in a lesson. The student begins with a single over-all topic header, then draws multiple lines to new concepts to denote a relationship between the two concepts. A frequently used concept map is a "Tree Diagram" that can be used to show a series of choices, a series of ideas, or even the relationships within a family.