A Step-by-Step Guide for Teaching QAR

What is QAR?
It’s a comprehension strategy that requires students to ask a variety of questions about a text and then respond to those questions based on the type of question they asked. It is also a method where students code teacher-generated questions to help the student understand what type of question is being asked so that they know how to access information to get the answer.

Day One
1. Tell the students that today we will be working on a new strategy to help us understand what we read.
2. Show the chart to the students and briefly explain the four types of questions.
3. Read aloud a story to the class.
4. As you read, ask yourself questions about the story and write each question on a sticky note. You will want to read the story ahead of time and have some questions in mind. However, it is much more authentic if you actually write out the questions in front of the class instead of having them written up ahead of time.
5. After reading the story, review the four types of questions. Tell the students that all the questions you asked yourself while reading fits into one of the categories. By deciding what kind of question was asked, it is easier to determine the answer.
6. Read your first question aloud to the class. Have the students help you decide where to place the question on the chart. Repeat this process for each question. As you code the question, discuss the answer to each question.
Day Two
1. Review the QAR chart and the types of questions.
2. Read a story aloud to the class.
3. As you read ask yourself some questions aloud about the story. Write them on sticky notes.
4. Give the students the opportunity to ask questions as you read. Write them on sticky notes.
5. After finishing the story, read the first question.
6. Have the students help you decide what type of question it is, and answer the question.
7. Place the question on the chart under the correct category. Continue until all questions have been categorized.

Day Three
1. Review the QAR chart and the types of questions.
2. Read a story aloud to the class.
3. As you read, stop every three or four pages and give students a chance to ask a question about the story. If students can’t come up with questions on their own, prompt them with ideas from the book, but don’t offer any of your own questions. As the students give a question, write it on a sticky note.
4. After reading the story, read the first question. Call on a student to come up and place the question on the chart and tell why he picked that particular category. Continue with this process until all questions are on the chart.

Guided Reading

Once this strategy has been taught to the whole class, it should be used as the comprehension strategy for guided
reading. Students should write down on sticky notes questions they have as they read the text. Then, the questions are discussed and placed on the chart after the text has been read. Also, you might want to have questions for the students to code and answer after they have finished reading a short story or article. This will help them transfer the questioning strategy to testing situations.

**Independent Reading**

Students should be able to demonstrate the use of the QAR strategy during independent reading. While reading, students should write questions they have on sticky notes. Then, they should go back and either code the questions on the sticky note or place the sticky note on their individual copy of the QAR form. Also, their weekly letter to the teacher should consist of some of the questions they asked while reading, and how they decided what type of questions they were.

Example:
Dear Mrs. Jones,

This week I read the book *Prickles the Porcupine* by Elizabeth Russell-Arnot. I had these questions as I read:

1. **Why is Prickles going to climb the tree?** This is a right there question because I can point to the place in the book where the answer is. He climbed the tree because he wanted to eat some of the leaves.