|  |
| --- |
| **INTERVENTIONS FOR READING COMPREHENSION** **QUESTION-ANSWER RELATIONSHIPS STRATEGY** |

|  |
| --- |
| Appropriate Grade Level: 3rd to 12th Grade Purpose: Increase correct answers to reading comprehension questions by considering both the text and the background knowledge. |

|  |
| --- |
| Description: The question-answer relationships strategy helps students label the type of questions that are asked and to use this information to develop their answers. |

|  |
| --- |
| Procedure: A. "Right There" Label: Words used to create the question and words used for the answer are *Right There* in the same sentence. (e.g. Text: "…So, Jack rode a horse to school today!" Question: What did Jack ride to school today? Answer: a horse) B. "Think and Search" Label: The answer is in the text, but words used to create the question and those used for an appropriate answer would not be in the same sentence. They come from different parts of the text. (e.g. Text: "First, you get some bread. … Second, you get a knife. Third, you get the peanut butter." Question: How do you make a peanut butter sandwich?) C. "On My Own" Label: The answer is not found in the text. You can even answer the question without reading the text by using your own experience. Steps:1. Introduce the students to the concept of question-answer relationships strategy.
2. Use several short passages to demonstrate the relationships.
3. Provide practice by asking students to identify the QARs, the answer to the question, and the strategy they used for finding the answer:
	* Provide the text, questions, answers, and QAR label for each question and reason for why the label was appropriate.
	* Provide the text, questions, answers, and QAR label for each question. Have the students supply the reason for the label.
	* Provide the text, questions, and answers. Have the students provide the QAR labels for each question and reason for the selection of the labels.
	* Provide the text and questions. Have the students provide the answers, QAR labels, and the reasons for the labels.
4. Gradually increase the length of passages and the variety of reading materials.
 |

|  |
| --- |
| Evaluation of Effectiveness: Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention. |

|  |
| --- |
| Source: Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems.* Boston: Allyn and Bacon. |