



WHAT THE EXPERTS SAY

Video: Going for the Gold Question-Answer Relationships (in my head)



Promoting High Levels of Literacy for All Children

The Question-Answer Relationship strategy has the potential for helping readers develop higher levels of literacy. In a democratic society, success depends on an informed citizenry who can read a wide range of materials, interpret and evaluate what they read, and draw conclusions based on evidence. High levels of achievement in literacy are also important for learning across the curriculum, independent reading for personal enjoyment, and for success in an increasingly information-based economy. *In My Head* questions promote the higher-order strategic thinking necessary for readers to accomplish these goals.

Accountability and Assessment Success Through QAR

Through Question-Answer Relationship instruction, readers are able to determine the task demands of different types of questions faced on high-stakes assessments such as those found on various state tests. For example, on one state test, many students were not successful when required to write an extended response to text. The state's definition of success required students to:

- Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly;
- Use information from the text to interpret significant concepts or make connections to other situations or context logically through analysis, evaluation, inference, or comparison/contrast;
- Use relevant and accurate references; most are specific and fully supported; and
- Integrate interpretation of the text with text-based support.

(Illinois State Board of Education, 2004)

Many students wrote a personal response without making explicit connections to the text. Others wrote about the text but did not include any personal connections. To be successful, students needed to identify the QAR as Author & Me and compose a written response including both text ideas and a personal connection.

Reference:

Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, 59(3), 206-221.