



Expanding Educational Horizons MINISTRY OF EDUCATION AND YOUTH

**Topic: Comprehension – Making
Connections with QAR**

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This project is a joint initiative between the Governments of Jamaica and the United States of America through their monitoring agencies the Ministry of Education and Youth and the United States Agency for International Development (USAID).

Objectives

Participants will:

- Demonstrate an understanding of comprehension and the teaching of comprehension
- Identify the different levels of questions based on the QAR
- Apply the QAR to selected text

Outline of Activities

- Introduction and discussion of opposing scenarios representing comprehension lessons
- Definitions and views of comprehension
- Model QAR Use the range of questions as suggested by QAR Presentation of group mini lessons
- Wrap Up

Reading Comprehension

- The goal of reading a text is to construct meaning. Meaning construction includes both decoding and comprehension (Tompkins 2002).
- Comprehension as the process by which readers construct or assign meaning to text (Cooper 2000).

General Comprehension Processes

Making connections represents the active mindset children must assume in order to become effective learners as well as readers. Developing children's ability to make connections involves both explicit and implicit instruction.

General Comprehension Processes

Any effective comprehension instruction involves **before reading, during reading & after reading**. These further divide into seven steps:

- Introduce and model the strategy – set reading purpose – Today we will....
- Activate Schemata connected to the text – what do you know about...?
- Engage the children in the purpose for reading

General Comprehension Processes

- Help students to monitor as they read – can you see...?
- Follow up the purpose – remind children about purpose
- Elicit additional responses
- Reinforce the comprehension strategy

QAR

The **Think and Search questions** add the **Comprehension and Application** levels of abstraction

- The **Author and Me questions** add the **Analysis level** of abstraction.
- The **On My Own questions** can require you to weigh several points of view (**Evaluation**) and support your point of view based on research (**Synthesis**).

Making Connections

- As students make connections, they make associations between their background knowledge to the text they are reading.
- It is therefore important to activate the students' prior knowledge of the text before reading occurs

Fostering the Connections

- Point out parts of the story that remind them of things in their own lives – ***text to self***
- Ask children to make connections to other stories they have read – ***Text to text*** connections
- Explore parallels between the story and universal themes - ***text to world***

Purpose of the strategy...

- A reader can make three types of connections to engage with and comprehend text.
 - ✓ Text to self
 - ✓ Text to text
 - ✓ Text to world
- Ask children questions and encourage them to interact with the text

QAR

Question Answer Relationship

- QAR is the relationship between questions and source of the responses.
- No matter what the question is, it is how the child answers it that guides instruction.
- QAR provides a strategy for identifying different types of questions and sources of information for answering these questions. QAR should help you locate information, analyze text for information, and help you determine when inference is required.

Right There Questions

- Answers to ***right there*** questions are explicitly stated in the text.
- ***Right there*** questions often begin with "Who is", "What is", "When is", "What kind of", "Name", or "List"

Think and Search

Answering ***think and search*** questions requires the reader to combine bits of information.

The questions often begin with "Summarize", "What caused", "Contrast", "Compare", or "Explain"

Author and Me

- Answers to ***author and me*** questions include information from within the text and from the reader's prior knowledge

On My Own

- Answers for *on my own questions* require answers not in the book at all. The answers are based exclusively on background knowledge.

Activity

1. In pairs, take grade level stories and write five questions [related to the different types of QAR]. Exchange stories and questions with another pair to answer the questions and discuss with the other pair the source(s) of the answer.
2. View video on comprehension