

# Comprehension Strategies and In the Book QAR



## Objectives

- Identify Right There and Think and Search QAR categories
- Use appropriate comprehension strategies to answer In the Book questions

## Materials

- Overhead Transparencies 4–6
- *Student Activity Book*, pages 13–18, page 88 “QAR Reflections Journal”
- QAR Bookmarks or QAR Poster
- Overhead projector pen
- Chart paper

## SET THE PURPOSE

Refer students to the QAR Bookmarks or the QAR Poster. Tell students that they will be learning more about In the Book QAR categories and related comprehension strategies for studying and test taking.

Remind students that

Right There questions can be answered easily because the wording used in the question is generally found directly in the text, pointing to the answer.

Think and Search questions are more difficult because they require you to draw on information in more than one sentence, paragraph, or section of the text and to make inferences or draw conclusions based on that information.

## MODEL



Display Overhead Transparencies 4 and 5 and ask students to turn to pages 13 and 14 of the *Student Activity Book*. Read the editor’s note and first six paragraphs of Erma Bombeck’s article to the students as they follow along or have volunteers read the text. Display Overhead Transparency 6, showing only the first question. Tell students that they may wish to take

notes on page 15 of the *Student Activity Book* as you model how to identify the QAR category.



**Think Aloud:** *[Read question 1 aloud.] This is a Right There question.*

Right There questions usually ask for a single detail or fact. I can find the answer easily in one sentence. Also, the wording in the question is like the wording in the text itself. One of the strategies I can use is to scan the text for key words. I'm going to start at the top of the article and scan for the words "tennis championship" and "Wimbledon, England" or "1981." What does the editor's note, which is in italics, tell me? *[Have a student read it.]* So the answer is C.

Uncover and read the second question. Ask volunteers for their answers and to explain *how* they answered the question:

What QAR type is this? *(In the Book: Right There)*

How do you know? *(The text had the same wording as the question; the question asked for a single detail; I could find it right in the text in one sentence.)*

Where did you find the answer? In other words, what is the source of the answer?  
*(The second paragraph)*

How did you find the answer? *(I scanned for key words; I remembered some of the climbers were blind and deaf, and I went back and reread.)*

Uncover question 3, read it aloud, and model your process.



**Think Aloud:** This is a short-answer question, so I'm going to have to write a sentence or two in response.

If I skim the first sentences of the first few paragraphs, I find the word "victory" in paragraphs 3 and 4. *[Have a volunteer reread these paragraphs aloud.]* I can summarize the information in these paragraphs. They compare the victories of the tennis player and the disabled climbers. The tennis game had thousands of spectators that celebrated. The climbers celebrated among themselves. The tennis victory was "noisy" because of all the people and excitement. The climbers' victory was "quiet" without a lot of fanfare. I might write: "The victory of the tennis player was noisy and celebrated by thousands of fans. The victory of the climbers was quiet and shared among themselves."

Ask the students,

What QAR type is this?  
(*In the Book: Think and Search*)

How do you know? (*The answer was in more than one paragraph; I had to tie together information from different places; the wording of the question was different than the answer.*)

What is the source of the answer?  
(*Paragraphs 3 and 4*)

What strategies did I use to find the answer?  
(*Skimming, summarizing, compare and contrast*)

Create an “In the Book Comprehension Strategies” chart on chart paper. Record the strategies students suggest. Include those that you used as you modeled, as well as others that can be used with In the Book questions.

Uncover question 4 and model your response.



**Assessment:** Listen carefully to the students’ responses to make sure they understand the difference between Right There and Think and Search and the comprehension strategies they can use to answer these types of questions. Note whether students are able to develop answers from an understanding of all parts of the text.

## In the Book Comprehension Strategies

Scan

Skim

Identify main idea and supporting details (it may be helpful to read first and last sentences of paragraphs because they contain or restate main ideas)

Summarize

Clarify

Identify important information (it may be necessary to put information from several paragraphs together)

Compare and contrast

### COACH



Ask students to reread the passage on pages 13 and 14 in the *Student Activity Book* and then work with a partner to answer the questions and complete the chart on pages 16 and 17.



**ELL/Extra Support:** Pair students who are struggling with proficient students to read the passage and complete the chart.

Read each of the four questions on pages 16 and 17 of the *Student Activity Book*:

1. The author thinks the term “hero” should be awarded to...?
2. Which of the following statements does the author support?

3. Which type of hero does the author seem to prefer?
4. What is the main point of this article?

Ask students for their responses.  
(See Assessment, page 24.) Ask,

**What QAR category does the question and answer represent?**

**Where did you find the answer to the question?**

**What strategies did you use to come up with the answer?**

### **BUILD INDEPENDENCE**



Ask students to write one Right There question and one Think and Search question for a fellow student to answer on page 18 of the *Student Activity Book*. Once they are finished, have them exchange *Student Activity Books* with another student and answer each others' questions. They should include the QAR category, the evidence for their answer, and their strategies for finding the answers.

After the students have completed the partner activity, have volunteers discuss their questions, their partner's responses, and their evaluations.

### **REFLECT**

Ask students to summarize what they have learned about Right There and Think and Search questions and answers. Ask them to record their thoughts in their "QAR Reflections Journal" on page 88 of the *Student Activity Book*.

Encourage students to describe:

- Strategies for locating information in the text
- Ways to support answers with information
- How they will apply these strategies to a current class assignment or the next test they take

**Directions:** Read the article on pages 13–14 from a syndicated newspaper column, August 2, 1981, by Erma Bombeck.

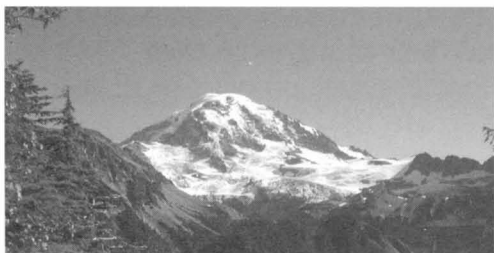
### Heroes

In 1981 John McEnroe won the tennis championship at Wimbledon, England. McEnroe was known for being temperamental on the tennis court.

On the first Saturday of last month, a 22-year-old U.S. tennis player hoisted a silver bowl over his head at Centre Court at Wimbledon.

The day before, five blind mountain climbers, a man with an artificial leg, an epileptic, and two deaf adventurers stood atop the snowcapped summit of Mount Rainier.

It was a noisy victory for the tennis player, who shared it with thousands of fans, some of whom had slept on the sidewalks outside the club for six nights waiting for tickets.



It was a quiet victory for the climbers, who led their own cheering, punctuated by a shout from one of them that echoed on the winds: "There's one for the epileptics!"

There was a lot of rhetoric exchanged at Wimbledon regarding "bad calls."

At Mount Rainier they learned to live with life's bad calls a long time ago. The first man to reach the mountaintop tore up his artificial leg to get there.

Concept Lesson 2

13

Student Activity Book, page 13

### Heroes (continued)

Somehow, I see a parallel here that all Americans are going to have to come to grips with. In our search for heroes and heroines, we often lose our perspective.

We applaud beauty pageant winners; we ignore the woman without arms who paints pictures with a brush in her teeth. We extol the courage of a man who will sail over ten cars on a motorcycle; we give no thought (or parking place) to the man who threads his way through life in a world of darkness or silence.

The care and feeling of heroes is solely in the hands of the public. Not all winners are heroes. Not all people with disabilities are heroes. "Hero" is a term that should be awarded to those who, given a set of circumstances, will react with courage, dignity, decency, and compassion—people who make us feel better for having seen or touched them.

I think the crowds went to the wrong summit and cheered the wrong champion.

14

Concept Lesson 2

Student Activity Book, page 14

**Directions:** Answer the questions below when instructed by your teacher to do so. Identify the QAR type for each question.

- Who won the tennis championship at Wimbledon, England, in 1981?
  - Erma Bombeck
  - a disabled tennis player
  - John McEnroe
  - the former champion

QAR: \_\_\_\_\_

- Five of the people who stood atop the summit of Mount Rainier the day before the final tennis tournament were
  - deaf
  - epileptic
  - blind
  - tennis players

QAR: \_\_\_\_\_

- What are the major differences between the "victories" of the tennis player and the climbers?

QAR: \_\_\_\_\_

- In paragraph 6, the author uses the term "bad calls" to refer to
  - confusion among the fans
  - mistakes by the referee of the tennis match
  - the personal hardships the climbers had to overcome
  - none of the above

QAR: \_\_\_\_\_

Concept Lesson 2

15

Student Activity Book, page 15

**Directions:** Reread the article, "Heroes," on pages 13–14. Answer the questions, identify the QAR category, and complete the chart for each question.

### QUESTION / ANSWER / QAR

- The author thinks the term "hero" should be awarded to
  - motorcycle daredevils
  - beauty pageant winners
  - the American public
  - people who can act with courage, dignity, and decency

QAR: \_\_\_\_\_

- Which of the following statements does the author support?
  - All athletes are heroes.
  - All people with disabilities are heroes.
  - The public often makes heroes of the wrong people.
  - The World Cup is an important athletic event.

QAR: \_\_\_\_\_

- Which type of hero does the author seem to prefer?

QAR: \_\_\_\_\_

- What is the main point of this article?

QAR: \_\_\_\_\_

16

Concept Lesson 2

Student Activity Book, page 16

SOURCE	STRATEGY
1.	1.
2.	2.
3.	3.
4.	4.

Concept Lesson 2 **17**

*Student Activity Book, page 17*

**Directions:** Write one Right There question and one Think and Search question based on the article "Heroes" by Erma Bombeck on pages 13–14. Have a partner answer your questions.

**Partner's Name:** \_\_\_\_\_

1. Right There Question

2. Think and Search Question

**18** Concept Lesson 2

*Student Activity Book, page 18*