

QAR (Question-Answer Relationships)

**What kind of question is it?
What skills do I need to answer the question?**

Four kinds of QARs:

- **RIGHT THERE** – the answer is easy to find, usually within a single sentence using words taken exactly from the text.
- **THINK AND SEARCH** – the answer is in the text but not in one sentence; look through the entire passage to find the answer.
- **AUTHOR AND YOU** – the answer is not in the text; I must think how to use clues from the text to figure out the answer.
- **ON MY OWN** – the answer is not in the text; I do not need the text to answer the question. I already know the answer from my own background knowledge.

Mnemonic for students – **ROTA** – rotation through the 4 QARS

Using QAR

**What kind of question is it?
What skills do I need to answer the question?**

1. Read the question first.
2. Decide which of the four QAR methods (ROTA) to use.
3. Find the answer in the text (in the “book” QAR) *OR*
Use your memory (in my head or “brain” QAR) *OR*
Use your thinking skills (in my head or “brain” QAR)

Answering Multiple Choice Questions

What is the best answer to the question?

- 1. Use the QAR technique.**
- 2. Read the question. Do you already know the answer? If you do, then go to Step 7.**
- 3. Ask yourself, “Do I *need* the prompt or visual to answer the question?”**
- 4. Read *all* the choices *before* selecting an answer.**
- 5. Eliminate the answers that do not fit.**
- 6. Look for**
 - Clues within the text (context clues)**
 - Subject/verb agreement – singular or plural**
 - Negative words – not, except**
 - Time sequence – earliest to latest, first to last, latest to earliest**
- 7. Read all answer choices carefully and eliminate the wrong choices.**
- 8. Does your choice answer the question?**
- 9. Choose the *most correct* answer.**

Quotation Attack Skills

What is the question I need to answer?

- 2. Use the QAR technique.**
- 3. Read the question. What is the question asking?**
- 4. Determine the historical issue/event in the quote.**
- 5. Look for**
 - Location reference**
 - Time reference**
 - Gender**
 - Race**
 - Religion**
 - Ethnicity**
 - Point of view**
- 6. Read all answer choices carefully and eliminate the wrong ones.**
- 7. Choose the *most correct* answer.**

Quotation Examples

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.”

Abraham Lincoln, Gettysburg Address, November 19, 1863

“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.”

Thomas Jefferson, Declaration of Independence, July 2, 1776

How to Handle Questions that Have Information You Have Never Seen

1. **DO NOT PANIC!**
2. Take a deep breath and say to yourself, “I can answer this.”
3. **Do not** focus on the information you do not recognize.
4. Focus only on the information that you do know.
5. Use the QAR technique.
6. What is the question asking?
7. Read all answer choices carefully.
8. Eliminate the answers that are wrong or do not apply.
9. Choose the *most correct* answer.

Categorizing and Classifying

What items with similar characteristics go in the same group?

- 1. Categorize the characteristics of each group you want to establish. What are the characteristics of each group?**
- 2. Arrange the groups according to categories. What categories do the groups fit into?**
- 3. Identify the items that belong in each group based on its characteristics. How do I classify these items according to the different groups?**
- 4. Check to see if each item is classified correctly. Does this item have the characteristics of the group? Reclassify any item as needed.**
- 5. Review your classification of items. Which items fall into each category?**
- 6. If you are answering a question, use the QAR technique.**
- 7. Read the question carefully. What is the question asking?**
- 8. Determine which classification(s) is needed to answer the question and predict an answer based on that classification.**
- 9. Read all the answer choices carefully and eliminate the wrong choices.**
- 10. Choose the *most correct* answer.**

Summarizing a Text

What is the summary of this selection?

1. Look at the title of the selection? What is the topic or subject?
2. Activate your prior knowledge about the subject or topic. What do I already know about this subject?
3. Read the first or introductory sentence(s) and the subheadings of the selection. What more information do I now know?
4. Identify the “big” question(s) that will be answered in the selection. The “big” question(s) focuses on what you will be expected to learn about the topic.
5. Write or state the “big” question. If the title of the selection is a question, then rewrite or restate it to show your understanding.
6. Read the selection. Now write the answer to the “big” question in a complete sentence with three supporting details. This answer is your summary. Limit your summary to 12-15 words.
7. If you are answering a question, use the QAR technique.
8. Read the question carefully. What is the question asking?
9. State the summary the question is asking and predict an answer based on that summary.
10. Read all the answer choices carefully and eliminate the wrong ones.
11. Choose the *most correct* answer.

Distinguishing Fact from Opinion

What is a fact? What is an opinion?

1. A *fact* is anything that can be proven to be true and accurate. Identify facts like people, dates, places, events, numbers, and specific actions. Ask the questions, Who? What? Where? When?
2. An *opinion* is any statement that expresses a personal belief, view, judgment, feeling, or emotion. Look for clue words like I think, I believe, probably, may, might, could, ought, good, satisfactory, bad, poor, greatest, worst, finest, best, none, every, always, never.
3. If the information has only facts, then it a factual statement. Can all of the statement be proven?
4. If the information has *any* subjective words or phrases expressing beliefs, feelings, or personal views, then it is an opinion. Are any of the words in the statement subjective?
5. If you are answering a question, use the QAR technique.
6. Read the question carefully. What is the question asking?
7. Determine whether the selection or statement is a fact or an opinion.
8. Read all the answer choices carefully. Select the choice that you think is correct.
9. Does the choice you selected answer the question? If not, then consider another choice.
10. Choose the *most correct* answer.

Comparing and Contrasting

How are they similar and how are they different?

- 1. Look at the title and headings. What two things (events, actions, subjects, people) are being compared?**
- 2. How are the two things alike? Look for word clues like similarly, as well as, in the same way, compared to, both, likewise, neither.**
- 3. What statement can you make about the similarities? How can you sum up the likenesses of the two things in a sentence?**
- 4. How are the two things different? Look for word clues like however, the difference between, on the other hand, in contrast, instead of, nevertheless, yet, while, unlike, but, nor, while, despite.**
- 5. What statement can you make about the differences? How can you sum up the differences between the two things in a sentence?**
- 6. How can you summarize the relationship between the two things in a couple of sentences?**
- 7. If you are answering a question, use the QAR technique.**
- 8. Read the question carefully. What is the question asking?**
- 9. Find the relationship the question is asking and predict an answer based on that relationship.**
- 10. Read all answer choices carefully and eliminate the wrong choices.**
- 11. Choose the *most correct* answer.**

Sequencing

In what order do the events or actions occur?

- 1. Find the purpose of sequencing the events or actions. Why should these events or actions be put in order?**
- 2. Decide on how to sequence the events or actions. What will determine how I sequence the events or actions?**
- 3. Determine the first event or action. Which of these events or actions occurred first?**
- 4. Determine the last event or action. Which of these events or actions happened last?**
- 5. Which events or actions happened between the first and last ones?**
- 6. Decide on the order that these events or actions occurred. What is the best ways to order them?**
- 7. Decide if you have the events in the correct order from first to last. Where does each event fit?**
- 8. If you are answering a question, use the QAR technique.**
- 9. Read the question carefully. What is the question asking?**
- 10. Find the sequence that question is asking for and predict an answer based on that sequence.**
- 11. Read all answer choices carefully and eliminate the wrong choices.**
- 12. Choose the *most correct* answer.**

Finding the Main Idea

- 1. Look at the title and headings. Read the selection. What is the general topic or subject?**
- 2. Determine the purpose of the selection. What is the main point the author is trying to make? What main idea holds or ties the details together?**
- 3. Find words or a topic sentence that describe the main point of the selection. What are some details that support the main idea?**
- 4. If the main idea is not stated in the selection, then determine what the topic is. What person or event do all the ideas and details relate to? What is the purpose of the selection?**
- 5. Find the key ideas and details being made about the topic. What points does the author make forcefully?**
- 6. Write or state the main idea in your own words. What is one sentence that states the main idea or summarizes the entire selection?**
- 7. If you are answering a question, use the QAR technique.**
- 8. Read the question carefully. What is the question asking?**
- 9. Find the main idea and predict an answer to the question.**
- 10. Read all the answer choices carefully and eliminate the wrong ones.**
- 11. Choose the *most correct* answer.**

Finding Cause and Effect Relationships

Why did it happen? What were its effects?

1. Use the QAR technique.
2. Read the question carefully. Is it asking for a cause or an effect? Cause and effect questions ask you to analyze the relationship between an action or event, its causes, and its effects.
3. A *cause* is something that leads to the event. Why did this event happen? What are the factors that caused this event? *Clue words for cause include* because, due to, since, therefore, so, first, this leads to, hence, before, if, for this reason.
4. An *effect* is something that is a result of the event. What happened because of this event? What was its impact on future events? *Clue words for effect include* leading to, consequently, in response to, then, after, for this reason, later, so, as a result, this led to, hence.
5. Predict an answer based on the relationship you found.
6. Read all answer choices carefully. Look for clue words for cause or effect.
7. Eliminate the wrong choices.
8. Does your choice answer the question?
9. Choose the *most correct* answer.

Finding Point of View

What is the position of the author?

- 1. Read the selection to identify the subject or topic. What is this selection about?**
- 2. Gather information about the subject or topic. What do I already know about this subject? What additional information can I find on this subject?**
- 3. Gather background information on the author that might reveal his or her point of view. What do I know or can I find out about the author? What positions has he/she taken in other selections?**
- 4. Read the selection carefully to determine what the author chooses to emphasize or exclude? What does the author stress? What has the author left out?**
- 5. Look for words that express emotions and for metaphors. What is the tone of the author? Is he positive or negative about the subject?**
- 6. Write or state the author's point of view in your own words. What is one sentence that describes the point of view of the author?**
- 7. If you are answering a question, use the QAR technique.**
- 8. Read the question carefully. What is the question asking?**
- 9. Find the point of view expressed by the author and predict an answer to the question.**
- 10. Read all the answer choices carefully and eliminate the wrong ones.**
- 11. Choose the *most correct* answer.**

Detecting Bias

Is the author giving only one side of the story?

- 1. Read the selection to identify the subject or topic. What is this selection about?**
- 2. Identify the purpose of the author or speaker. Why is he/she writing or saying that?**
- 3. Look for words and language that express emotions (such as *exploit, terrorize, cheat*) or look at visual images that cause a strong emotional response. This is a bias of the author/speaker. What words or images indicate bias?**
- 4. Look for over generalizations such as *unique, honest, and everybody*. Notice italics, underlining, and punctuation that highlight certain ideas. These are indications of bias.**
- 5. Look for opinions stated as facts without supporting evidence. Opinions are always biased.**
- 6. Examine the selection to determine whether it presents equal coverage of differing views. If it does not, then it is biased.**
- 7. If you are answering a question, use the QAR technique.**
- 8. Read the question carefully. What is the question asking?**
- 9. Find the bias expressed by the author and predict an answer to the question.**
- 10. Read all the answer choices carefully and eliminate the wrong ones.**
- 11. Choose the *most correct* answer.**

Identifying a Trend

What important change is occurring over time?

- 1. Use historical events, people, and important dates as clues to help you identify the time period.**
- 2. Look for key words that imply change, such as has led to, account for, best supported by.**
- 3. Look for descriptive words that describe the feelings of that time. Look for emotional words.**
- 4. Write or state a summary sentence that describes the trend. What change is occurring over time? Does your answer make sense?**
- 5. If you are answering a question, use the QAR technique.**
- 6. Read the question carefully. What is the question asking?**
- 7. Read all answer choices carefully. Select the choice that you think is correct.**
- 8. Look for information that supports a trend and your choice for the answer.**
- 9. Does the choice you selected answer the question? If not, then consider another choice.**
- 10. Choose the *most correct* answer.**

Making Generalizations

What general statement can I make based on the facts given?

- 1. Identify the subject matter or topic. What is the subject/topic?**
- 2. Collect facts, examples, and statements that relate to the subject/topic from the textbook, library resources, primary sources, media, Internet, etc.**
- 3. Organize the information gathered (for example, T-diagram, inquiry chart, table, or graph).**
- 4. Identify similarities or patterns among the social studies information. What is shared as common features?**
- 5. Analyze the information for relationships - cause and effect, similarities and differences, patterns and trends, etc. What trends, patterns, or relationships do I see?**
- 6. Develop one or more summary statements about the information. If only one summary statement is developed, then this is the potential generalization. How can I summary the information?**
- 7. Form a potential generalization (hypothesis) based on the data and summary statements. What is my generalization?**
- 8. Test the generalization against other facts and examples to verify its validity. Is this statement supported by the facts?**
- 9. If you are answering a question, use the QAR technique.**
- 10. Read the question carefully. What is the question asking?**
- 11. Read all answer choices carefully and look for the generalization.**
- 12. Choose the *most correct* answer.**

Making Predictions

Based on the information, what might happen next?

- 1. Read the title or first sentences of the selection. Try to remember all that you know about the subject.**
- 2. Read the selection carefully to understand all of the facts presented.**
- 3. Based on your prior knowledge and the selection, make a prediction. What might happen?**
- 4. Look for evidence to support your prediction. Where can I find evidence that indicates my prediction is likely?**
- 5. Decide whether the evidence supports your prediction. What information suggests that my prediction is likely?**
- 6. Decide how likely your prediction is. Based on the evidence, is the prediction likely, unlikely, or uncertain?**
- 7. If you are answering a question, use the QAR technique.**
- 8. Read the question carefully. What is the question asking?**
- 9. Determine what prediction is needed to answer the question.**
- 10. Read all the answer choices carefully and eliminate the wrong choices.**
- 11. Choose the *most correct* answer.**

Making Inferences

What does the information suggest?

1. Use the QAR technique.
2. Read the selection carefully to understand all of the facts.
3. Decide the meaning of the selection. What is this selection about?
4. Read the question carefully. What is the question asking?
5. Read the selection to determine what is suggested by the facts, but may not actually be stated.
6. Read between the lines to analyze the selection. What is the author suggesting?
7. Read all the answer choices carefully. Select the choice that you think is correct.
8. Try to find facts in the selection that support your choice for the answer.
9. Eliminate the wrong answer choices.
10. Choose the *most correct* answer.

Drawing Conclusions

What can I say based on the facts given and my own knowledge?

- 1. Read the selection carefully to understand all of the facts.**
- 2. Decide the meaning of the selection. What is this selection about?**
- 3. Read to determine what is suggested by the facts, but may not actually be stated.**
- 4. Read between the lines to analyze the selection. What is the author suggesting?**
- 5. If you are answering a question, use the QAR technique.**
- 6. Read the question carefully. What is the question asking?**
- 7. Read all answer choices carefully. Select the choice that you think is correct.**
- 8. Try to find facts in the selection that supports your choice for the answer.**
- 9. Eliminate all wrong answer choices.**
- 10. Choose the *most correct* answer.**

Drawing Conclusions from Multiple Speakers

What is that speaker talking about?

- 1. Use the QAR technique.**
- 2. Read the question to identify which speaker(s) is needed to answer the question.**
- 3. Read only the speaker(s) needed to answer the question.**
- 4. Read *all* the possible answers *carefully*.**
- 5. Eliminate the answer choices that do not apply to the speaker(s).**
- 6. Look for key words and synonyms between speaker and answers.**
- 7. Choose the answer that is *most correct*.**

Reading Graphic Organizers

What information does the graphic organizer show?

- 1. Read the title. What is the subject of the graphic organizer?**
- 2. Read the headings of the columns and/or rows. What information is the graphic organizer giving?**
- 3. Determine the relationship(s) that the graphic organizer showing. Common types of relationships shown in graphic organizers are**
 - **Sequence of events**
 - **Classification of information**
 - **Comparison and contrast of information**
 - **Details and main idea**
 - **Causes and effects**
 - **Points of view**

What kind of relationship(s) is shown in the graphic organizer?

- 4. What summary can you make based on the information presented in the graphic organizer? The summary could be in the form of stating the main idea, making a generalization, identifying a trend, making a prediction, drawing a conclusion, or making inference.**
- 5. If you are answering a question, use the QAR technique.**
- 6. Read the question carefully. What is the question asking?**
- 7. Find the relationship the question is asking and predict an answer based on that relationship.**
- 8. Read all the answer choices carefully.**
- 9. Choose the *most correct* answer.**

Interpreting a Chart or Table

What is the information in the chart or table?

- 1. Use the QAR technique.**
- 2. Read the title of the table or chart. What is the subject or topic of the chart/table?**
- 3. Read all the headings and labels in the chart/table. What kind(s) of information is being presented in the chart/table?**
- 4. Read the information in the left-hand column or legend. What kind of categories/labels does the chart/table contain?**
- 5. Study the information presented under each heading. What information is being presented in each row for each column heading?**
- 6. Read the question carefully to determine what is being asked.**
- 7. Use only the columns and rows that are needed to answer the question. What pattern or relationship does the data show?**
- 8. Predict an answer based on the relationship you found.**
- 9. Read all answer choices carefully. Select the choice that you think is correct based on your prediction.**
- 10. Does the choice you selected answer the question? If not, then consider another choice.**
- 11. Choose the *most correct* answer.**

Interpreting a Visual

- 1. Read the title of the visual. If there is not a title, decide what the visual is about. What is the subject/topic of the picture?**
- 2. Identify the people and objects shown in the visual. Who and what are shown in the picture?**
- 3. Identify the relationships among people and objects in the visual. What connections can you find among the people and objects in the picture?**
- 4. Determine what activity(ies) are shown in the visual. What is happening in the picture?**
- 5. Write or state a summary of the picture in one sentence.**
- 6. If you are answering a question, use the QAR technique.**
- 7. Read the question carefully. What is the question asking?**
- 8. Find the relationship the question is asking and predict an answer based on that relationship.**
- 9. Read all the answer choices carefully and eliminate the wrong choices.**
- 10. Choose the *most correct* answer.**

Interpreting a Political Cartoon

What is the political cartoon saying?

1. Read the title. What is the political cartoon telling the reader?
2. Read the captions and labels. Who and what are in the cartoon?
3. Look for symbols. What do these symbols mean?
4. Look for caricatures (exaggerated facial and body features). What do these caricatures suggest?
5. Look for stereotyping. What do the stereotypes suggest?
6. Based on all the elements of the cartoon, what is the *main idea* (meaning, message, or issue) of the political cartoon?
7. If you are answering a question, use the QAR technique.
8. Read the question carefully. What is the question asking?
9. Read all answer choices carefully. Select the choice that you think is correct.
10. Look for information in the political cartoon that supports your choice for the answer.
11. Does the choice you selected answer the question? If not, then consider another choice.
12. Choose the *most correct* answer.

Interpreting a Map

What information does this map show?

1. Use the QAR technique.
2. Activate prior knowledge about the map. What do I already know about maps?
3. Determine whether the map is a political map, physical map, historical map, special purpose map, or a combination of these maps. What kind of map is it?
4. Read the title of the map? What is the subject or topic of the map?
5. Look at the legend for additional information about the map. What does the legend tell me about the map?
6. Read the question carefully to determine what geographic pattern or distribution you need to find on the map. What is the question asking? What am I looking for on the map?
7. Find the geographic pattern or distribution on the map. What does the map tell me about the pattern or distribution?
8. Predict an answer based on the pattern or distribution you found.
9. Read all answer choices carefully. Select the choice that you think is correct.
10. Does the choice you selected answer the question? If not, then consider another choice.
11. Choose the *most correct* answer.

Interpreting a Time Line

What is the relationship among the events?

1. Read the title of the time line. What is the topic?
2. Identify the range of years covered by the time line. What do you know was happening in those years for that topic?
3. Identify the sequence of events. Determine the events listed according to when each event happened.
4. Determine the relationships among events on the time line. Earlier events could be *causes* of later events. Later events could be *effects* of earlier events.
5. Determine if each event is a *cause* of the next event (a causal chain of events).
6. If you are answering a question, use the QAR technique.
7. Read the question carefully. What is the question asking?
8. Read all answer choices carefully. Select the choice that you think is correct.
9. Look for facts in the time line that supports your choice for the answer.
10. Does the choice you selected answer the question? If not, then consider another choice.
11. Choose the *most correct* answer.

Interpreting a Bar Graph

What quantities are shown on the bar graph?

- 1. Use the QAR technique.**
- 2. Read the title of the bar graph. What is the subject of the graph?**
- 3. A bar graph compares the quantities of different things using bars of various lengths. What information is displayed on the graph?**
- 4. Read the legend or key of the graph. What information do the symbols in the legend or key provide me?**
- 5. Look at the horizontal axis (x-axis) and the vertical axis (y-axis) to determine what the graph is measuring. What information does the graph provide me?**
- 6. Read the question carefully to determine what relationship you need to find in the graph. What relationship am I looking for?**
- 7. Find that relationship(s) among all parts represented in the bar graph. What does this relationship show?**
- 8. Predict an answer based on the relationship you found.**
- 9. Read all answer choices carefully. Select the choice that you think is correct.**
- 10. Does the choice you selected answer the question? If not, then consider another choice.**
- 11. Choose the *most correct* answer.**

Interpreting a Line Graph

What are the changes in the quantities over time?

- 1. Use the QAR technique.**
- 2. Read the title of the line graph. What is the subject of the graph?**
- 3. A line graph shows changes in the quantities of things over time using a line or lines. What information is displayed on the graph?**
- 4. Read the legend or key of the graph. What information do the symbols in the legend or key provide me?**
- 5. Look at the vertical axis (y-axis) to determine what the graph is measuring over time (the horizontal axis or x-axis). What information does the line(s) on the graph provide me?**
- 6. Read the question carefully to determine what relationship you need to find in the graph. What relationship am I looking for?**
- 7. Find that relationship(s) among all parts represented in the line graph. What does this relationship show?**
- 8. Predict an answer based on the relationship you found.**
- 9. Read all answer choices carefully. Select the choice that you think is correct.**
- 10. Does the choice you selected answer the question? If not, then consider another choice.**
- 11. Choose the *most correct* answer.**

Interpreting a Circle Graph

What are the parts of the whole graph?

- 1. Use the QAR technique.**
- 2. Read the title of the circle graph. What is the subject of the graph?**
- 3. A circle graph represents the whole and each section of the circle represent one part. What is the whole circle showing? What are the different parts in the circle graph?**
- 4. Read the legend or key of the graph? What information do the symbols in the legend or key provide me?**
- 5. Read the labels and any text to understand what each part of the graph represents. What does each part of the graph show?**
- 6. Read the question carefully to determine what relationship you need to find in the graph. What relationship am I looking for?**
- 7. Find that relationship(s) among all parts represented in the circle graph. What does this relationship show?**
- 8. Predict an answer based on the relationship you found.**
- 9. Read all answer choices carefully. Select the choice that you think is correct.**
- 10. Does the choice you selected answer the question? If not, then consider another choice.**
- 11. Choose the *most correct* answer.**

Making a Decision?

How can a good decision be made?

- 1. Clearly identify a situation that requires a decision. What make a decision necessary?**
- 2. Gather information about possible options related to the decision. What do I know or need to know before making the decision?**
- 3. Identify possible options or courses of action. What are some things I can do? What are my options?**
- 4. Predict the likely consequences of each option or course of action. What will happen if I do these things?**
- 5. Evaluate each consequence based on the information gathered. What are the consequences of each option?**
- 6. Consider the relative importance of the consequences of each option. How important are the consequences?**
- 7. Choose the best option or course of action. Which option is the good thing to do? Which option is the best considering the consequences?**
- 8. Evaluate the decision after its implementation? Was this decision my best option? Do I need to reconsider my decision?**
- 9. If you need to reconsider your decision, begin the decision-making process again.**

Solving a Problem

How can this problem be solved?

- 1. Clearly identify the situation that caused the problem. Why is there a problem?**
- 2. Identify and clearly state the problem. What is the problem?**
- 3. List and consider options for solving the problem. What are possible solutions to the problem?**
- 4. Consider the pros and cons of each option. What will be the consequences of this solution?**
- 5. Evaluate the importance of each option. How important are these consequences?**
- 6. Choose an option that becomes the solution to the problem. Based on its consequences, which option is the best solution?**
- 7. Use the best solution to solve the problem. What is the best solution to the problem based on the information I have?**
- 8. Determine how successful the solution was to solve the problem. If the solution was not very successful, then go through the problem-solving process again.**