SCAFFOLDS FOR STRUGGLING READERS: LESSONS LEARNED FROM THE HIGH SCHOOL CLASSROOM

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Warm Up

* QAR has been validated through research and practice for over 30 years.
* QAR is a K – 12 + strategy.
* Students can learn QAR in four days.
Right There Question

WHO IS, WHAT IS, WHEN IS, WHERE IS?

- The answer is in the text.
- Words used to make up question are the same as the words used to answer the question are the same.
- Example: What type of material did the first little pig use to build his house?

READING STRATEGIES

- Scanning for info
- Note-taking strategies to support easier recall of info
- Using context clues to create definitions
Think and Search (Putting it Together)

CONTRAST, EXPLAIN, COMPARE, SUMMARIZE, WHAT, WHERE

- Answer is in text but requires reader to put together different pieces from the text.

- How are the three pigs’ houses similar?

READING STRATEGIES

- Identifying important information
- Summarizing
- Using text organization (e.g. comparison-contrast, problem-solution, list, explanation) to identify relevant information
- Visualizing (e.g. setting, mood, procedures)
- Using context to describe symbols and figurative language
- Clarifying
- Making text-to-text connections
- Making simple inferences
HOW CAN YOU TELL, WHAT DOES ___ MEAN, HOW DO YOU KNOW, WHAT IS THE MAIN IDEA?

- The answer is not in the text
- Integrates reader’s prior knowledge and what the author says
- Requires an inference
- Example: What happened to the wolf after the last little pig outsmarted him?

READING STRATEGIES

- Predicting
- Visualizing
- Making simple and complex inferences
- Distinguishing fact and opinion
- Making text-to-self connections
DO YOU BELIEVE, HOW WOULD YOU, HAVE YOU EVER?

- The answer is not in the text.
- Can be “found” without even reading the text
- Is based solely on your experiences and knowledge
- May be a writing prompt

Example: What type of house do you live in?

READING STRATEGIES

- Activating prior knowledge (about genre, experiences, authors, etc.)
- Connecting to the topic (self-to-text)
Quiz

- Which type(s) of question is typically the most difficult for students?
  Think and Search and Author and Me can be equally challenging

- Which type of question does not appear on a reading comprehension test?
  On My Own

- Which type of question do students hope to see on a test but rarely do?
  Right There
Participants
Phases of Instruction
Treatment and Maintenance
Instruments
Results
# Post Knowledge Survey

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever heard of “QAR”?</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>2. Have you ever heard of “in the book” or “in my head”?</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>3. How do you find a “right there” answer?</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>4. How do you find a “think and search” answer?</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>5. How do you find an “author and me” answer?</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>6. How do you find an “on my own” answer?</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

* Questions shortened for purpose of presentation*

* experimental group only
Brief Introduction to 4 QARs: Whole-Class Instruction

Provide handout and classroom poster for description of each category.

Picture QARs (PQARs): Cooperative Groups

Teacher provides questions, students figure out the label.
Teacher provides the label, students figure out the questions.

QARs with Text: Cooperative Groups

Provide text and answers to comprehension questions. Students must find evidence for each answer in the text, underline the evidence, and label the question.

QARs with Text: Shoulder Partner

Students work to answer and label comprehension questions after reading.
## Color-Coded (Stoplight) Method

<table>
<thead>
<tr>
<th>In The Book</th>
<th>In My Head</th>
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</thead>
</table>
| **Right There**  
(Find it & keep going)  
• Answer is found in text  
• Single sentence or place in text  
• Words used in question found in same place | **Author and Me**  
(stop and think)  
• Answer not in text  
• Must use information from the text and your own knowledge to answer the question |
| **Think and Search**  
(slow down)  
• More than one correct answer  
• You have to look in several sentences to find the answer  
• Can be scattered across paragraphs or pages | **On My Own**  
(this is all you)  
• Answer is not in the text  
• Use your knowledge and experiences  
• Be creative and imaginative  
• Requires deep thinking |
Picture QARs

Each item on the each person is a sentence. Each person is a paragraph. The picture is a page of text.

1. What colors are on the man’s scarf?
2. What types of cold-weather apparel is the couple wearing?
3. What month of the year do you think this picture was taken?
4. Have you ever been to Michigan, or to any other cold-weather state?
Purpose: Teach students to interact with text.

Questioning as Thinking

Think-Aloud (teacher and student) → Question-Answer Relationships (QAR) Taxonomy → Self-Questioning
Ask 3 questions before, during, or after you read. If they are answered put a check-mark. Label each question (QAR): RT, TS, AM, OMO.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answered?</th>
<th>Type of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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</table>
Who needs scaffolds for QAR instruction?
Any student who may struggle with the concept.

What types of scaffolds can help students’ understanding of QAR?
Small group instruction, color codes, pictures, combination approach (QaT)
References


http://www.sanjuan.edu/webpages/gguthrie/resources.cfm?subpage=124122

http://www.readingquest.org/strat/qar.html