



Question, Answer, Relationships (QAR)

Student edition



Purpose for reading: To create and answer different types of questions

PAGE 1

Introduction: This activity will introduce you to and guide you through the QAR strategy. You will learn to:

- ▶ Use questions to gain information from an article.
- ▶ Practice reading silently for comprehension.
- ▶ Apply a strategy that will help you think “outside” of the article.
- ▶ Apply what you already know to a situation from the article.

QAR has four types of questions:

- **Right there:** The answer can be found directly in the article.
- **Think and search:** The answer is in the article, but you need to put together different information to come up with the answer.
- **Author and you:** The answer is not in the text, but you can use the information in the article to come up with an answer. You need to think about what information the author gave you as you read the article.
- **On My Own:** The information is not in the article, but you will be able to speculate about an answer now that you have read the article.

1. **As a class**, read the article, “Teens driven to distraction.”
2. Based on the article, create one of each of the above types of questions.
3. **On your own**, write answers on a sheet of paper for the four questions you just created. If you need to, you can refer back to the article.
4. **As a class**, compare your answers. Your “Right there” and “Think and search” answers should be the same, but you might have different answers for “Author and you” and “On my own.” Discuss how you can have different answers that are all correct.

Now you are going to practice the QAR strategy with a new article.



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- 5. The article you just read discusses teens' ability to act responsibly. **In groups of four**, find an article in the paper about a person who is behaving responsibly. As you do the steps below, think about the qualities that make someone responsible.
- 6. Each of you should create four columns on paper and label them, "Right there," "Think and search," "Author and you" and "On my own." You will be creating one question for each column.
- 7. **Break your group of four into two sets of partners.** Make sure you are far enough apart that you can't hear the other set of partners. Read the article and while you read, underline or highlight information that might help you create questions about the article.
- 8. When you are finished reading, create one question in each of the four columns.
- 9. Trade your QAR with the other set of partners from your group of four. They will answer your questions while you answer theirs. You can refer back to the article for help answering them.
- 10. When you are finished answering the other pair's questions, discuss your answers with them. How do your questions compare? Did the other set of partners answer your questions the way you thought they would?
- 11. **As a class**, discuss which of the four types of questions is the most difficult to create. Which is the most difficult to answer? Why?
- 12. Now, discuss the insights the article gave you about responsibility. Can you apply any of them to your life?
- 13. **Extension:** Practice QAR by reading another article that you find interesting. Create a set of questions for it and answer them.

Question, Answer, Relationships (QAR)

Teacher edition

Page 1

Time Requirement:

60 minutes

This lesson will guide students through the use of “Question, Answer Relationships” (QAR) — a strategy developed by Raphael and Pearson in 1985. The purpose of the QAR is to assist students in making connections between information in the text and information “in their heads.” For this activity, students will create four types of questions and learn that different questions require different actions and thinking.

Standards:


- ▶ Identifying facts/details
- ▶ Identifying main idea/essential message
- ▶ Analyzing and/or evaluating information
- ▶ Synthesizing information from a single source

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.


1. QAR: Put four columns on the board and label them “Right there,” “Think and search,” “Author and you” and “On my own.” Engage students in an analysis of the types of questions they are being asked to answer. Point out that the “Right there” and “Think and search” columns have them answering questions from the text. “Author and you” and “On my own” questions ask students to evaluate information in order to “figure out” an appropriate answer. Ask them to come up with a sample “generic” question for each of the four types.

“Right there” questions could be those beginning with “How many . . .” or “What did he do after . . .”

“Think and Search” questions could begin with “What does the problem involve?” or “What were the causes of . . .”



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“Author and you” questions are speculation questions like “What might be a solution to . . .” or “If he chooses to go another route, he might . . .”

And “On your own” questions ask students to apply information to their own experience. Questions might begin with “If you were . . .” Or “How could you . . .” Allow 5 minutes.

1–4. Guided practice and direct instruction: Read the article “Teens driven to distraction” aloud. Write the appropriate kind of question in each column. Have students answer the questions individually and in writing. Then, discuss their answers. Allow 15 minutes.

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Page 2

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60 minutes

5. Article selection: Make sure students choose shorter articles that they can read in 10-15 minutes.

6-8. Monitor: Help students make the transitions from groups of four to partners. Allow 20 minutes.

9-10. Guide transition and discussion: Allow 10 minutes.

11-12. Discuss: Allow 10 minutes.



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As seen in



September 27, 2007

Teens driven to distraction

Research probes link between young brains and risk-taking



By Joel Salcido for USA TODAY

Mom patrol: Vicki Newton, left, monitors the driving of daughter Aly, 15, while the high school sophomore has a learner's permit.

By Sharon Jayson
USA TODAY

Aly Newton doesn't know what she was thinking when she ran a stop sign last spring as a newbie behind the wheel.

"I just wasn't focused," says the 15-year-old high school sophomore from Austin. "Mom was like, 'Pull over,' and we switched."

Even though Aly will be eligible for a license in January, her mother, Vicki Newton, says it's not a foregone conclusion.

"I keep telling my daughter the day she turns 16 'is not just when I hand you the car keys.' It depends on her grades and the choices she makes," says Newton, 45.

Teens have been taught since elementary school about avoiding risky behaviors such as drinking, drugs and sex. So why, parents may wonder, do they so often slip up? One theory may be the teen brain.

New brain research on adolescents has shown that although teens may look like adults and try to act like them, the area of the brain that regulates emotions and impulses is still developing, and the systems aren't yet completely connected.

"Biology doesn't make teens rebellious or have purple hair or take drugs," says Jay Giedd, a neuroscientist at the National Institute of Mental Health (NIMH) and a leader in this emerging field. "It does not mean you're going to do drugs, but it gives you more of a chance to do that."

AS SEEN IN USA TODAY'S LIFE SECTION, SEPTEMBER 27, 2007

Such findings may explain the blank teenage expression that so often follows those "What were you thinking?" moments.

But it also should give parents – and society – pause as they struggle with the question of how much freedom and responsibility teens can handle. Are they children in adult-like bodies or very nearly adults?

It's not that simple, says Ronald Dahl, a professor of psychiatry, pediatrics and psychology at the University of Pittsburgh, where adolescent brain research has been particularly prolific. He says that even though adolescents can appear to reach adult levels of thinking, in some situations they are more vulnerable to impulsivity.

"If you take a kid who has lots of social support and self-discipline and is making good decisions, he is not necessarily going to go out and do crazy things," Dahl says. "But put him in an environment that activates strong feelings and thrills, and it gets more complicated."

Little hard data

Dahl and his colleagues are among growing numbers of experts in psychology, child development and neuroscience making headway in a field ripe for new discoveries. Harvard Medical School, the University of Michigan, Dartmouth, Iowa State, Temple and NIMH are among researchers that have seized on improved neuroimaging methods to better study the adolescent brain.

Researchers have found the prefrontal cortex, which regulates impulse and emotions, develops later than originally thought – well past age 18 and likely into the mid-20s.

Despite more work, Richard Lerner,

director of the Institute for Applied Research in Youth Development at Tufts University in Medford, Mass., says adolescent brain research is "still in its infancy."

That's why he believes it's too soon to say there's a cause-and-effect relationship between the findings and teen behavior.

"The knowledge we have is still way too premature to make those specific links," he says.



By Joel Salcido for USA TODAY

Rookie mistake?: Aly Newton, 15, ran a stop sign last spring shortly after getting a learner's permit.

Still, such findings held enough sway in 2005 that the Supreme Court declared unconstitutional executions for crimes committed as juveniles.

The majority opinion cited scientific research on a lack of maturity among adolescents and that they are statistically overrepresented in reckless behavior.

The most recent findings suggest there's much more to it. Giedd says the brain largely matures by integrating the more fundamental systems that matured earlier.

Earlier views were incomplete: "The newer thinking is the notion of more and

more of the brain involved in the decision-making," Giedd says. "We overlooked probably a more important part, which is this integrating and pulling together of all the brain parts."

Giedd says there is "surprisingly little hard science research on adolescents – tons of theory, ounces of data."

That is why the main objectives of the newer research is to go from assessing brain structure to assessing brain function to determine what influences brain connectivity and maturation.

New findings about brain integration are detailed in a yet-to-be-published study in the journal *Social Neuroscience*. Lerner and others studied responses from 408 Canadians ages 12-18 about their resistance to peer influence.

Parents have a role

The study found that when kids showed resistance to peer pressure, the prefrontal cortex thickened, and areas of the brain showed more connections. Lerner says this illustrates an association between brain function and structure and resistance to peer influence. The association was clearer among girls than boys, but there were no gender

AS SEEN IN USA TODAY'S LIFE SECTION, SEPTEMBER 27, 2007

differences in resistance to peer influence, he says.

"The issue is, which comes first," Lerner says. "Can we enhance connections by training on resistance to peer influence or can we find other ways to stimulate the brain to be more connected?"

In his book *The Good Teen*, to be published in November, Lerner says teens are not inherently difficult or disproportionately emotionally troubled.

"The problem is that parents are often not playing the role of parent," he says. "Often parents want to be the friend of their adolescents. Teenagers need adults to mentor them, coach them and guide them."

Donna Mello of Bayport, N.Y., the mother of three kids ages 11 to 18, says she believes some parents use brain development as an excuse for permissive parenting.

"Parents are making themselves feel better because they can't control the kids," she says.

Robert Epstein of San Diego, former editor of *Psychology Today* magazine, is more adamant. He blames teen behavior on society, which he says babies teens.

"There is no evidence whatsoever — none — to support the notion that a 'teen brain' ... is responsible for teen risk-taking," Epstein says. "The brain is changing all our lives. To simply say it's developmentally somewhat different doesn't explain the behavior or emotions that you see.

"Did the brain cause the behaviors, or

did society cause the brain that we see?"

Epstein's book *The Case Against Adolescence* argues for competency testing as a way teens can achieve adult rights.

"They should be allowed to join the adult world as soon as they can demonstrate readiness," he says. "We, the adults, set the standards and determine what's on the test."

He says no one under puberty should have such privileges, but Epstein advocates access to pornographic materials, signing contracts and drinking among the rights earned through a test.

Teens need opportunities

Dahl says new studies from Pittsburgh offer additional evidence about the relationship between puberty and behavior. He says teens are vulnerable for longer periods because puberty occurs at younger ages, and young people take longer to grow up. Also, teens' tendency toward staying up late and then sleeping in on the weekend leads to many teens being sleep-deprived, which Dahl says is "another thing that tips the balance in the wrong direction for emotional control."

Says Lerner: "In some senses, we have given adolescents too much latitude — letting them determine how they spend their social time, spending their discretionary funds, whether they participate in family activities. On the other hand, we haven't given adolescents opportunities to develop life skills."

Patrick Sheehy, 17, a high school senior from Vienna, Va., says teens 15

and 16 have "a lot of freedom and not enough responsibility."

"Then around 15, 16 or 17, we're expected to start acting like adults," he says. "It can be tough handling responsibility after a lifetime of having mom and dad doing everything for you. It can be a rather large culture shock."

Daniel Keating, director of Michigan's Center for Human Growth and Development, has studied adolescent risk-taking behavior for decades and recently has joined with neuroscientists.

His review of academic literature about teen driving, published in May in the *Journal of Safety Research*, found graduated driver licensing, which places additional restrictions on young people, is an effective way of improving safety for inexperienced drivers.

"Managing to stay on the task of safe driving, with one's best expertise intact, is a significant challenge for all drivers but is a particular risk for adolescents whose regulatory competence is still being developed," Keating writes.

Once teens drive independently without a parent in the car, the risk of crashes goes up, but Keating says the reason that happens isn't clear. "It could be emotional support, or it could be that the parent is attending to road hazards in a way the adolescent is not. The brain story is only a part of that story."

Vicki Newton agrees that more than the teen brain is at issue. "It's important for parents to be aware of this developmental phase, but the bigger issue is as a society, we need to re-evaluate our values. I think the nurturing we're doing falls short of their need.