

Program Components

- **Teacher Resource Guide**
- **Student Activity Books** with passages, questions, a reflection journal, graphic organizers, and practice test items
- **Overhead transparencies** with sample passages and questions
- **QAR Poster**

Teacher Resource Guide

- Concept lessons teach students the basics about QAR.
- Booster lessons reinforce and extend QAR by applying QAR to test taking and reading in all subject areas.
- At the end of the teacher guide, “Extending QAR in the Classroom” provides activities to help teachers apply QAR to different content areas.
- “Just Before the Test Tips” provides a process to follow with students before an important test.

Each lesson begins with student learning objectives and a classroom materials list.

Lessons help teachers set the purpose, model, and coach students. Then the lessons provide students with the opportunity to build independence and reflect on their learning.

CONCEPT LESSON 2

Text Structures and QAR: Think and Search

Objectives

- Identify a variety of text structures and their characteristics
- Apply QAR categories and use strategies for reading non-fiction text

Materials

- Overhead Transparencies 5–9
- Student Activity Book, pages 9–13
- Overhead projector pens
- Chart paper
- Highlighters
- Paper or cardstock

SET THE PURPOSE

Tell students that they will be learning more about the Think and Search QAR category and about strategies for reading non-fiction. Ask whether they think it would be easier to answer a Right There question or a Think and Search question, and why they think so. A Right There question is easier because the wording used in the question is generally found directly in the text. For a Think and Search question, the reader must draw on information from more than one part of the text.

Display Overhead Transparency 5, “Text Structures,” and have students turn to the corresponding page in their Student Activity Books (page 9). Together, discuss the six different text structures and the features or characteristics of each. Explain that authors of non-fiction text try to organize their writing in a way that will help them accomplish their purpose, and text structures are the tools they use. If students can identify the structure of a piece of text, they will get a better idea of what the author is trying to tell them. Identifying text structures will also help them distinguish important information from minor details, locate information they need to answer questions, and organize their answers. Add “Look for Familiar Text Structures” to the Strategy Wall along with the list of text structures from page 9.

Tell students that cue words in the text, such as those listed on page 9, can help them identify text structures. The



following list, from *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Markham: Pembroke Publishers, 2000), is more extensive, and could be displayed in your room.

- **Cause/Effect:** since, because, this led to, on account of, due to, may be due to, for this reason, consequently, then...so, therefore, thus
- **Compare/Contrast:** in like manner, likewise, similarly, the difference between, as opposed to, after all, however, and yet, but, nevertheless
- **Problem/Solution:** one reason for that, a solution, a problem
- **Sequence:** until, before, after, next, finally, lastly, first/last, then, on (date), at (time)

MODEL

Display Overhead Transparencies 6 and 7 (“Understanding Human Development: Differentiation and Birth”) and ask students to turn to pages 10 and 11 in the Student Activity Book. Model how to use your knowledge of text structures to help you get ready to read.

Think Aloud: The title is “Understanding Human Development: Differentiation and Birth.” I wonder what *differentiation* means. I see the word in bold letters in the first paragraph, so I can probably find an explanation there. I also notice that there are subtitles—First Trimester, Second Trimester, Third Trimester. I know trimesters are stages in pregnancy, so it looks like this text is organized in a sequence—it will tell me about the stages of pregnancy in order. Explanation and sequence are both on our text structures list.

Now that I have an idea what the author wants to tell me, I can start reading. [Read the first paragraph aloud. Ask if you were right about the text structure—explanation—and how students know.] The text explains that differentiation is a process where cells grow in different ways so they can perform different tasks, like the way some cells develop into a baby’s heart. [Write “explanation” beside this part of the text.] The paragraph also explains some other things, like the word I recognized before—trimester.

Ask,

What did you learn from listening to the first paragraph?



References *Student Activity Book*



Highlights teaching strategies for ESL/ELD students and students requiring extra help



References overhead transparencies



Highlights important information



Highlights opportunities for modelling strategies



Assessment opportunities

Bold faced type is text that you say aloud.

High-interest activities encourage students to work individually, in pairs, and in small groups.

Discussion activities promote strategic thinking.

How did it help you to think about the text structure in this paragraph?

Invite students to read the rest on their own, making notes on the page each time they recognize one of the six text structures and underlining any key words that link to a particular structure. When they finish, discuss their annotations.

Students may disagree about the structure for some parts of the text. What may be a simple list to one may be interpreted as a sequence or explanation by another. Rather than focusing on the “right” answer, it’s important that students articulate the reasons for their decisions.

ESL **Extra Support:** Allow students who have difficulty reading the text to read with a partner.

Display Overhead Transparency 8. Tell students that knowing about text structures is not only helpful when they read, but also when they write. Explain that you will ask a series of Think and Search questions to help them learn more about when to use each text structure.

After the students answer each question orally, ask what text structure they would use to write an answer, and whether there are any words in the question that give clues about which structure to choose. Before you move on to the next question, give students a few moments to draft an answer, and then ask volunteers to read their answers aloud so the rest of the class can identify the structure.

Use these questions to frame the discussion:

1. What are the three stages of the human gestation period? (*first, second, and third*)

trimester; answer structure could be simple list, sequence, or explanation; cue words include “three stages”

2. Why does the placenta move aside at 16 weeks? (*it is too small to surround the fetus; answer structure could be explanation, cause and effect, or problem and solution; cue word is “Why?”*)

3. Why do fetuses that are born prematurely have little chance of survival? (*organs are not fully developed; answer structure could be cause and effect or explanation; cue word is “Why?”*)

4. How does the length of the fetus change during the three trimesters? (*100 mm long in first trimester, 300 mm long in second, and 500 mm long in third; answer structure is sequence, simple list, or explanation; cue word is “How?”*)

5. What problems will the mother’s proper nutrition help to prevent? (*malnourishment of the fetus; permanent health problems for the mother; answer structure is problem and solution or cause and effect; cue words are “What problems?”*)

6. How might the ultrasound images of a 9- and 24-week-old fetus differ? (*at 9 weeks, limbs, eyes, and spine are visible; at 24 weeks, the skeleton, brain, head, limbs, most major organs, and sex characteristics are visible; answer structure is compare and contrast; cue word is “differ”*)

Key Point: Show students the difference between a complete and an incomplete answer and remind them that on some assignments or tests, a correct answer won’t be enough for full credit; to be complete, the answer may also need to include some supporting facts or a justification. Emphasize that students should be able to support and prove their conclusions from the text rather than simply guessing.

COACH

Have the students apply what they’ve learned about text structures as they answer the questions on page 12 of the *Student Activity Book*. Remind them to think carefully about which text structure to use as they frame their answers to questions 3 and 4. (Note: You may want to assign this as homework to be discussed during another class period.)

Display Overhead Transparency 9 and have students follow along on page 12 in their *Student Activity Book*. Review each question, answer, and QAR. Ask volunteers to identify the text structure and tell how they found the answer. Discuss the features of each question (wording) and answer (source, wording, content, format). (See *Assessment*.)

BUILD INDEPENDENCE

Ask students to think of two of their own short-answer Think and Search questions about “Understanding Human Development: Differentiation and Birth.” Have them write their questions on page 13 of the *Student Activity Book*, and then exchange books with a partner, write answers to the questions, and complete the rest of the page.

Give partners time to talk about and evaluate each other’s responses. Encourage them to ask the following questions in their evaluations:

- Was the answer complete?
- What text structure do you see in the answer?
- Did the writer provide support for the answer?

- Did your partner interpret your question correctly?
- Did your partner look for information in more than one section of the text?

When they finish, bring the students together to discuss what they noticed.

REFLECT

Ask students to summarize what they have learned about different text structures in the “QAR Reflections Journal” at the end of the *Student Activity Book*. Have them explain how they could apply what they have learned to the next test they take or to a current class assignment. How could they apply what they’ve learned to their own written work?

Assessment: Students’ answers to questions 3 and 4 on page 12 will give you an indication of their understanding of different text structures and their ability to use various structures in their writing. Ask them to identify the structure of each answer and to tell how the structure types are different. You can reinforce this approach by analyzing text structures when students read in other parts of the program.

Key points highlight important information about teaching concepts.

Ongoing assessment informs your instruction.

Overhead Transparencies

- Overheads provide teachers with opportunities to model how to use QAR with a variety of text.
- Passages have been specially chosen to illustrate each QAR category.
- Texts include fiction and non-fiction, including poetry and math text.
- Format encourages discussion for the whole class.

The Java Revolution

Do you use the Internet? Then you've probably used Java, a computer programming language that turns plain Web pages into powerful tools. Web pages had text and pictures before Java, but Java makes it possible to run powerful software inside a Web page. Java can turn Web pages into video games, chat rooms, or online banking terminals, even though the page is being opened on different types of computers or even on cellular phones. How can Web creators be sure their pages will work when most software can only run on the type of computer it's designed for?

Programming with Java
Gosling invented Java so that different machines could run the same software—but he didn't know it would revolutionize the way we buy a book, do our banking, and "chat" with friends. Java is a new-generation computer language that includes most of the best features of previous languages but fixes many of the problems that make software slow to write and buggy. Gosling's big innovation was to have the computer opening the Web page perform the hard processing of the software and customize it for that computer, which is the key to allowing Java programs to run on any kind of system. Java also includes important security measures that help ensure someone can't write Web pages that steal credit-card numbers or private documents from your computer.

Why did Gosling want the ultimate computer "translator" system? He wanted to create more friendly computer systems, ones non-experts could easily use.

QAR: _____

1. The main idea of this passage is

- A. James Gosling is a computer genius who got rich from inventing Java.
- B. Java is a friendly computer system that anyone can use.
- C. Java has changed the world of computing by enabling different computers to communicate quickly and easily.
- D. Java fixes many of the problems that made software slow to write and buggy.

QAR: _____

2. Java is a computer programming language that

- A. can be used to steal credit-card numbers.
- B. turns plain Web pages into powerful tools.
- C. makes the World Wide Web faster.
- D. can be used to create a "smart house."

QAR: _____

3. Explain how the Internet has changed the way in which humans communicate with each other.

QAR: _____

4. What do you predict a "smart house" of the future will be like?

QAR: _____

Student Activity Books

- Students practise using QAR with passages like those in textbooks and on tests.
- Students work with questions requiring multiple-choice answers and written responses.

- Activities allow students to work alone, with a partner, and in small groups.
- Includes "QAR Reflections Journal" for students to reflect on what they've learned and how they can apply QAR to many areas.

Right There
Directions: Write a short answer question about the text on page 1 for each pair of QAR. Write the answer for each question and tell why the question fits the QAR.

Question	Answer	Why this is a Right There QAR

Think and Search
Directions: Write a short answer question about the text on page 1 for each pair of QAR. Write the answer for each question and tell why the question fits the QAR.

Question	Answer	Why this is a Think and Search QAR

Author and Me
Directions: Write a short answer question about the text on page 1 for each pair of QAR. Write the answer for each question and tell why the question fits the QAR.

Question	Answer	Why this is an Author and Me QAR

Do My Own
Directions: Write a short answer question about the text on page 1 for each pair of QAR. Write the answer for each question and tell why the question fits the QAR.

Question	Answer	Why this is a Do My Own QAR

Partner's Name: _____

Directions: Answer each question, identify the QAR, and explain how you know what kind of QAR it is.

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Answer: _____

QAR: _____

How do you know? _____

-

Answer: _____

QAR: _____

How do you know? _____

Developmental Approach

Super QAR follows a developmental approach in which lessons and activities have been tailored to the needs of students at different grade levels. Lessons in the early grades introduce the basic QAR concepts. Lessons in the upper grades gradually expand upon these concepts. Different comprehension and test-taking strategies and skills are targeted at each grade level. These strategies and skills become more sophisticated as the program progresses through the grades.

Note: Students will most likely find some of the text selections in this program challenging to read. In testing situations students will encounter difficult texts and will need to gain meaning from those texts. QAR gives students strategies for coping with difficult text. If you have students who are reading below grade level, you may want to work with them while other students work independently.

Suggested Schedule

Implementing *Super QAR*

- It is recommended that teachers teach the concept and booster lessons early in the school year. This approach will enable teachers to extend QAR across the curriculum throughout the year.
- Make a point of incorporating QAR in at least one language arts or content-area lesson per week.
- Post the QAR Poster as well as other QAR charts created in class so that you and the students can continue to refer to these materials.

- Encourage students to use the language they have learned about QAR to explain their thinking.
- Just before an important test is to take place, review QAR by following the steps for test preparation. (See “Just Before the Test Tips,” page 94.)

In some cases, teachers may decide to use QAR primarily for preparing students for test taking. In this situation, the following abbreviated schedule may apply:

- Begin teaching the concept and booster lessons approximately two months before the test.
- Just before the test is to take place, review QAR by following the steps for test preparation. (See page 94.)

Depending on students’ familiarity with QAR and their ability to deal with various texts, some concept and booster lessons may take more than one day to teach. For students in the early primary grades, plan on spending no more than approximately 30 minutes on each concept lesson session. For children in upper grades, you may spend up to 45 minutes on concept lesson sessions. The booster lessons are likely to take one to two sessions for thorough coverage.

These lessons are designed in a flexible, rather than rigid, manner. You should feel free to think about potential ways to divide up each lesson in a way that would best suit the students in your class.