THE
QUESTION
ANSWER
RELATIONSHIP
QAR
Strategy for Comprehension and Test Taking
Introduction

"No comprehension activity has a longer or more pervasive tradition than asking students questions about their reading, whether this occurs before, during, or after reading (Duke & Pearson, 2002) Questioning has long been used by teachers as a way to guide and monitor student learning. "Research shows that teacher questioning strongly supports and advances students' learning from reading (Armbuster, Lehr, & Osborn, 2001)." Questioning is effective for improving comprehension because it gives the students a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known (Armbuster, Lehr, & Osborn, 2001). Research findings suggest that a student's understanding and recall can be readily shaped by the types of questions to which they become accustomed (Duke & Pearson, 2002) Therefore, if inferential understanding is desired, a student's question answering behavior can be shaped by the questions that require them to connect information in the text to their knowledge base. In the state of Florida, the FCAT Reading Test requires such inferential understanding of text.

Taffy Raphael spent time observing students and the strategies students employ while answering questions. She found that many students fell into one of two categories: (1) Those who relied only on their memory or prior knowledge to find answers or (2) those who relied only on the text. These observations revealed the importance of teaching students the relationships between questions and answers. As a result, Raphael (1986) developed an approach called QAR or Question-Answer-Relationships which teaches students how to distinguish questions with answers that are found "in the book" and questions with answers found "in my head." Raphael's (1986) research with QAR has proven that when students are taught to use the strategy their ability to answer questions correctly improves. Raphael also found that through QAR, students developed a language for talking about the strategies they use to answer questions.

Understanding how Question-Answer-Relationships work is crucial for learning. Many students are unaware of the different thinking levels questions may elicit (Buehl, 2001). Students often times take a literal approach to answering questions, searching for direct statements within the text that answer the question. Many times they feel betrayed and give up when they don't find an explicit answer. Other students rely solely on what they already know regardless of the text. For these students, answering questions becomes an exercise in common sense rather than a thoughtful consideration of new information encountered in print (Buehl, 2001). Question-Answer-Relationships help students to realize the need to consider information in the text and information from their own background knowledge (Raphael, 1986).

Raphael identified two categories of questions: those whose answers are supplied by the author (in-the-book QARs) and those that have answers that need to be developed based on the reader's ideas and experiences (in-my-head QARs). These two categories of questions also have two different types of questions.

**In-the-book questions** are classified as either Right There questions or Think and Search questions. The answer to Right There questions can be found in one sentence in the text. Students can point to these answers. The answers to Think and Search questions are pieced together using information from different parts of the text.
In-my-head questions are classified as either Author and You questions or On My Own questions. The answer to Author and You questions are not found in the text. Instead they require students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. On My Own questions can be answered without even reading the text. The answers to these questions rely solely on their own experiences.

<table>
<thead>
<tr>
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<th>In-My-Head Questions</th>
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<tbody>
<tr>
<td><strong>Right There Questions</strong></td>
<td><strong>Author and You Questions</strong></td>
</tr>
<tr>
<td>The answer is in the text. The words used to make up the question and words used to answer the question are found in the same sentence.</td>
<td>The answer is not in the story. You need to think about what you already know, what the author tells you, and how it fits together.</td>
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<table>
<thead>
<tr>
<th>Think and Search</th>
<th>On My Own</th>
</tr>
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<tbody>
<tr>
<td>The answer is in the selection, but you need to put together different pieces of information to find it. The answer comes from different places in the selection. The answer can be within a paragraph, across paragraphs, or even across chapters.</td>
<td>The answer is not in the text. To answer the question, readers need to think about how the text and what they already know fit together.</td>
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Question-Answer-Relationship & Comprehension Strategies

QAR is useful as a student tool in providing a basis for three comprehension strategies: locating information, determining text structures and how they convey information, and determining when an inference would be required.

It initially helps children understand that information from both texts and their knowledge base and experiences are important to consider when answering questions. It helps students search for key words and phrases to locate the appropriate information for answering questions.

Finally, QAR helps students recognize whether or not information is present in the text and, if not, that it is necessary to read “between or beyond the lines” to answer the question.

<table>
<thead>
<tr>
<th>Right There</th>
<th>Think and Search</th>
<th>On My Own</th>
<th>Author and Me</th>
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<tr>
<td>Reread</td>
<td>Reread</td>
<td>Think about what you already know</td>
<td>Reread</td>
</tr>
<tr>
<td>Scan</td>
<td>Skim</td>
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<tr>
<td>Look for Key Words</td>
<td>Think about “big” or main idea</td>
<td>Think about other texts that relate to this topic</td>
<td>Make inferences</td>
</tr>
<tr>
<td>Remember from the first reading</td>
<td>Look for important information</td>
<td>Clarify</td>
<td>Examine the author’s techniques</td>
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<tr>
<td></td>
<td></td>
<td>Make inferences about related details</td>
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<td></td>
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<td>Clarify</td>
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<td></td>
<td></td>
<td>Summarize</td>
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## QAR & the Reading Cycle

<table>
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<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
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<tr>
<td><strong>On My Own</strong></td>
<td><strong>Right There</strong></td>
<td><strong>Think and Search</strong></td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
</tr>
<tr>
<td>• Think about what you already know</td>
<td>• Reread</td>
<td>• Reread</td>
</tr>
<tr>
<td>• Make connections</td>
<td>• Scan</td>
<td>• Skim</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Author and Me</strong></td>
<td><strong>Think and Search</strong></td>
<td><strong>Author and Me</strong></td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
</tr>
<tr>
<td>• Previewing features</td>
<td>• Reread</td>
<td>• Reread</td>
</tr>
<tr>
<td>• Think about what I already know and what is in the text</td>
<td>• Skim</td>
<td>• Think about what I already know and what is in the text</td>
</tr>
<tr>
<td>• Make inferences</td>
<td>• Think about “big” or main idea</td>
<td>• Make inferences</td>
</tr>
<tr>
<td>• Examine the author’s techniques</td>
<td>• Look for important information</td>
<td>• Examine the author’s techniques</td>
</tr>
<tr>
<td>• Predict what will happen next</td>
<td>• Make inferences about related details</td>
<td>• Predict what will happen next</td>
</tr>
<tr>
<td></td>
<td>• Clarify</td>
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QAR Prompts

Right There: The words used to create the question and the answer are in the same sentence.
What did …
Who did …
How many …
What was …
Who are …
Define …
What does … mean
What kind …

Think and search – The answer is found in different parts of the story. Words to create the question and answer are not in the same sentence.
How do you …
What …
What happened to …
What happened before / after …
How many times …
What examples …
Where did …

On my own – The answer is not in the story. To answer the question, readers need to think about how the text and what they already know fit together.
Have you ever …
If you could …
If you were going to …
In your opinion …
Do you agree with ______ Why?
Do you know anyone who …
How do you feel about …

The Author and Me - The answer is not in the story. You need to think about what you already know, what the author tells you, and how it fits together.
I think that ... will happen next because...
I think that this story/text is mainly about...
The author's message/point of view is...
The theme of this story is...
The mood/tone of this story/poem is...
I think that the author makes/does not make a strong argument for... because...
The relationship in the story changes as/when...
Using QAR with given questions

Following the text below are some questions that students might answer after reading the text. After reading the text, work with a partner to decide the question-answer relationship for each question, tell why it fits that category.

Tom has lived in Marysville his entire life. However, tomorrow, Tom and his family would be moving 200 miles away to Grand Rapids. Tom hated the idea of having to move. He would be leaving behind his best friend, Ron, the baseball team he had played on for the last two years, and the big swing in his backyard where he liked to sit and think. And to make matters worse, he was moving on his birthday! Tom would be thirteen tomorrow. He was going to be a teenager! He wanted to spend the day with his friends, not watching his house being packed up and put on a truck. He thought that moving was a horrible way to spend his birthday. What about a party? What about spending the day with his friends? What about what he wanted? That was just the problem. No one ever asked Tom what he wanted.

1. How long has Tom lived in Marysville?

2. What is the name of the town where Tom and his family are moving?

3. What might Tom do to make moving to a new town easier for him?

4. Does Tom like playing on the baseball team he has played on for the last two years?

5. In what ways can moving to a new house and to a new city be exciting?

6. What is Tom’s best friend’s name?
Using QAR to Create Questions
QAR Practice – Given Questions

With a partner use the following Question-Answer Relationships worksheet to create questions for before, during and after reading that fits each of the four QAR categories. Use any interesting article.

Directions: Think of some questions that could be answered from reading the text. Write at least one question under each QAR heading.

<table>
<thead>
<tr>
<th>In the Book - Right There 📚</th>
<th>In My Head - On My Own 🌍</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Book - Think and Search 📚</td>
<td>🌍 In My Head - Author and Me 🌍</td>
</tr>
</tbody>
</table>

After each question write the answer in parenthesis.
Exit Slip
Understanding and Applying QAR

Directions: Answer each question as thoroughly as you can.
1. What is QAR?

2. How do you use QAR?

3. When do you use QAR?

4. Why do you use QAR?
QAR Practice – Creating Questions

Directions: Create questions for the following situation. After writing the questions for each situation, identify the QAR for each.

Situation: You are going to be in a book discussion group. Identify a book that many people in the class have read this year and then write two questions that will make for a good group discussion.

Book: _______________________________________________________

Question 1:

QAR:________________________________________________________

Question 2:

QAR:________________________________________________________
Many poems have been written about the ocean. “The Sea” and “Long Trip” show two different ways poets use images to share their views and feelings about the ocean. Read the poems and answer the questions that follow.

The Sea
The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day,
With his clashing teeth and shaggy jaws
5 Hour upon hour he gnaws
The rumbling, tumbling stones,
And ‘Bones, bones, bones, bones!’
The giant sea-dog moans,
Licking his greasy paws.

10 And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and sniffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

15 But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
20 So quiet, so quiet, he scarcely snores.

—James Reeves

Long Trip
The sea is a wilderness of waves,
A desert of water.
We dip and dive,
Rise and roll,
5 Hide and are hidden
On the sea.
Day, night,
Night, day,
The sea is a desert of waves,
10 A wilderness of water.

—Langston Hughes

1. In lines 1–4 of “The Sea,” what is the poet describing with the image of the hungry dog rolling on the beach all day?
   A. waves carrying large stones
   B. waves coming in to the shore
   C. a boat floating in the ocean
   D. an animal running by the water

   QAR ____________________________________

   Strategy __________________________________

2. What do lines 10–14 of “The Sea” mostly describe?
   A. a wild and fierce sea at night
   B. a boat in danger on the ocean
   C. a person trying to climb a hill
   D. a lost and wet dog running home

   QAR ____________________________________

   Strategy __________________________________


   But on quiet days in May or June,
   When even the grasses on the dune
   Play no more their reedy tune,

   What does the description suggest?
   A. The day is calm.
   B. The grass is dying.
   C. The dune is hidden.
   D. The summer is over.

   QAR ____________________________________

   Strategy __________________________________

4. How are the first two lines of “The Sea” like the first two lines of “Long Trip”?
   A. The lines create a sense of peace.
   B. The lines rhyme with one another.
   C. The lines compare the sea to something else.
   D. The lines present an image of the sea’s beauty

   QAR ____________________________________

   Strategy __________________________________
Invisible Inks
by Paul B. Janeczko

1 Just like many other code and cipher techniques and systems, the use of invisible inks can be traced to ancient times. There are records that the Greeks and the Romans used invisible inks that they extracted from plants and nuts. For example, Pliny the Elder, a Roman naturalist, used the “milk” of the thithymallus plant as an invisible ink. Since then, of course, invisible inks have become more sophisticated, even though they are not nearly as popular as they were during the Middle Ages and the Renaissance. Nevertheless, they have played a part in times of war.

2 There are two kinds of invisible inks. Some chemicals can be used as invisible inks, but they can be dangerous to use. These chemicals become invisible when they dry. Then they are “developed” with another chemical. This developing chemical is called a reagent, and could be something like iodine vapor or ammonia fumes. The other kind of invisible ink is organic, something easily obtained in nature. Believe it or not, onion juice and vinegar both make good invisible inks. These organic inks are developed by heat.

3 Before you start concocting your invisible inks, you need to realize that it may take a bit of experimenting before you get the ink so it works just right for you. So be patient as you work.

4 First of all, you will need some equipment. To write with your ink, you can use a quill (made by cutting the tip off of a feather), toothpicks, or a small brush, the kind you use for model painting or watercolors. While it takes some practice to write with a paintbrush, it does make a good “pen” for invisible ink because it will not leave indentations in the paper, a sure giveaway of your invisible secret. You might want to gather a few small jars to keep your ink in. Baby food jars or 35mm film canisters work well. As far as paper is concerned, you will want a fibrous paper, like school composition paper, rather than glossy paper that won’t absorb the ink. All of this equipment can be stored in your field kit.

5 Once you have your equipment, you can start working on your inks. Here are a few liquids that make good invisible inks.
   apple juice
   citrus juice (lemon, orange)
   onion juice (it may take a few tears to mash enough onion to get some ink, but it works well)
   vinegar
   sugar or honey

1 fibrous paper — a soft, non-shiny paper
As I said, you will need to experiment, particularly with the inks that require you to dissolve something in water. The juice inks may need to be diluted a bit if you can see their color on the paper.

There are other invisible inks. Cola drinks (not diet drinks because it is the sugar that makes the ink work) make good invisible inks if you can dilute them so the brown color doesn’t show when you write your message. You can also use a styptic pencil, a sort of crayon that people dab on their skin to cover small nicks they get when they shave. Your mom or dad might have one that you can use.

When you write your message with one of these inks, it will become invisible when it dries. To develop the ink, you need to put some direct heat on the message. You can use a hair dryer, a small heater, an iron on a low setting, or a light bulb, about 150 watts or so. Be careful when you use heat to develop your message. You can get burned by any of these heat sources. If you use a light bulb or a heater, keep your message five or six inches away from the heat. Just give the heat time to work. If you iron your message, check constantly to make sure it isn’t getting too hot.

Here are a couple of other invisible ink tricks:
1. You can use milk as an invisible ink. Instead of developing it with heat, rub some ashes across it and the message will appear.
2. Have you ever noticed that when you press down very hard when you are writing with a pencil or pen, you leave indentations in the next sheet of paper? Well, that could be a sort of invisible message, although I would send the sheet that is two or three sheets beneath the one you wrote on. The indentations won’t be as obvious. To “develop” such a message, rub the side of a pencil point across the message. You can also shine a light on the paper—slant the light and you should be able to see the message.
3. A message written with starch will be invisible in daylight or electric light, but will become visible when placed under fluorescent light or ultraviolet light. Although fluorescent lights are common, you might need to see if a science teacher can help you find an ultraviolet light at school.

Once you have created your invisible inks, use them in a way that works best for you. One of the drawbacks of invisible ink is that you cannot send a lot of information because you need to find a way to hide all that information. In other words, if you are writing two pages of spy intelligence, you cannot simply send two blank pages. That will immediately draw close examination should it fall into unfriendly hands. Some spies wrote their invisible ink messages between the lines of a real letter. Others wrote the secret messages on the other side of the real letter. You could also put a dot of invisible ink over each letter in a newspaper article that, when taken in order, will spell out your message.
1. According to paragraph 2, which of the following is a reagent?
   A. cola drinks
   B. onion juice
   C. baking soda
   D. iodine vapor

QAR _____________________

Strategies used ____________________________

2. According to paragraph 2, what is the main advantage of using natural products to make invisible ink?
   A. Natural products may be safer than chemicals.
   B. Natural products are easier to mix than chemicals.
   C. Natural products dry more quickly than chemicals.
   D. Natural products print more clearly than chemicals.

QAR _____________________

Strategies used ____________________________

3. According to paragraph 2, what is the main advantage of using natural products to make invisible ink?
   A. Natural products may be safer than chemicals.
   B. Natural products are easier to mix than chemicals.
   C. Natural products dry more quickly than chemicals.
   D. Natural products print more clearly than chemicals

QAR _____________________

Strategies used ____________________________

5. Based on paragraph 10, why should a message writer avoid sending blank pages that contain an invisible message?
   A. The blank pages will not heat well.
   B. The blank pages will seem suspicious.
   C. The blank pages will not show the ink.
   D. The blank pages will be harder to read.

QAR _____________________

Strategies used ____________________________
In Langston Hughes’s poem “Aunt Sue’s Stories,” Aunt Sue tells a child about his ancestors.
Read the poem and answer the questions that follow.

Aunt Sue’s Stories

Aunt Sue has a head full of stories.
Aunt Sue has a whole heart full of stories.
Summer nights on the front porch
Aunt Sue cuddles a brown-faced child to her bosom
And tells him stories.

Black slaves
Working in the hot sun,
And black slaves
Walking in the dewy night,
And black slaves
Singing sorrow songs on the banks of a mighty river
Mingle themselves softly
In the flow of old Aunt Sue’s voice,
Mingle themselves softly
In the dark shadows that cross and recross
Aunt Sue’s stories.

And the dark-faced child, listening,
Knows that Aunt Sue’s stories are real stories.
He knows that Aunt Sue never got her stories
Out of any book at all,
But that they came
Right out of her own life.

The dark-faced child is quiet
Of a summer night
Listening to Aunt Sue’s stories.
—Langston Hughes

From THE COLLECTED POEMS OF LANGSTON HUGHES by Langston Hughes, copyright © 1994 by The Estate of Langston Hughes. Used by permission of Alfred A. Knopf, a division of Random House, Inc.
1. In the poem, what is the setting for Aunt Sue’s storytelling?
   A. along the river in the damp night
   B. in the room where she keeps books
   C. outside the house in the hot sun
   D. on her front porch in the evening

   QAR ________________________

   Strategy used __________________________

2. What can the reader learn about Aunt Sue from lines 1 and 2?
   A. She is emotionally connected to her stories.
   B. She remembers what she reads.
   C. She has a great imagination.
   D. She tells stories to make people feel good.

   QAR _______________________________

   Strategy used ______________________________

3. What do lines 21 and 22 suggest about Aunt Sue’s past?
   A. She may have been a slave.
   B. She never learned to read.
   C. She had a happy childhood.
   D. She has always made up stories.

   QAR ____________________________________

   Strategy used ___________________________________

4. Which word from the poem best shows Aunt Sue’s affection for the child?
   A. “Listening”
   B. “softly”
   C. “Singing”
   D. “cuddles”

   QAR _________________________________________

   Strategy used __________________________________
QAR Practice – MCAS #4 Nonfiction/Interview

The Arctic has some of the most dangerous weather conditions in the world. In this interview with National Geographic News, explorer Benedict Allen describes his attempt to cross the Bering Strait with only a dogsled team. Read the interview “Ice Dogs Explorer on Siberia-to-U.S. Dogsled Attempt,” and answer the questions that follow.

Ice Dogs Explorer on Siberia-to-U.S. Dogsled Attempt

by Brian Handwerk for National Geographic Ultimate Explorer November 7, 2003

National Geographic News recently spoke with Allen about his Arctic odyssey as he warmed up in Washington, D.C.

Excerpts:

1 National Geographic News (NGN): You have a long background in exploration, but this was something new. What drew you to the Arctic?

2 Benedict Allen: My technique is to live with local people and learn their skills, because the places others see as exotic or scary they see as home. In the Gobi, I learned to travel with camels and had an extraordinary amount of freedom in a place which should have perhaps killed me. I thought, ‘Can I carry it further? Can I go to perhaps the most extreme place, the Arctic, and survive there with the help of dogs?’

3 NGN: You spent months living and traveling with local Chukchi people in Siberia who taught you about handling a dog team and surviving the Arctic. What was life like among people who herd reindeer and hunt walrus and seals?

4 Allen: I was trying to hone in immediately on their ability with dogs, but I was also struck with how they seemed to read the landscape so easily. It can be terribly disorienting in a blizzard that’s come from nowhere. Yet the local people had grown up in this place where the line between life and death is so fine. They knew when bad winds were coming and so on. That’s what struck me first.

5 But perhaps above all I was struck by their ability to deal mentally with harsh conditions. They were always making jokes. There is a danger when you’re stuck in a blizzard, when you don’t know where you are and it’s minus 40° Fahrenheit, . . . that you can sort of turn in on yourself. You can begin feeling sorry for yourself, and you just want to go to sleep and forget the numbing cold. The Chukchi were always getting me to jump about and have a good laugh. They made me keep moving, keep thinking and be positive. For example, they once started lighting distress flares during a blizzard, and I was thinking, ‘My God, I’m trusting them as guides and they are firing flares where we have no hope of being rescued.’ But it was all about having fun, just a bit of fireworks to keep things light.
NGN: Did they think you were a bit crazy?

Allen: They did, especially because I was such a total beginner. They couldn’t understand why I was aiming to be out there in the Bering Strait alone. They don’t go on expeditions alone, and they couldn’t see the point of it. They were also doubtful that I’d gain enough skills over two or three months to cope alone for even a day. Maybe they’re right [that the trip was crazy.] Lots of people in our culture can’t see the ‘why’ either. In the end, only certain sorts of people feel that they want to push themselves to the limit.

NGN: What did you first think of the dogs?

Allen: I knew I’d have to prove myself to the Chukchis, but I found that the dogs were not going to obey me until I’d earned their respect. I hadn’t expected that, and it was quite startling. You don’t have to prove yourself to a pet dog, but these dogs are tough creatures—they knew the rules of the Arctic. It was humbling to see how adept they were out there. Top Dog, the lead dog, really ignored me for six weeks. He ran, but didn’t heed my commands to turn right or left.

NGN: The dogs’ owner was delayed in a blizzard. So you never learned the dogs’ names or the team’s unique commands. How did you get them to work with you?

Allen: Yasha and Tolia, the Chukchis who were with me, helped enormously. I knew little except that the front dogs were probably the top dogs and that the key was probably finding the alpha male and getting his respect. That meant going out to the tundra, getting to know the dogs, and getting them to see me as important in their lives. For example, when I fed them I was talking to them all the time, reminding them I was the provider. I’d walk up and down the lines of the dogs making them get out of my way to show that I was the boss. It’s simply to do with a sense of who’s in charge.

The Arctic is a terribly tough and dangerous environment. Their respect is all to do with whether they feel safe in your hands. They knew the landscape. They could smell things that I couldn’t like bears and open water. Gradually, I did get them on my side, and they would override their fears and trust me.

The greatest feeling was the dogs allowing me to have the kind of freedom, in that environment, that I’d had in the desert with camels. My biggest fear was that one day I was going to be alone, and they might desert me out there when the chance came. It sounds a bit anthropomorphic, but you’re aware of these dogs assessing you all the time—especially the lead dog who wanted to know what I was doing with his pack.

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2 *alpha* — the lead dog

3 *anthropomorphic* — regarding animals, inanimate objects, or natural phenomena as having humanlike qualities

Brian Handwerk/National Geographic Society Image Collection.
At your expedition, those fears were nearly realized. While scouting a route forward through the jumbled ice pack, you lost the team and spent a dangerous night out alone on the ice not knowing if you’d ever find them again. How did that experience change your journey?

Allen: I remember turning on the camera and giving sort of an update, but thinking to myself: ‘This could be a death sentence.’ I needed my dogs.

No one in the world knew where I was, and it was reinforced to me how dependent we were upon each other. When I found them [still] waiting for me the next morning, I knew that they would go to the end of the world for me—and that feeling was the most important achievement. More important than any specific feat was the trust of these individuals who allowed me to see this place as a sort of home.

I thought that these dogs deserved to get back to their home. In the end, I was responsible for their lives, and I was absolutely determined that I would come back with these ten characters. More or less right then I decided to turn around with them and go back.

NGN: Your experience might have been quite different if you’d crossed successfully with no such incident.

Allen: I wondered about that afterwards. I thought, ‘What would I have come away with if I’d crossed without that happening?’ A personal satisfaction, but it might have been a rather empty reward for a long journey.

One way or another, each dog in his own way played a part, and I just thought, ‘This is such a treasure, this team.’ You got to know their strengths and weaknesses and you had the feeling that they knew yours as well. Saying goodbye to those ten characters was absolutely devastating.

1. In paragraph 4, which of the following best explains what the phrase “to read the landscape” means?
   A. to recognize different seasons
   B. to ask about the wilderness
   C. to wonder about the terrain
   D. to understand the environment

   QAR

   Strategy
2. Based on the interview, how did Allen prepare himself for his Arctic exploration?
   A. by experiencing how natives survive  
   B. by talking with other explorers  
   C. by visiting areas with similar climates  
   D. by gathering information from books

   QAR _________________________________
   Strategy ______________________________

3. Based on the interview, which of the following **best** explains why the sled dogs were essential to Allen’s survival?
   A. The dogs would protect Allen from predators.  
   B. The dogs were knowledgeable and swift in the Arctic.  
   C. Allen knew the dogs would keep him warm on cold nights.  
   D. Allen knew they would provide comfort for his loneliness.

4. What does Allen’s calling the dogs “characters” in paragraph 17 show about his relationship with them?
   A. Allen liked that the dogs were always playful.  
   B. Allen believed that the dogs were ill-trained.  
   C. Allen thought he was superior to the dogs.  
   D. Allen viewed the dogs as distinct personalities.

   QAR _______________________________
   Strategy ______________________________

5. Based on the interview, why does Allen feel he succeeded even though he failed?
   A. Allen felt rewarded through his relationship with the dogs.  
   B. Allen made better progress than any other explorer.  
   C. Allen learned how to read the terrain while crossing the Arctic.  
   D. Allen learned how to overcome the danger of extremely cold weather.

   QAR _______________________________
   Strategy ______________________________
5. Based on the interview, which of the following best explains why Allen explored remote areas of the world?
   A. to experience new challenges
   B. to get his name in the paper
   C. to study native animals
   D. to sell his stories and make money

QAR ____________________________
Strategy ____________________________

6. How does the question-and-answer style of the interview benefit the reader?
   A. The writer can interpret how Allen feels.
   B. The reader gets information in Allen’s own words.
   C. The reader anticipates how Allen will answer.
   D. The writer can explain Allen’s ideas to the reader.

QAR ____________________________
Strategy ____________________________

7. The word *devastating* is derived from the Latin *devastare*, meaning “to lay waste.” Which of the following most nearly means the same as the word *devastating* as it is used in paragraph 20?
   A. unemotional
   B. awesome
   C. overwhelming
   D. awkward

QAR ____________________________
Strategy ____________________________
In A Dog Year, Jon Katz writes about the strong bond that develops between him and his two yellow Labrador retrievers, Julius and Stanley. Read the excerpt and answer the questions that follow.

from A Dog Year
by Jon Katz

1. We hardly had a bad moment, the three of us, so neatly did we fit together, interlocking pieces of the puzzle that is the varied partnership between humans and dogs.

2. Julius and Stanley embodied the noblest characteristics of their proud breed. They were handsome, loyal, utterly dependable, and affectionate. Julius came first. My daughter was young, and while there are different viewpoints about this, I personally don’t believe there’s a more rewarding moment for a parent than handing a happy, squirming, doe-eyed Lab puppy over to a small kid. I carry the look on her face in my memory, and while there are times when I can’t remember what day of the week it is, I can always recall the wonder and joy in her eyes as if it had just happened.

3. Although I bought the dog with my daughter in mind, she was soon playing computer games and collecting garish-looking dolls, and I was out in the chill winter mornings cheering and exulting when a puzzled but earnest puppy took a dump outside.

4. Julius became mine, of course, the two of us bonding as if by Krazy Glue.

5. A year later, the breeder called and invited me to take a ride with my daughter to see the new litter. I was just looking, I assured my muttering and incredulous wife, Paula, who’d dragged Julius’s old plastic dog crate out of the basement, ready to house its new resident, before I’d left the driveway.

6. My daughter and I returned with tiny, heart-melting Stanley. Julius was initially dubious about this new pest he had to contend with, but within a couple of days the two Labs loved each other as much as I loved them both, and they loved me and my family and, well, everybody who passed by.

7. It was a happy relationship from the first, and it only grew better, more comfortable. Both dogs were housebroken within days, settling happily into hours of rawhide-chewing.

8. Our lifestyles, as they say, meshed perfectly. Neither dog had much interest in running around.

9. Their great genius was doing nothing in particular with great style and dedication. Both disdained traditional canine tasks such as pursuing squirrels or rabbits, digging, or destroying property. Their chosen work was to reflect on the state of the world, lick neighborhood kids, and accompany me through midlife.
In the morning, neither dog moved a muscle until I did; then both slithered into bed for a family cuddle. After I was up and dressed, they sat quietly and attentively beneath the kitchen table, staring hypnotically at their food bowls, as if the power of their gazes would conjure up something tasty.

After breakfast, the early walk through our pleasant suburban neighborhood was leisurely, Julius and Stanley forensically sniffing along behind. Certain shrubs and rocks were always carefully inspected, each at a quite deliberate pace, the only area in which they would not compromise. Nothing could rush them; they’d go over every millimeter of a sapling’s bark, undistractedly, until satisfied. A rabbit could hop right by—and sometimes did—without interrupting them.

For a half hour or so, the dogs proceeded at such stately paces and behaved so dependably that I was free to think about the coming day, what I wanted to write, how I wanted to write it. Our walks were tranquil, interrupted only by a stream of friends and admirers, from dog buddies to school-bus drivers.

Despite their historic roles as hunting dogs, however, they disdained rain and snow, and in inclement weather mastered a convenient hundred-yard dash to the nearest tree, then turned and hustled back inside.

Then it was time for work. I prepared a sandwich for each, taking two big rawhide chews and slathering a layer of peanut butter in between. Julius and Stanley carried the concoctions to the backyard and settled in for a deliberate gnaw, after which they were spent, and needed to refresh themselves with a long rest.

If the weather was fine, the dogs would spend much of the morning dozing in the yard. They might rouse themselves to bark at a passing dog. Mostly not.

On unpleasant days, they came into my study and offered themselves as footrests, both tucked underneath my desk, one on my left, one on my right.

I never had to provide much in the way of instruction. These guys knew how to relax. When the computer chimed as it booted up (I am an unswerving Macintosh man), the dogs dropped to the floor as if they’d been shot. They didn’t move until they heard the monitor thunk off, at which point they’d rise (cautiously), ready for another stroll.

After a year or so, Julius and Stanley had achieved a Labrador state of grace, the ability to become an organic part of your life rather than an intrusion into it.

For a writer, having two such quiet and patient companions is a godsend. They warded off loneliness. They also kept me from a purely sedentary existence. After lunch, we’d rack up another mile or two at our usual unhurried pace.

Through the day, I supplied rawhide chews, pigs’ ears, indeterminable and smelly dried bull parts, and a rain of treats and biscuits. It was ridiculously indulgent, of course, but I could not do enough for these boys, nor they for me. I tried to repay...
them for their love and unflagging loyalty, even though that was unnecessary and impossible.

21 They had their idiosyncracies. Julius was so unconcerned about wildlife (the sort his brethren traditionally retrieved) that he’d been known to nap inches from a rabbit’s nest in the garden. And when Stanley wanted to chase a ball—which was much of the time—he would nip me in the butt to get me moving.

22 Once in a great while somebody would strew the garbage around the house, in the centuries-old tradition of Labs in Newfoundland who worked with fishermen, loved the cold, wet outdoors, and had to forage for food; they got to be pretty flexible about what they’d put in their stomachs. If I left them alone in the house, they collected odd articles of clothing—my wife’s fuzzy bedroom slippers were a favorite—and slept with them.

23 It had been years since either dog had been on a leash or given me reason, despite the technicalities of local leash laws, to use one. Every kid in the neighborhood knew them and waved at them from bikes and car windows, through soccer-field fences. For many, they provided the first introduction to dogs, and they set a high standard. Over the years, many people told me that Julius or Stanley had inspired them to go out and get a dog.

24 When night fell, so did the Labs, settling on their cedar beds for a final rawhide snack, and descending into a deep, unmoving sleep.

25 After some years—Stanley was seven and Julius eight—we moved almost like a school of fish, the three of us veering in one direction, then another. We turned corners at the same time, sat in various parks and yards sharing lunch.

26 All the one ever asked was to live, play, and work alongside me. All the other one wanted besides that was the chance to swim in ponds once in a while and chase a ball a few times a day. They got what they wanted. So did I.

1. Based on paragraphs 3 and 4, what caused the author to bond with Julius?
   A. He bought his daughter another dog.
   B. His daughter was unhappy with Julius.
   C. He became the main caregiver to Julius.
   D. He had more experience with dogs than his wife did.

   QAR ______________________________

   Strategy ______________________________

2. In paragraph 5, what does Paula imply by taking the old dog crate from the basement?
   A. The author will argue with her about the dog.
   B. The author will be unhappy with the new puppy.
   C. The author will not be able to handle two dogs.
   D. The author will not be able to resist buying a new puppy.

   QAR ______________________________

   Strategy ______________________________

3. What do paragraphs 19 and 20 mainly describe?
   A. what a writer’s life is like
   B. what the dogs ate for snacks
   C. how different the dogs’ personalities were
   D. how the author benefited from the relationship

   QAR ______________________________

   Strategy ______________________________

4. Paragraphs 21 and 22 describe the dogs’ “idiosyncrasies.” Which of the following best defines an idiosyncrasy?
   A. a household chore
   B. a dangerous activity
   C. a physical trait of a dog breed
   D. a peculiar behavioral characteristic

   QAR ______________________________

   Strategy ______________________________
5. According to paragraph 22, why would the dogs get into the garbage?
   A. They were poorly trained.
   B. They were left alone too often.
   C. They were responding to instinct.
   D. They were not given enough food.

QAR _______________________________

Strategy ______________________________

6. According to the excerpt, what reputation did Julius and Stanley have in the author’s neighborhood?
   A. They were considered nuisances.
   B. They were considered too inactive.
   C. They were considered to be ideal dogs.
   D. They were considered to be good guard dogs.

QAR _______________________________

Strategy ______________________________

7. Read the sentence from paragraph 25 in the box below.

   After some years—Stanley was seven and Julius eight—we moved almost like a school of fish, the three of us veering in one direction, then another.

What does the simile “like a school of fish” reveal about the author and his dogs?
   A. They had learned to vary their walks.
   B. They had become bored with each other.
   C. They had become easily distracted by things.
   D. They had developed an unspoken connection.

QAR _______________________________

Strategy ______________________________
8. In paragraph 11, what does the term *forensically* suggest about how the dogs were sniffing?
   A. The dogs sniffed excitedly.
   B. The dogs sniffed thoroughly.
   C. The dogs sniffed very quickly.
   D. The dogs sniffed half-heartedly.

   QAR ______________________________

   Strategy ______________________________

Question 9 is an open-response question.
• Read the question carefully.
• Explain your answer.
• Add supporting details.
• Double-check your work.
Write your answer to question 9 in the space provided in your Student Answer Booklet.

9. Describe how the author characterizes Julius and Stanley in the excerpt. Support your answer with relevant and specific information from the excerpt.

   QAR ______________________________

   Strategy ______________________________

   *Write your response.*
QAR

IN THE BOOK

Right There
The answer is in one place in the text.
  reread
  scan
  look for key words

Think and Search
The answer is in several places in the text.
  skim or reread
  look for important information
  make inferences
  summarize

IN MY HEAD

Author and You
The answer is not in the text. Think about how what you know and what is in the text fit together.
  reread
  think about what you already know
  and what the author says
  predict

On My Own
The answer is not in the text.
  think about what you already know
  think about what you’ve read before
  make connections
Resources
For more informative links on prediction strategies see the following:

QAR Handout -

Lesson Plan: Guiding Comprehension: Self-Questioning Using Question Answer Relationships
http://www.readwritethink.org/lessons/lesson_view.asp?id=227

Lesson Plan: Using QARs to Develop Comprehension and Reflective Reading Habits
Lesson Plan: Applying Question-Answer Relationships to Pictures
http://www.readwritethink.org/lessons/lesson_view.asp?id=370

Reading Quest QAR Information
http://curry.edschool.virginia.edu/go/readquest=strat/qar.html

The Winter, 2005 edition of the Project CRISS newsletter has additional information on Question-Answer-Relationships

References


