Abstract

Question Answer Relationships (QAR) can be taught effectively to students in the primary grades for the purpose of laying a strong foundation for reading comprehension. In this action research study, a kindergarten, first, and second grade teacher, along with a special education teacher, implemented the QAR strategy in their classrooms over a four week period. The teachers were trained in the strategy prior to implementing it in their classrooms. They were shown engaging methods of implementing the QAR with young students. Support was then provided to them throughout the entire implementation period. The results indicate that the QAR strategy, if implemented effectively, can increase comprehension of young students and provide a strong foundation for reading comprehension.

Key words: Question Answer Relationships (QAR), action research, kindergarten, first, and second grades, reading comprehension.