

Language Arts 9

Reading/Literature

This section of your notebook will contain handouts and assignments related to Reading & Literature:

- QAR
- SOAPSTone
- Close Reading & Annotation
 - Genre
- Literary Concepts
 - Poetry
 - Fiction
- Book Reviews
 - Drama
 - Epic Poetry
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- Informational Text
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- Independent Reading

Question Answer Relationships (QAR)

Question-Answer Relationships, or QAR, is a reading comprehension strategy developed to "clarify how students approach the tasks of reading texts and answering questions" (Raphael 1986). It encourages students to be active, strategic readers.

- **In the Text:** Answers to these questions can be found by looking directly in the text.
 - **Right There:** Who is the main character?
 - **Think and Search:** How did the character return home?
- **In My Head:** These questions require you to synthesize what you already know with what is in the text.
 - **Author and Me:** Would you have made the same choice the character made?
 - **On My Own:** Do you know what it's like to feel jealousy?

Right There	Think and Search	Author and Me	On My Own
The answer is in one sentence of the text; the question and answer usually have the same wording. Answers usually are one-word or short-phrase responses. There is usually only one right answer to Right There questions.	The answer is found by searching several parts of the text and requires higher-level thinking: comparing, inferring, drawing conclusions when the answer is not directly stated, describing tone, etc. The question and answer have different wordings. Answers are usually short answers.	The answer to the question comes from both clues in the text and students' prior knowledge. Students must synthesize the text with what they already know to fully understand and answer the question. Complete responses require explanation.	The answer comes entirely from students' prior knowledge. These questions require inferential and evaluative thinking. Answers do not require information from the text but do require that students make some type of judgment about or relate to the topic of the text. Answers require students to reflect, explain, share an experience, or tell a story.
Who is....? Where was...? What is...? When did...? How many...?	For what reason...? How did...? Why was...? What caused...? What are the most important...?	Would you...? <i>Why?</i> Which character...? <i>How do you know?</i> Did you agree...? <i>Why?</i> What did you think of...? <i>Why?</i>	What do you think...? Have you ever...? Would you ever...? Have you felt...? When have you...?

SOAPSTone: A Strategy for Text Analysis

- Who is the **S**peaker?
 - The “persona” that tells the story: Who is saying this? What do you know about this character?
- What is the **O**ccasion?
 - The time and the place of the piece; the context that prompted the writing: What caused the writer to write this? Why was it important enough to merit writing about? (“It was assignment for school.” Maybe true, but the occasion is the reason you chose to approach the assignment as you did.) A writer may want to address the attitudes and emotions that surround an issue, or maybe a particular event or situation captured the writer’s attention and triggered a response.
- Who is the **A**udience?
 - The group of readers to whom this piece is directed: Who is the writing for? Who is it designed to convince?
- What is the **P**urpose?
 - The reason behind the text: What does the writer want the audience to do or think?
- What is the **S**ubject?
 - The topic stated in a few words: What is the writing about?
- What is the **T**one?
 - The attitude or “voice” of the author. How does the writer feel about the subject? When we listen to someone talking, we can determine tone from the sound of his/her voice. In writing, our word choice (diction), sentence structure (syntax), and imagery (metaphors, similes, and other types of figurative language) must convey the tone. Tone is usually described with an adjective: angry, sarcastic, sweet, harsh, pleasant, cheerful, bitter, serious, etc. Identifying tone in another person’s writing requires you to look carefully at these items and consider their effect on the reader. To develop and maintain a consistent tone in your own writing is a sophisticated writing skill.

Abbreviated from the work of Ogden Morse as found here: http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html

Keep this page at the front of the Reading/Literature section in your English binder.