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Issues and Science , Teacher Resources

The following resource on Three-Level Reading Guide is from the Diverse Learners chapter of the full-year curriculum from SEPUP, *Issues and Science*. It can also be used to support classroom instruction with any material, particularly Lab-Aids kits available on this site.

The results of 20 years of research on the SEPUP program indicates positive effects on student learning in the following areas: content knowledge, problem-solving, decision-making, investigation skills, increased interest in science, and increased perception of the relevance of science to students' lives.



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THREE-LEVEL READING GUIDE

What It Is

The Three-level Reading Guide is a reading strategy that focuses students on processing content in text. The guide contains a series of statements from three levels of understanding: literal, interpretive, and applied. The following are examples of statements for each of the three levels:

- Literal (taken directly from the student text): “Before building, engineers must model what happens to a building in an earthquake.”
- Interpretive (not stated directly in the text): “Buildings should be able to withstand even the largest earthquake possible without sustaining damage.”
- Applied (can be supported or refuted, based on information from the reading and students’ background knowledge): “Earthquake damage cannot be predicted.”

Why to Use It

The Three-level Reading Guide is a practical and structured way to guide students to become stronger readers. The strategy guides students from the literal level of understanding to the successively higher order levels of interpretation and application of the reading.

The teacher should explain to the class the types of statements in each of the three levels. While the literal statements guide students to look for ideas that are explicitly in the reading, in some cases appearing in identical words or phrases, fully understanding a text takes more than recognizing information. Good readers also think about the relationships and connections in the information and they interpret and integrate the information into what they already know. Applied statements do not have a correct response but are there for students to either support or dispute based on information in the reading as well as their own ideas.

How to Use It

Students should read the statements on the Three-level Reading Guide before they begin reading. By getting a sense of some of the reading’s concepts and ideas, students are better prepared to recognize key information in the text. Many students will benefit from a modeling of how to read the lines of text to recognize the literal information that is written. This is also a place to emphasize that the literal statements in the reading guide represent the most essential information in the text.

If students are having difficulty responding to the interpretive and applied statements, the teacher should model their responses to the first statement in those sections of the guide. To do this, read the statement aloud and then paraphrase the information from the reading that responds to the statement. Have students respond to the rest of the statements in pairs or small groups. Literacy Student Sheet 3, “Three-level Reading Guide Template,” contains a template for this strategy.

NAME _____

DATE _____

THREE-LEVEL READING GUIDE TEMPLATE

1. Put an X by the statements below that you think reflect the reading. Sometimes, the exact words found in the reading are used. At other times, other words may be used to communicate something.

_____ **a.**

_____ **b.**

_____ **c.**

_____ **d.**

2. Put an X by the statements below that you think represent the intended meaning of the reading.

_____ **a.**

_____ **b.**

_____ **c.**

_____ **d.**

3. Put an X by the statements below that you agree with, and be ready to support your choices with ideas from the reading and from your own knowledge and ideas.

_____ **a.**

_____ **b.**

_____ **c.**

_____ **d.**