

Teacher guide

Three level guide

Purpose:

To improve students' literal, inferential and applied comprehension.

Description:

Students determine the accuracy of statements written about a text.

Level one

Statements require readers to locate relevant information directly from the text. The wording of the statements may not always be exactly the same as in the text, but the meaning is similar. This requires literal comprehension and can be expressed as *Reading on the lines* or *Right there* or *The author said it*.

Level two

Statements require readers to reflect on literal information and see relationships between statements. They require students to think and search for answers. This is interpretive comprehension and can be expressed as *Reading between the lines* or *Think and search* or *The author meant it*.

Level three

Statements require readers to apply and evaluate information by relating it to their own background knowledge. This is applied comprehension and can be thought of as *Reading beyond the lines* or *On my own* or *The author would agree with it*.

Construct a three level guide

1. Determine the content objectives. What do you want students to learn from this text?
2. Write applied level statements or questions (Level three). These should be based on the content objectives: the main idea, major concepts and generalisations beyond the text.
3. Write literal level statements or questions (Level one). These should contain information on which the applied level statements are based.
4. Finally, write interpretive level statements or questions (Level two). These should help students draw inferences from the information in the text.

Implementation

Students work in small groups. They read and re-read the text and discuss the accuracy of each statement on the three level guide, beginning with level one. Statements are ticked when consensus is reached. Students should be able to justify their choices in class discussion.

Adapted from Morris, A. & Stewart-Dore, N. 1984. *Learning to learn from Text: Effective Reading in the Content Areas*. Addison-Wesley, Sydney.

Sample three level guide

Rowling, J. K. 1998, *Harry Potter and the Chamber of Secrets*, Bloomsbury, London, Ch. 7, p. 89.

Level one:

1. Mudblood is a "foul name" for someone who has non-magic parents. T/F
2. Malfoy's family think they are better than everyone else because they are pure blood. T/F.
3. Neville Longbottom can hardly stand a cauldron the right way up. T/F

Level two:

1. Malfoy called Hermione "Mudblood". T/F
2. Neville Longbottom is a pureblood who is good at magic. T/F
3. Lucius Malfoy is Malfoy's father. T/F

Level three:

1. Malfoy feels superior to others because both his parents are wizards. T/F
2. When people like Malfoy discriminate they forget to treat people as individuals. T/F
3. Malfoy wouldn't have a problem with discrimination. T/F