VOCABULARY STRATEGY - **Three Level Reading Guide**

The three-level reading guide is designed to help students locate information in text, interpret what the author means, and then apply the information. The three-level reading guide consists of a series of statements (not questions) divided into three levels:

- **Level 1** (**Literal**) - reading 'on the lines' to find what is actually said on the page;
- **Level 2** (**Interpretive**) - reading 'between the lines' to infer what the author might mean;
- **Level 3** (**Applied**) - reading 'beyond the lines' to relate the information to other knowledge and situations.

Through using a three-level reading guide students first focus on the actual information in the text. They then think through the information, making links between ideas and interpreting the author's thoughts. Finally, they consider the implications of the ideas, making generalisations and critically evaluating the arguments.

A three-level reading guide should be used as an activity to generate discussion among your students. It provides a structured forum for students to give their views and justify what they say by referring back to the text. This strategy is not appropriate as a homework exercise or test.

***When constructing a three-level reading guide you should*:**

- select an important aspect of a topic and an appropriate text;
- determine the content objectives for using this resource;
- write the Level 3 statements first, to represent these content objectives;
- write the Level 1 statements next, selecting factual information explicitly stated in the text that will lead towards the content objectives;
- write the Level 2 statements last, to help your students to interpret and make inferences about what the author is saying;
- check that you have some statements that can be interpreted in different ways in order to promote discussion.

There should be 6 to 8 statements at Level 1, 4 to 5 at Level 2 and about 3 statements at Level 3.

***When using a three-level reading guide you should*:**

- introduce the topic and text in the usual way;
- ask your students to read through the text independently (unless you need to read it aloud for the first reading);
- ask your students to work through the reading guide on their own first;
- have them then share, discuss and debate their responses in pairs or small groups;
- facilitate their discussions by clarifying areas of confusion and misunderstanding;
- ensure students explain their answers and justify their views.

Three Level Reading Guide – Template

Decide whether each statement is True (T) or False (F). Be prepared to explain why you have chosen your answer.

Level One – Literal (reading 'on' the lines – factual statements from the text).

____ 1.

____ 2.

____ 3.

____ 4.

____ 5.

____ 6.

Level Two – Interpretation (reading 'between' the lines – ideas that are suggested by the text).

____ 1.

____ 2.

____ 3.

____ 4.

____ 5.

Level Three – Application (reading 'beyond' the lines – linking ideas that are suggested and your own understanding of the topic).

____ 1.

____ 2.

____ 3.

Three Level Reading Guide – Protein Synthesis
Prior to completing, read Chapter 8 – Protein synthesis in *Designs of Life* by Meg Bayley

Decide whether each statement is True (T) or False (F). Be prepared to explain why you have chosen your answer.

Level One – Literal (reading 'on' the lines – factual statements from the text).

____ 1. DNA is much larger than RNA.

____ 2. There are some codons that are considered 'nonsense' codes as they don't seem to code for anything.

____ 3. The HIV virus contains an enzyme known as reverse transcriptase.

____ 4. There are 20 amino acids which in various combinations produce a range of proteins.

____ 5. The operon theory explains how genes are turned on and off in all cells.

____ 6. The shape of a protein determines its function.

Level Two – Interpretation (reading 'between' the lines – ideas that are suggested by the text).

____ 1. DNA is a type of RNA.

____ 2. tRNA plays a critical role in the synthesis of proteins.

____ 3. A dictionary for living things is a good analogy for describing the genetic code.

____ 4. Protein synthesis can only occur using DNA as the initial template for transcription.

____ 5. Transcription and translation are the two main steps from gene to protein.

Level Three – Application (reading 'beyond' the lines – linking ideas that are suggested and your own understanding of the topic).

____ 1. Degeneracy in the genetic code is a bit like the spell-check on your computer.

____ 2. Understanding protein synthesis provides a complete explanation for the structure and functioning of human beings.

____ 3. The DNA inherited by an organism leads to specific traits by dictating the synthesis of certain proteins.

Reference

Supplementary Material Genetics & Evolution Level 3, Crown January 2006.