

The Three Levels of Comprehension

A Guide for Writing Comprehension Questions



The Literal Level

The **literal level** focuses on reading the passages, hearing the words or viewing the images. It involves identifying the important and essential information. With guidance, students can distinguish between the important and less important ideas.

Question: What did the author say?

Example: Where did Henry's family go on vacation?

The Interpretive Level

At the **interpretive level**, the focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and message. Guiding students to recognize these perceived relationships promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being viewed, heard or read.

Question: What was meant by what was said?

Example: Why did Henry roll his eyes when his dad started to play the guitar?

The Applied Level

Understandings at the literal and interpretive levels are combined, reorganized and restructured at the **applied level** to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, to read between the lines and to develop a deeper understanding of the concepts, principles and implications presented in the text.

Question: How would the author's message apply to other situations given what you memorized and understood at the other two levels?

Example: If Henry's friend Tom was the one playing the guitar, do you think Henry would have rolled his eyes? Why or why not?

Three Level Guide For Comprehension

**Judy S. Richardson, Raymond F.
Morgan**



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More Tools for Teaching Content Literacy Janet Allen, 2008 In Tools for Teaching Content Literacy Janet Allen put a wealth of research based instructional tools at teachers fingertips to help students make connections with information resources and to read critically More Tools for Teaching Content Literacy extends this treasure trove with twenty five new instructional strategies from Expert Groups to Point of View Guides to Wordstorming using the same compact tabbed flipchart format More Tools is a handy reference that provides instant access to succinct description practical strategies and manageable assessments allowing teachers to save time and be more flexible and confident in meeting students needs BOOK JACKET **Strategies for Reading in the Content Areas** Roberta Sejnost, Sharon Thiese, 2003-06-01 Formerly a SkyLight publication Strategies for Reading in the Content Areas excerpted from Reading and Writing Across Content Areas describes the reading process and suggests strategies that can be used before during and after reading Teachers will find examples for science social studies mathematics and health This handy booklet is a great easy to access resource for content area teachers

Reading and Learning Strategies Susan Davis Lenski, Mary Ann Wham, Jerry L. Johns, 2006-06-22 **Reading and Writing Across Content Areas** Roberta L. Sejnost, Sharon Thiese, 2006-08-04 We often hear middle and high school teachers are frustrated because their students can't understand the textbooks or can't write effectively about their particular content This book will provide both the framework for solving this dilemma and the specific practical classroom practices that teachers can use each day to help students become more competent readers and writers Douglas Johnson Assistant Superintendent Kane County Regional Office of Education IL Every middle school and secondary teacher should have a copy of this book It not only provides the theoretical basis for each strategy but it also provides effective instructions for use of the strategies in the classroom Dorothy Giroux Program Director Initial Teacher Preparation Program School of Education Loyola University Chicago Eager for proven methods to strengthen your students content literacy Then this book is a must have for your classroom Using a step by step approach that makes the strategies easy to understand and implement the authors provide updated research based strategies that will help increase your students reading comprehension strengthen their writing skills and build vocabulary across content areas Expanded coverage of content literacy additional reading and writing strategies for exploring content and suggestions for working with struggling readers are included in this revised edition This rich resource also offers Tips for using trade books in the classroom Graphic organizers to help students recognize text structures Assessment tools Technology activities in every chapter Real classroom examples of how the strategies have been implemented More ways to evaluate the readability of textbooks Over 40 ready to use reproducibles Whether you are getting ready to begin teaching or are a veteran teacher this accessible invaluable handbook will give you the tools you need to help your students become lifelong learners Classroom Strategies for Interactive Learning Doug Buehl, 2023-10-10 Educators across all content areas have turned to Classroom Strategies for Interactive Learning for almost two decades The fourth

edition delivers rich practical and research based strategies that readers have found invaluable in today s classrooms Author Doug Buehl has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand research based comprehension strategies for content classrooms Tap into students background knowledge to build upon and enhance comprehension of complex texts Teach students how to question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than 40 classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes In addition each strategy is cross referenced with the Common Core s reading writing speaking listening and language standards

School-Based Interventions For Struggling Readers, K-8 Evan Ortlieb,Earl H. Cheek Jr,2013-06-06 The volume highlights best practices of literacy instruction for students who have difficulties in reading From components of effective pedagogy to instruction for specific populations this text offers an array of expert perspectives on how to engage scaffold and prepare students to meet the multimodal demands of schools today

Socratic Seminars in the Block Wanda H. Ball,Pam Brewer,2000 Shows how teachers can plan and implement Socratic Seminars a strategy that is particularly appropriate for teaching in a block schedule and which leads to active learning

Reading to Learn in the Content Areas Judy S. Richardson,Raymond F. Morgan,2003 Book helps teachers promote reading for understanding and enable their students to become autonomous learners Combining discussion of theory with successful strategies and practical applications Richardson and Morgan show how to develop children s appreciation of reading as an active learning tool for every subject they study

Resources in Education ,1995-04

Progression in Primary English Linda Saunders,2015-03-23 In order to have a strong understanding of primary English teachers need to understand how children learn reading writing and language and how these develop throughout childhood Covering the interconnected areas of speaking listening reading and writing and aware of the new National Curriculum in England this book gives beginning teachers clear pragmatic guidance on how to plan deliver and assess high quality teaching Key features Recurring case studies in each chapter provide realistic examples of children s literacy development across the primary age phase Research focus boxes explore contemporary research findings and what they mean for the classroom Activities and classroom application sections give practical advice that can be used in teaching This is essential reading for all students studying primary English on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE PGDE School Direct SCITT and also NQTs

Content Area Reading Anthony V. Manzo,Ula Casale Manzo,1990 A content reading methods text that takes a quick start heuristic approach to imparting the skills future teachers need to improve their pupils reading ability in essential content areas Coverage of current theories and practices in comprehension assessment and heuristics is organized around pre reading guided silent reading and post

reading **The Routledge Companion to Dyslexia** Gavin Reid, 2012-06-25 The Routledge Companion to Dyslexia is a ground breaking analysis of the whole field of dyslexia by a distinguished team of international contributors and editors engaged in literacy inclusion and learning Their diverse perspectives and wide expertise make this invaluable guide one of the most important additions to the field of dyslexia for over a decade Dyslexia is without doubt the most high profile and contentious learning difficulty and it is a topic that has attracted a vast amount of research opinion professional schisms and debate The Companion provides an invaluable overview of the field of dyslexia with vital and clear emphasis on linking theoretical perspectives with best practice This accessible text presents a survey of current and future development in research with a focus on how research can inform practice focuses on areas such as neurobiology phonological processing literacy acquisition numeracy and multilingualism considers assessment and identification with contributions on early identification reading spelling and mathematics addresses identifying and meeting needs in an inclusive context discusses inclusion and barriers to learning in a variety of different national contexts includes models of instruction direct instruction co operative learning and cross curricular learning The Routledge Companion to Dyslexia is a superb resource for anyone interested in the subject whether in education or related subjects such as psychology or neurology Fully indexed and cross referenced with helpful further reading sections at the end of each entry it is ideal for those coming to the field of dyslexia for the first time as well as students and practitioners already familiar with the subject

Instructional Practices for Students with Behavioral Disorders J. Ron Nelson, Gregory J. Benner, Paul Mooney, 2013-12-09 Presenting a broad range of instructional programs and practices that are proven effective for students with behavioral disorders this is the first resource of its kind for K 3 teachers and special educators Described are clear cut strategies for promoting mastery and fluency in early reading writing and math while tailoring instruction to each student s needs Grounded in a three tiered response to intervention framework that facilitates data based assessment decision making and progress monitoring the book includes helpful examples and reproducibles A special chapter outlines instructional management procedures for enhancing student engagement and promoting positive behavior

A Handbook for History Teachers James A. Duthie, 2012-09-28 History is not a mere chronicle of facts but a dialogue between competing interpretations of the past it should be taught as such Teaching history in this way makes it both intellectually demanding and more interesting while at the same time helps students acquire the knowledge and skills necessary to become functioning citizens in a democracy The opening chapters provide the rationale for the study of history its epistemological basis and the logic of the discipline The bulk of the book deals with practical ways to help students acquire process and apply information In particular it addresses the specific thinking skills required by the discipline with many effective techniques for helping students to master them The implications of this approach for teacher evaluation of student work are also addressed

Scaffolding Language Development in Immersion and Dual Language Classrooms Diane J. Tedick, Roy Lyster, 2019-11-28 This book introduces research based

pedagogical practices for supporting and enhancing language development and use in school based immersion and dual language programs in which a second foreign heritage or indigenous language is used as the medium of subject matter instruction Using counterbalanced instruction as the volume s pedagogical framework the authors map out the specific pedagogical skill set and knowledge base that teachers in immersion and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language To illustrate key concepts and effective practices the authors draw on classroom based research and include teacher created examples of classroom application The following topics are covered in detail defining characteristics of immersion and dual language programs and features of well implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form focused and content based instruction scaffolding strategies that support students comprehension and production while ensuring continued language development an approach to creating cross linguistic connections through biliteracy instruction a self assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content based language teaching this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each chapter The book will be a key resource for preservice and in service teachers administrators and teacher educators

Integrating Literature in the Content Areas Sharon Kane,2017-05-12 This practical accessible resource will help future and practicing teachers integrate literature into their middle school or high school classrooms while also addressing content area standards and improving the literacy skills of their students Two introductory chapters are followed by five chapters that each cover a different genre Chapter 3 Informational Books Chapter 4 Fiction Chapter 5 Biography Autobiography and Memoir Chapter 6 Poetry and Chapter 7 How to and Hands on Books Each genre chapter consists of four parts Part 1 Discusses the genre and how content area teachers can use books within that genre to further content learning and enhance literacy skills Part 2 Offers hands on instructional strategies and activities using literature with activities for use in a variety of disciplines Part 3 Presents individual author studies three or four per chapter with bibliographies and guidelines for using the authors books in content area courses Part 4 Features an annotated bibliography of specially selected children and young adult literature for that genre organized by content area The annotations provide information about the book which can be used to prepare booktalks and teaching ideas for using in a specific content area Altogether these sections contain more than 600 annotated entries tabbed by subject area including art English language arts languages and culture math and technology music PE health science and social studies history Yearbook of the National Reading Conference National Reading Conference (U.S.),2003 Literacy Instruction in the Content Areas Patricia L. Anders,Barbara J. Guzzetti,2020-07-24 Like its predecessor Literacy Instruction in the Content Areas Second Edition is

written for undergraduate graduate and in service teachers who want to integrate literacy processes into their content area instruction In addition to extensive updating of earlier material this new edition extends its coverage to include new chapters on adolescents out of school literacy experiences and their in school preferences digital resources for content learning and considerations for the reading specialist In doing so however the authors have tried to maintain the brevity stylistic clarity and classroom focus of the earlier volume Key features of this important new book include Teaching Flexibility Although written with the needs of pre service teachers in mind theory and research are treated in sufficient depth to make the book suitable for graduate courses and for teacher study groups It is also appropriate for secondary reading specialists or literacy coaches responsible for establishing or maintaining a school wide literacy program Changes in New Edition All chapters have been reorganized and most of the text rewritten In addition new chapters not usually included in content area reading texts were added These cover 1 adolescents out of school literacy experiences and in school preferences 2 digital resources for content learning and 3 considerations for the reading specialist Socio Cultural Perspective Like other volumes in the Literacy Teaching Series the perspective of this one is socio cultural and constructivist It recognizes that classroom teaching and learning are closely intertwined with surrounding school and community cultures as well as the culture and language of the subject being studied Likewise literacy is not simply a matter of reading and writing but involves using multiple literacies to negotiate and construct meaning Practical Orientation Although supporting theory and research are included in all chapters instructional strategies with illustrative examples from practicing teachers are included in most chapters Each chapter concludes with Application Activities and From Our Professional Library references Solving Problems in Literacy ,1986

An Investigation of the Effects of Different Pre-reading Orientations to Short Stories on Sixth-grade Able Readers' Comprehension, Attitudes, and Written Products Michael P. French,1987

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