

# 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 Comprehension Guide

**Marjorie Y. Lipson, Karen K. Wixson**

### **Three Level Comprehension Guide:**

*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** **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

**Integrating Literature in the Disciplines** Sharon Kane,2020-04-22 The Second Edition of this practical and comprehensive resource offers a multitude of ways to incorporate literature into teaching and learning across a range of disciplines Future and practicing teachers librarians instructional coaches and school leaders can implement the ideas within this text to improve the literacy skills and knowledge of students while also addressing standards and curricular goals of various content areas The new edition recognizes a paradigm shift from content areas to disciplines reflecting the specific ways reading and writing are used in different fields of study Updated with current research and practices the volume recommends and evaluates books in different genres and categories with chapters on informational books fiction biography and memoir poetry and hands on and how to books For every category Kane provides a rationale instructional strategies and author studies as well as lists and descriptions of books related to curricular areas With a wealth of activities and new BookTalks this Second Edition is greatly revised and features expanded attention to technology digital learning diversity and culture Using this text will create

opportunities for deep discussions and will stimulate students interest and motivation to read and learn Integrating Literature in the Disciplines helps educators identify books that fit with any subject to enhance the creative and affective dimensions of school life encourages interdisciplinary connections and increases the depth and relevance of lessons It is ideal for professional development and serves as a tool for Readers Advisory to match books with readers throughout the school day and beyond

*Disciplinary Literacies* Evan Ortlieb, Britnie Delinger Kane, Earl H. Cheek, 2023-08-30 Educators increasingly recognize the importance of disciplinary literacy for student success beginning as early as the primary grades This cutting edge volume examines ways to help K 12 students develop the literacy skills and inquiry practices needed for high level work in different academic domains Chapters interweave research theory and practical applications for teaching literature mathematics science and social studies as well as subjects outside the standard core physical education visual and performing arts and computer science Essential topics include use of multimodal and digital texts culturally responsive and sustaining pedagogy and new directions for teacher professional development The book features vivid classroom examples and samples of student work

**Content Reading and Literacy** Donna E. Alvermann, Stephen F. Phelps, 2005 The Fourth Edition Builds on Past Strengths and Adds New Ones Student Centered Culturally Diverse Students Evidence Based Standards Written by renowned authors Donna Alvermann and Steven Phelps the Fourth Edition includes more emphasis and information on addressing the literacy needs of English language learners and culturally diverse students a new focus on evidence based practices and standards and key information on newer frameworks for reading and writing instruction such as the sociocultural New Literacies Framework that equips students to teach content area literacy from a student centered approach What Continues to Make This Book a Best Seller Increased discussion of English language learners New evidence based research icons highlighting current research New standards icons from various subject areas help pre service teachers make the connection on how content area literacy instruction helps them meet the standards in their disciplines New writing icons throughout the chapters point to writing examples Thoroughly revised Chapter 7 Reading to Learn New information for all of the content areas in every chapter is represented in the examples lessons vignettes and scenarios making it easier for students enrolled from different discipline areas to locate content specific relevant examples Ringing Endorsements for Content Area Reading and Literacy Fourth Edition Chapter 14 Teaching for Diversity This is an excellent chapter that certification students and other graduate students can use to understand more about the types of diversity categories that are present in instructional settings This textbook is excellent for students Lavernia F Hutchison University of Houston Central Campus There are many strengths in this text I particularly like the way it is laid out I believe that helping the students to see the importance of content literacy from the very beginning is extremely important Immediately following this topic the students then move directly into diversity which includes the understanding the meaning of language and culture Both of these topics form the basis for the rest of the course Overall I believe that this book is an excellent text for teaching in the

Content Area Randy M Wood Baylor University The strengths of this text include the authors in depth knowledge of the field of content area reading Their chapter on assessing textbooks is invaluable for secondary teachers who don t understand the difficulty of some textbooks and the problems these texts can cause students The chapter on multiculturalism and the ESL learner is a strength The chapter on vocabulary is outstanding Patricia J Pollifrone Gannon University Please visit the book specific website at <http://www.ablongman.com/alvermann4e> to learn more

**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

Assessment and Instruction of Reading and Writing Difficulty Marjorie Y. Lipson, Karen K. Wixson, 2003

Focusing on ability disability and reading writing from an interactive perspective this text emphasizes the importance of determining and establishing the appropriate learning environment for the individual learner Extensive in depth treatment of current research and best practices make this text a must have addition to any current or future teacher s library Section I Chs 1 3 provides the readers with a strong comprehensive knowledge of reading writing research and assessment practices from which readers can move forward to the second and third sections of the text Chs 4 10 which contain detailed discussions and examples of assessment practices Traditional assessments of students are fully explored and two chapters are devoted to assessing context factors like instructional methods and materials and tasks Both classroom based and standardized assessments are described Section IV stands alone as an important chapter linking assessment to instruction by means of diagnostic instruction Section V Ch 12 15 is devoted to instructional practices designed to improve reading and writing instruction for struggling students Chapters on word recognition vocabulary comprehension composition and high utility strategies address the major components of literacy development In the final section Ch 16 issues related to professional standards and written reports is addressed

**Assessment and Instruction of Reading and Writing**

**Disability** Marjorie Y. Lipson, Karen K. Wixson, 1997 Focusing on ability disability and reading writing from an interactive perspective this text emphasizes the importance of determining and establishing the appropriate learning environment for the individual learner

**The Learning Disabled Adolescent** Dolores M. Woodward, Dolores J. Peters, 1983

**Content**

**Area Reading** Richard T. Vacca, Jo Anne L. Vacca, 1993

Content Reading Instruction Mark William Conley, 1995

CONTENT READING INSTRUCTION A Communication Approach is designed for courses in teacher education variously labeled Content Area Reading or Secondary Reading Its purpose is to help students learn to read and communicate more effectively in whatever subject area they are teaching Each of the Part III instruction oriented chapters which are the heart of the book has a common format setting goals planning instruction and teaching a lesson Sample dialogues cases illustrating instructional decisions chapter objectives rationales and concept maps are all provided to aid in learning and retention

*Teaching Children to Read* Douglas Ray Reutzel, Robert B. Cooter, 2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K 3 and 4 8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4 6 and 6 8

*Woodcock-Johnson Psycho-educational Battery-revised* Nancy Mather, Lynne Jaffe, 1992 This bestselling book is the ultimate resource for users of the WJ R The first section is comprised of a variety of recommendations for cognitive academic behavioral and social interventions The second section is intended to help translate the identified areas of need into behavioral objectives for planning instruction and developing the individual educational plan The third section presents case studies that exemplify the use of the WJ R in educational and clinical settings with clients from preschool to age 86 The fourth section the appendix contains short summaries of interventions and remedial techniques that were referred to in the recommendations

**Subject Area Reading in the Middle School** David Bishop, 1982

Improving the Use of Social Studies Textbooks William E. Patton, 1980

**Understanding Reading Problems** Jean W. Gillet, Charles Temple, 1998-03-21

**Teaching in Content Areas with Reading, Writing, and Reasoning** Harold L. Herber, Joan Nelson-Herber, 1993

*Assessing and Programming Basic Curriculum Skills* Joyce S. Choate, 1987

**Ready for RICA** James Zarrillo, 2002 Written for credential candidates who have taken or are taking reading methods courses Ready for RICA will prepare candidates to take and to pass the written examination format of the Reading Instruction Competence Assessment RICA Introduction to the test and test taking strategies streamlined offering the essential information candidates should know before they take the test a chapter for each Content Area exposes readers to the 13 content areas they are required to know a sample test included at the end of the book with answers shows readers the type of questions they will be asked and provides examples of good responses For credential candidates for the Multiple Subject Credential Program in California

**The Volta Review**, 1973

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