

Three Level Guides: Scaffolding tool with specific strength in addressing the above (Common Core) standards

R11.B-K.1.1.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

1. This is not an every day activity, but can be very effective in stimulating readers' critical thinking, evaluation of concepts, and even synthesis of ideas (climbing Bloom's hierarchy of thought).
2. Use of three level guides can serve as a foundation for more in-depth and focused classroom discussion.
3. A great tool for the differentiated classroom, (small group discussions, group presentations, debates, etc).
- *4. Students can begin to see the connection between inferencing and citing evidence.
5. These guides can work with any kind of reading material (articles, textbooks, novels, poetry, etc).

Nuts and Bolts: tips on how to construct your own guide

1. Begin at the interpretive level (level II). Write down some inferences that make sense to you. Write your statements as simply as possible.
- *2. Next, search the text for the explicit pieces of information that support your inferences (level I).
3. Add a distractor or two for each of the two levels (level I and II). (level III optional)
4. Develop statements for level III: insights that may be reached when relationships/concepts developed by the author are combined with ideas outside or beyond the text.
5. Don't be too wordy and don't make the guide too lengthy; you want it to stimulate thought, not frustration