



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 2.5: Three Level Study Guide



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will learn a reading comprehension strategy called three level study guide. Students will practice this strategy by reading information relevant to the class subject, completing a study guide based on that information, and discussing the reasons why one student might read information differently from another student.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: One 50 minute period.

Author: Georgia Agriculture Education Curriculum

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS02.01: Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand the connection between active reading and application.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why do we interpret information differently?
- How do different experiences shape how we learn and interpret what we read?

Knowledge from this Unit: Factual information.

Students will recall information read in this unit.

Skills from this Unit: Performance.

- Students will be able to use a three level study guide to increase reading comprehension.
- Students will increase reading application of vocational information.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

Three Level Study Guide

Assessment(s) Description/Directions:

Activity

1. Provide students with the information passage and three level study guide found at the end of this lesson.
2. Have students read material and respond to the information on three levels - Right There on the Page, Reading Between the Lines, and Reading Beyond the Lines – using the three level study guide. Be sure to explain the directions so that the students will know exactly how to respond to each question. Emphasize that responses to the Reading Beyond the Lines section should be a comprehensive mini-essay.
3. Discuss where the students found information and how different students could have interpreted the information differently in the Reading Between the Lines section of the study guide.

4. Have students share their corrections of false statements.
5. Emphasize any information that may be important in future lessons.

Evaluation

Evaluate students based on their thoroughness in applying information in the Reading Beyond the Lines section of the study guide. You may also choose to evaluate students' corrections of false statements.

Attachments for Assessment(s): Please list.

FS-2.5 Handouts



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

2. Review Essential Questions.

- Why do we interpret information differently?
- How do different experiences shape how we learn and interpret what we read?

3. Lesson

This strategy can be used with any 1-4 page reading assignment. The objective is to get students to actively read the material and eventually apply the information they have read. Each section of the three level study guide - Right There on the Page, Reading Between the Lines, and Reading Beyond the Lines - contains statements that are true or false. It is imperative that students also record the page number (for longer reading assignments) and paragraph number that supports their answer. Instructions should also include correcting false statements. When designing your own three level study guide, remember the following criteria:

- Right There on the Page: The statements included in this section come directly from the text. They are copied word for word.
- Reading Between the Lines: The statements in this section reflect what the teacher would like the students to comprehend from the text. The statements are the major points from the reading. Some teachers prefer to write this section first and then go back and pull the statements for section from the text.

- **Reading Beyond the Lines:** The statements in this section are written so that the students have to apply what they have learned. For example, give the students a situation and ask them to respond to that situation. Students must apply their knowledge to a particular situation or case.

Below is a sample three level study guide activity. Teachers may want to alter the activity below by using an information passage relevant to the class subject and revising the study guide at the end of this lesson to reflect the new information passage.

4. Assessment Activity

Attachments for Learning Experiences: Please list.

FS-2.5 Handouts

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc. This strategy can be used with any 1-4 page reading assignment. The objective is to get students to actively read the material and eventually apply the information they have read. See below for details on designing your own three level study guide.

Information comes from: *Newsletter for Ag In the Classroom*, Spring 1999, Volume 9, Number



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		