

Dialogic Three-level guide (adapted from Rowe et al, 2000)¹

Robbie Lamont, a member of the Kia Eke Panuku team, contributes this strategy. Robbie provides a basic outline of Three-level guides, suggests how they can support literacy across the curriculum and makes connections to culturally responsive and relational contexts for learning. An example of a Three-level guide is provided along with website links.

The **Three level guide** is a series of statements about a text, some true and some not true, that students are asked to agree or disagree with. The statements are divided into three levels:

- *Level 1 – Literal comprehension (surface level of the text)* – students locate the relevant information in the text
- *Level 2 – Interpretive / inferring information ('between the lines' in the text)* – students take the literal information and combine it with other information, either elsewhere in the text or from their own prior knowledge and experience to respond to the statement. This level of response will be open to discussion.
- *Level 3 – Applied understanding (beyond the text)* – Students take information from the text and extend it; making connections to their own prior knowledge and experience, making generalisations, hypothesising, offering alternative interpretations etc.

How the strategy supports literacy across the curriculum

- Opportunities to observe, learn and practice a range of skills used to gain meaning from text
- Can be used to develop understanding of information / ideas in any curriculum area
- Provides opportunities for learners to connect their prior knowledge and experience with new learning
- Provides opportunities for tuakana / teina learning relationships
- Learning is dialogic and collaborative, higher order thinking skills are activated
- Can be adapted for non-text forms of communication e.g. video / visual messages

Context matters

- Whanaungatanga - *learners feel safe voicing ideas and opinions and taking risks as learners.*
- Whakapapa - *students' culturally located prior knowledge and experiences are accepted as valid.*
- Ako - *sense-making is dialogic and interactive. Learning relationships are reciprocal and interdependent. Learning is in the conversation.*
- Mahi Tahi / Kotahitanga – *each learners sense-making is encouraged and validated.*
- Kaupapa – *learners and teachers are potential-focused.*

Implementing the strategy

- Prepare the three-level guide beforehand.
- Students read the text in pairs or in groups (one person reading while others follow along).
- Pairs talk about and respond to the statements, using evidence from the text and/or from their prior knowledge and experience to justify their responses.
- Pairs doubles-up with a second pair to discuss their responses, giving reasons for their choices.

Preparing a Three-level guide

Decide on the understandings you wish students to gain as an endpoint then begin by developing the Level 3 statements. Then develop all the statements that lead to Level three understandings. Sort these into Level one statements (literal information provided in the text) and Level two statements (literal information combined with other information either from the text or from prior knowledge and experience). Choose some of the statements from each level to keep as 'true' and turn the rest into 'false' without adding 'no' or 'not'.

¹ Rowe, G., Lamont, H., Daly, M., Edwards, D., Mayor Cox, S (2000). *Success with reading and writing: Teacher manual*. Victoria, Australia: Dellasta Publishing.

Further information about Three-level guides, including a Three-level guide planning template is available on the English Online website <http://englishonline.tki.org.nz/>

The ESOL online website also has ideas and information about this strategy <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Oral-language/Teaching-approaches-and-strategies/Reading/Three-level-reading-guides>

Link to the following Three Level Guide example http://www.myread.org/guide_three.htm

'Bagging a 'berg may solve water worries: scientist'
by Simon Grose, *The Canberra Times* (November 20, 2001)

Bagging a 'berg may solve water worries: scientist

By SIMON GROSE

Towing icebergs from the polar oceans to thirsty regions of the world is not a new idea, but nor has it melted away under the heat of scrutiny.

According to Professor Patrick Quilty, of the University of Tasmania, who served as chief scientist of Australia's Antarctic Division for 19 years, it's an idea of the future.

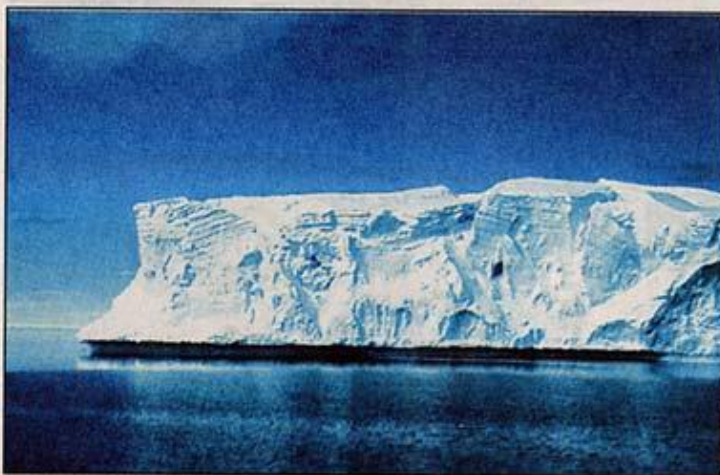
"Icebergs probably will become used as a water resource in the lifetimes of our children or grandchildren," Professor Quilty will tell a conference today.

"There are companies in existence in the northern hemisphere to explore the concept of iceberg water seriously," he will tell the annual two-day symposium of the Australian Academy of Technological Sciences and Engineering in Hobart.

The new approach to using icebergs for water aims to overcome the cost of towing icebergs and the loss of water during the tow. Professor Quilty says the idea is to contain icebergs in impermeable bags and use ocean currents as natural conveyor belts.

This is not just a Christomeets-Jules Verne fantasy. A German company has developed and tested a plastic film reinforced with a fibre web, and a United States company is aiming to patent the technology using a Canadian fibre-reinforced plastic.

In 1985, a German team



An iceberg like this, rising 25m above the water and about 150m deep below, contains 2 million tonnes of fresh water.

wrapped a 3000-tonne iceberg near the Antarctic Peninsula, using 2m-wide plastic sheets welded together on site. The sheet was weighted and dropped upstream of the iceberg, then pulled back over the top. The iceberg was left bagged for some weeks to test the method.

Professor Quilty said any attempt to use this method to harvest water cost-effectively would require several much bigger icebergs — weighing as much as 3 million tonnes each — to be wrapped in groups.

"You wouldn't go down there to wrap just one."

He said that in the early 1980s he saw an iceberg which contained enough water to supply Hobart's annual usage or 10 per cent of Perth's annual usage.

"At the price of excess water rates in Perth or Adelaide that one iceberg was worth approximately \$25-30 million."

Professor Quilty said an iceberg bagged off Antarctica would drift north into the Antarctic Circumpolar Current which would transport it eastward. If it was intended for somewhere like Somalia, it could be intercepted and towed to the current that travels north along the eastern side of the Indian Ocean.

Eventually manoeuvred to the Horn of Africa, the bag could be used as a floating reservoir with its water taken ashore by pipeline.

Professor Quilty believes the technology can be developed to withstand long-distance ocean travel without letting too much sea water in.

Read the text '*Bagging a 'berg may solve water worries: scientist*' by Simon Grose then look at the following statements. Respond to the statements in each section. Tick if you agree, cross if you disagree. Discuss your responses with others.

Level 1 Literal Statements

Does the text say this? What words support your answer?

1. ☐ Icebergs are worth a lot of money.
2. ☐ Australia is developing a system for bagging icebergs.
3. ☐ This technology is freely available to everyone.
4. ☐ Towing icebergs is no longer expensive.
5. ☐ Bagged icebergs provide pure fresh water.

Level 2 Interpretive Statements

Does the text give you this idea? What words and phrases support your answer?

6. ☐ It is inexpensive to harvest an iceberg.
7. ☐ Icebergs will soon be used widely to supply water to dry regions of the world including Australia.
8. ☐ Companies in Germany and America are developing this technology because their countries are running out of water.
9. ☐ Supplying water is a profitable business.
10. ☐ Icebergs have already been towed to Africa.

Level 3 Applied Statements

Do you agree with this? Why? Be prepared to share your reasons.

11. ☐ We don't need to conserve resources because technology will always overcome these concerns.
12. ☐ Australia will greatly benefit from this new technology.
13. ☐ Big companies are always looking for ways of helping developing countries.
14. ☐ Environmental problems can easily be solved by technology.