

■ FIGURE 11.2: EXAMPLE THREE-LEVEL READING GUIDE FOR *ISH* BY PETER REYNOLDS

Part One—Directions: Check the statements that reflect what the author directly tells us. Sometimes, the exact words are used; at other times, other words may be used. Only check the text’s literal, directly stated meanings. Explain how you know that the meaning is directly stated by the text. (You can point directly at the answer in the text.)

- ___ 1. Leon burst out laughing. “What is that?” he asked.
- ___ 2. Marisol enjoyed looking at Ramon’s drawings.
- ___ 3. Making an Ish drawing felt wonderful.
- ___ 4. Ramon wrote poetry.

Part Two—Directions: Check the statements that you feel represent the text’s implied meaning, meaning you have to figure out what a detail or connection between details means. Explain how you know that the meaning is implied, not directly stated. (You figure forth from a detail to its implied meaning, or connect various details to uncover implied meanings.)

- ___ 1. Marisol taught Ramon how to be comfortable with imperfection.
- ___ 2. Leon’s comments about Ramon’s work were hurtful.
- ___ 3. Ramon overreacted to Leon’s comments.

Part Three—Directions: Check the statements that you agree with, and be ready to support your choice with ideas from the text and your own knowledge—this is about evaluating and applying textual meaning. Explain how you know that these meanings are generalizations supported by the text but that can be applied to the world beyond the text. (You use knowledge of the text, but also personal or world knowledge to create meaning that can be applied to the world.)

- ___ 1. We should get rid of grades because they discourage Ramon’s “Ish” kind of behavior.
- ___ 2. Grades help us move from “Ish” to exactly what we’re trying to create or demonstrate.
- ___ 3. Calling your work “Ish” is an excuse for not doing it correctly.
- ___ 4. Calling your work “Ish” makes sense because nobody’s perfect and we learn by improving over time.