



Three Levels Text Protocol

Adapted by the Southern Maine Partnership from Camilla Greene's Rule of 3 Protocol, November, 2003.

Purpose

This protocol is designed to deepen the understanding of a text and explore implications for participants' work. It asks participants to respond to the text in three different ways: literal, interpretation, and implications/connections to their work. Can be used as a prelude to a text-based discussion or by itself.

Set Up for Success

1. Form groups of 3-5. Identify a facilitator/timekeeper.
2. If you have not done so ahead of time: read the text and identify passages that you feel have important implications for the topic or work at hand.
3. Each person takes a turn following these three steps: 3 minutes total per person
 - Level 1: Read aloud the passage you have selected. If another participant has previously read one of your passages, you can still read the one you selected or choose another quote. This is the literal level - read just what exists on the page.
 - Level 2: Say what you think about the passage (interpretation, connection to past experiences, questions, agreements, etc.)
 - Level 3: Say what you see as the connections of this quote to the topic of study or work you are doing.
4. Group: discuss what you heard that stands out to you. 2 minutes
5. Repeat the process until each person has a turn. 5 minutes per round
6. Debrief 5 minutes

What new ideas are you walking away with after discussing this text that apply to the topic or work?

How did the process work for you?

What else would you like to do with the text?

Time

Each round takes up to 5 minutes per person in a group. Emphasize the need to watch air time during the brief group discussion.

Materials

Copy of the text being used; highlighting markers for students

Roles

Facilitator/timekeeper (who also participates); participants



Three Levels Text Protocol Participant Handout

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November, 2003.

Purpose

Deepen understanding of a text and explore connections to participants' work through responding to texts in three different ways.

Steps

1. Form groups of 3-5. Identify a facilitator/timekeeper in your group. This role could rotate for each round so everyone takes a turn.
2. Read text. Identify passages you think have important connections to your topic or work. This might be done ahead of meeting.
3. Each person takes a turn following these three steps: 3 minutes total per person
 - Level 1: Read aloud the passage you have selected. If another participant has previously read one of your passages, you can still read the one you selected or choose another quote. This is the literal level - read just what exists on the page.
 - Level 2: Say what you think about the passage (interpretation, connection to past experiences, questions, agreements, etc.)
 - Level 3: Say what you see as the connections of this quote to the topic of study or work you are doing.
4. Group: discuss what you heard that stands out to you. 2 minutes
5. Repeat the process until each person has a turn. 5 minutes per round
6. Whole Group Debrief 5 minutes

This might be done first in small groups.

- What new ideas are you walking away with after discussing this text that apply to the topic or work?
- How did the process work for you?
- What else would you like to do with the text?

Time

Each round takes up to 5 minutes per person in a group.

Materials

Copy of the text for each participant; highlighters to mark text

Roles

Facilitator/timekeeper (who also participates); participants