

Student assignment samples:

3 Levels of Text Protocol example displayed in class (Discussion Circle 1)

LEVEL 1: Literal (Read the Text Aloud)

"The 1966 Coleman Report concluded that variations in children's math and reading skills were mostly a product of children's families, not their schools" (Domina et al., 2019, p. 24).

LEVEL 2: Interpretation (What You Think About It)

This means family background, like income, education, or home life, matters more than what school a child attends. It surprised me because I always thought schools had the biggest impact. It makes me think about how unfair it is that some kids don't get the same support at home as others.

LEVEL 3: Implications (Why It Matters to You / School / Society)

As a future educator or policymaker, this shows I can't just rely on schools alone to close achievement gaps. Families and communities need support, too. It also pushes me to think about how schools can partner with families better to help all students learn.

Reference

Domina, T., Gibbs, B., Nunn, L., & Penner, A. (2019). *Education and Society: An Introduction to Key Issues in the Sociology of Education*. Berkeley: University of California Press.
<https://doi.org/10.1525/9780520968301>