Text Comprehension with Blank's Question Levels

Use these exemplar questions to enable your child to show their understanding of picture texts, e.g. illustrated storybooks, photographs, posters, etc. and books they are reading themselves (level 3 onwards).

Level 1	Level 2	Level 3	Level 4
Show me…	*Where is/are…?*	*What is a (fruit salad/exercise book/shop, etc.)?*	*Why is… ?*
Point to…	*How many…?*	*What will happen next?*	*How do you know (the boy is happy, etc.)?*
Find…	*Find something that…*	*Find something that is <u>not</u> …*	*What should (she/he) do if…?*
Find one like this.	*Name another…*	*How do you (make/get to/buy, etc.)?*	*Why should (she/he) do (something)?*
Where is…	*Tell me a type…*	*What could (mum/the girl, etc.) say?*	*What could (she/he) do if…?*
*What is this?**	*How are… different?*	*How do you think he/she feels?*	*What could (mum/the girl, etc.) say?*
Is this a…?	*What is happening…?*	*How are… and … the same?*	*Why don't we (use a fork to eat soup, etc.)?*
			If you were… what would you do?

*If the student is pre-verbal, allow him/her to choose from a range of symbol choices.

See overleaf for a further explanation of the skills necessary for each level.

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Level 1 – Matching Perception ("RIGHT THERE – the answer is in front of you")

a. Matching objects: "*Find one like this*"
b. Naming objects: "*What is this?*"
c. Imitating a simple sentence: "*Say this…*"
d. Recalling objects or information: "*What did you see?*"

Level 2 – Selective Analysis of Perception (THINK AND SEARCH – the answer is in front of you but you need to look for it")

a. Identifying an object by function: "*Find something that cuts (scissors)*"
b. Describing a scene: "*What is happening?*"
c. Recalling information from a statement: "*What things…?*"
d. Completing a sentence: "*Finish this: I like…*"
e. Attending to two characteristics: "*Find something that is sweet and red (apple)*"
f. Identifying differences: "*How are these different?*"
g. Giving an example within a category: "*Find a fruit (orange)*"

Level 3 – Reordering Perception ("THE AUTHOR AND YOU – the answer is not in front of you, use clues from the book and form your own answer")

a. Predicting: "*What will happen next?*"
b. Taking on the role of another: "*How would he fix it?*"
c. Following a set of directions: "*Get the cup and bring it to mummy.*"
d. Retell a routine sequence: "*Tell me how to make a sandwich.*"
e. Identifying similarities: "*How are these the same?*"
f. Understanding negatives: "*Find one that is not red*"
g. Defining words: "*What is a…?*"

Level 4 – Reasoning About Perception ("IN YOUR HEAD – the answer is not in the book – it is your own opinion")

a. Predicting changes: "*What will happen if…?*"
b. Justifying: "*Why can't you use a spoon to row a boat?*"
c. Identifying causes: "*What made it happen?*"
d. Formulating a solution: "*What could you do?*"
e. Problem solving: "*How could we fix it?*"
f. Explanations: "*How can you tell he is sad?*"