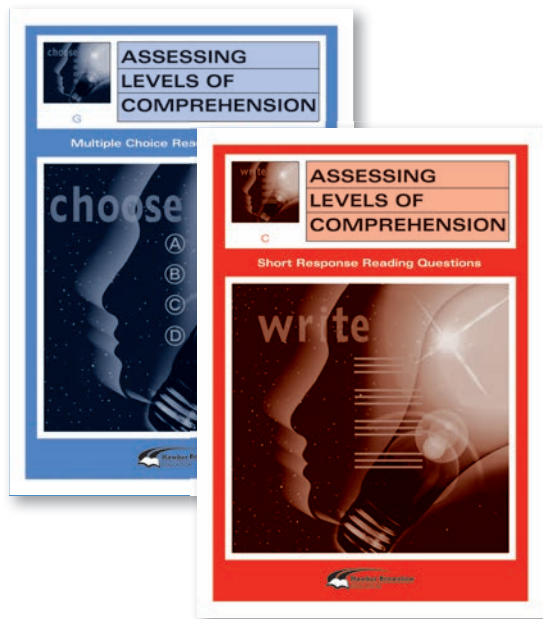


ALC & BLC Series

Assessing Levels of Comprehension | Building Levels of Comprehension

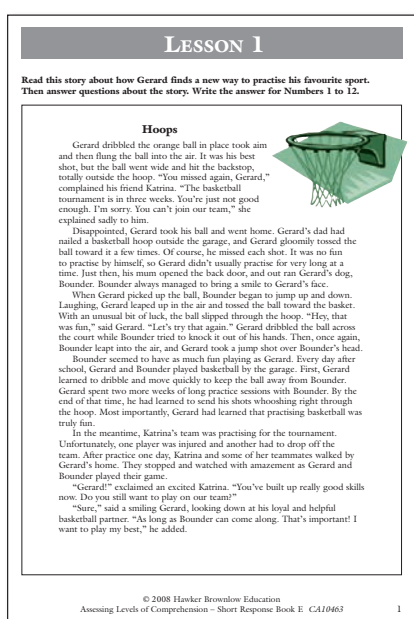
Develop critical thinkers, proficient readers and confident test-takers!

The diagnostic reading series *Assessing Levels of Comprehension (ALC)*, and its companion instructional series *Building Levels of Comprehension (BLC)*, help build higher-order thinking skills to develop proficient readers.



- » Thinking skills from literal to inferential
- » Step-by-step scaffolded approach to higher-order thinking
- » Think-aloud strategy that models thinking skills and processes
- » Explicit instruction for understanding questions to find answers
- » Test-taking practice with multiple-choice and short-response questions
- » Reading passages in several literacy genres

This two-part program features student workbooks and teacher guides designed to enable teachers to pinpoint at what step a student's understanding breaks down (ALC) and provides instruction and practice (BLC) in building and developing students' skills by answering reading questions at the four levels of comprehension:



FIND IT » locate answers started directly in selection; answers are at concrete, literal level

CONNECT IT » find and organise pieces of information; answers are at literal, analytical level

ADD TO IT » combine clues and prior knowledge; answers are at inferential level

GO BEYOND IT » think beyond information in the passage and apply prior knowledge; answers are at critical, creative level

The series features comprehension questions in two formats – multiple-choice and short-response – that are typically found on standardised tests. The thinking-skills research on which this series is grounded will enhance students' proficiency with answering questions at each of these levels of comprehension.



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TEACH RESEARCH-BASED LEVELS OF COMPREHENSION!

“Levels of comprehension” refers to the thinking processes that are stimulated in order to arrive at answers to reading comprehension questions.

Many researchers have studied how levels of comprehension affect reading comprehension. ALC and BLC recognise and integrate the cognitive taxonomies of Benjamin Bloom and Robert Marzano who demonstrate a hierarchical order of thinking skills that students should master in order to guarantee that learning is deep and solid.

The series’ levels of comprehension relate in a general and simplified way to the levels of cognition in both taxonomies. The four levels of comprehension further align to various reading strategies.

Level of Comprehension	Reading Strategies	Levels of Cognition
Level One FIND IT	<ul style="list-style-type: none"> Finding Vocabulary Meaning in Context Recalling Details Understanding Sequence Recognising Cause and Effect Comparing and Contrasting 	<ul style="list-style-type: none"> Bloom: Knowledge, Comprehension Marzano: Knowledge
Level Two CONNECT IT	<ul style="list-style-type: none"> Finding Vocabulary Meaning in Context Finding Main Idea Understanding Sequence Recognising Cause and Effect Comparing and Contrasting Summarising (Books C-H) 	<ul style="list-style-type: none"> Bloom: Comprehension Marzano: Knowledge, Organising, (Applying), Analysing
Level Three ADD TO IT	<ul style="list-style-type: none"> Finding Vocabulary Meaning in Context Finding Main Idea Interpreting Figurative Language Making Predictions Drawing Conclusions and Making Inferences Distinguishing Between Real and Make-believe (Book A-C) Distinguishing Between Fact and Opinion (Books C-H) 	<ul style="list-style-type: none"> Bloom: Application, Analysis, Synthesis Marzano: (Applying), Analysing, Generating, Integrating
Level Four GO BEYOND IT	<ul style="list-style-type: none"> Identifying Author’s Purpose Identifying Text Features Understanding Literacy Elements and Features Recognising Correspondence Understanding Resources 	<ul style="list-style-type: none"> Bloom: Synthesis, Evaluation Marzano: Generating, Integrating, Evaluating

ALC and BLC increase critical thinking in reading, provide practice with self-assessments and goal-setting, and identify mastery at the four levels of comprehension. The levels of comprehension, or thinking, are presented in a supportive and nonthreatening manner and are couched in a familiar context.



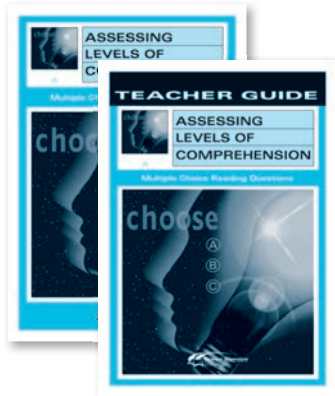
Assessing Levels of Comprehension provides teachers with a format for diagnosing students' level of mastery at various levels of comprehension.

ALC Student Books Include:

- 10 lessons – each with a reading passage and short-response questions
- 2 self-assessments

ALC Teacher Guides Include:

- Research summary
- Reading Strategies chart
- Understanding Levels of Comprehension
- Teacher assessments
- Class Performance Chart
- Answer Key



Building Levels of Comprehension provides instruction and step-by-step practice in understanding and answering reading questions.

BLC Student Books Include:

- 4 lessons – one for each level of comprehension – which include
 - modelled and guided instruction
 - modelled, guided and independent practice
 - embedded test-taking practice with both multiple-choice and short-response questions
- 3 cumulative review lessons
- 5 final reviews

BLC Teacher Guides Include:

- Suggested schedule
- Research summary
- Understanding Levels of Comprehension
- Answer Key



<p>LEVEL A SHORT RESPONSE</p> <p style="text-align: center;">LESSON 1</p> <p>Read this letter. Then answer questions about the letter. Write the answer for Numbers 1 to 12.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A State Animal 11 Ash Circle Bicheno, TAS 7215 18 October, 2010</p> <p>Ms Boon Department of Agriculture Hobart, TAS 7000</p> <p>Dear Ms Boon, I know that there are Tasmanian tigers on our state's coat of arms. Our state flower is the flowering blue gum. I read that most states have a state animal. I could not find out what our state animal is. I looked in a book. Then I used my computer. I still could not find out. I did learn that the Tasmanian tiger is probably extinct. I asked my class to suggest some animals. Most kids said the Tasmanian devil should be our state animal. But there are so many special Tasmanian animals. We all voted. Most of us think the Tasmanian devil would be a fine state animal. It is something only Tasmania has. It would also make us help protect them better. We do not want the devil to die out like the tiger. Why do other states have state animals when Tasmania doesn't? How can we get one?</p> <p style="text-align: right;">Yours truly, Sam Bender</p> </div> <p style="font-size: small;">© 2009 Hawker Brownlow Education Assessing Levels of Comprehension – Sample Lessons Booklet HBC075</p>	<p style="text-align: center;">FIND IT</p> <p>1. In the letter, what is the animal on the coat of arms?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Sam looked in a book to find the state animal. What did he do next?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. In the letter, how are Tasmania and other states different?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">LESSON 1 3</p> <p style="font-size: small; text-align: center;">© 2009 Hawker Brownlow Education Assessing Levels of Comprehension – Sample Lessons Booklet HBC075</p>
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