To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa’s (and/or Bloom’s) levels of questioning to assist them in formulating and identifying higher levels of questions.

**Directions:** Read the poem below and review the “Three House Story” on the next page. Both set the stage for Costa’s Levels of Questioning.

### One-Two-Three Story Intellect Poem

There are one-story intellects,  
two-story intellects,  
and three-story intellects with skylights.

All fact collectors who have  
no aim beyond their facts  
are one-story people.

Two-story people compare, reason,  
generalize, using the labor of  
fact collectors as their own.

Three-story people idealize,  
imagine, predict—their best illumination  
comes through the skylight.

Adapted from a quotation by Oliver Wendell Holmes
The Three-Story House

**Level 1** (the lowest level) requires one to gather information.

**Level 2** (the middle level) requires one to process the information.

**Level 3** (the highest level) requires one to apply the information.

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### 3—Applying
- Evaluate
- Generalize
- Imagine
- Judge
- Predict
- Speculate
- If/Then
- Hypothesize
- Forecast

### 2—Processing
- Compare
- Contrast
- Classify
- Sort
- Distinguish
- Explain (Why?)
- Infer
- Analyze

### 1—Gathering
- Complete
- Define
- Describe
- Identify
- List
- Observe
- Recite
- Select
<table>
<thead>
<tr>
<th>Vocabulary: Costa’s Levels of Thinking and Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
</tr>
<tr>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td>Define Define</td>
</tr>
<tr>
<td>Repeat Repeat</td>
</tr>
<tr>
<td>Name Name</td>
</tr>
<tr>
<td>Show Show</td>
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<tr>
<td>Give examples Give examples</td>
</tr>
<tr>
<td>Understand Understand</td>
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<tr>
<td>Restate Restate</td>
</tr>
<tr>
<td>Discuss Discuss</td>
</tr>
<tr>
<td>Express Express</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
</tr>
<tr>
<td><strong>Use</strong> Use</td>
</tr>
<tr>
<td>Dramatize Dramatize</td>
</tr>
<tr>
<td>Practice Practice</td>
</tr>
<tr>
<td>Operate Operate</td>
</tr>
<tr>
<td>Imply Imply</td>
</tr>
<tr>
<td>Apply Apply</td>
</tr>
<tr>
<td><strong>Examine</strong></td>
</tr>
<tr>
<td>Diagram Diagram</td>
</tr>
<tr>
<td>Distinguish Distinguish</td>
</tr>
<tr>
<td>Compare Compare</td>
</tr>
<tr>
<td>Contrast Contrast</td>
</tr>
<tr>
<td>Divide Divide</td>
</tr>
<tr>
<td><strong>Create</strong></td>
</tr>
<tr>
<td>Compose Compose</td>
</tr>
<tr>
<td>Design Design</td>
</tr>
<tr>
<td>Propose Propose</td>
</tr>
<tr>
<td>Combine Combine</td>
</tr>
<tr>
<td>Construct Construct</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
</tr>
<tr>
<td><strong>Decide</strong></td>
</tr>
<tr>
<td>Judge Judge</td>
</tr>
<tr>
<td>Value Value</td>
</tr>
<tr>
<td>Predict Predict</td>
</tr>
<tr>
<td>Evaluate Evaluate</td>
</tr>
<tr>
<td><strong>Supportive Evidence</strong></td>
</tr>
<tr>
<td>Prove your answer. Prove your answer.</td>
</tr>
<tr>
<td>Support your Support your answer.</td>
</tr>
<tr>
<td><strong>Supportive Evidence</strong></td>
</tr>
<tr>
<td>Give reasons for your answer. Give reasons for your answer.</td>
</tr>
<tr>
<td>Explain your answer. Explain your answer.</td>
</tr>
<tr>
<td>Why do you feel that way? Why do you feel that way?</td>
</tr>
</tbody>
</table>
**LEVEL 1**

- What information is given?
- Locate in the story where...
- When did the event take place?
- Point to the...
- List the...
- Name the...
- Where did...?
- What is...?
- Who was/were...?
- Illustrate the part of the story that...
- Make a map of...
- What is the origin of the word ________?
- What events led to ______?

**LEVEL 2**

- What would happen to you if...
- Would you have done the same thing as...?
- What occurs when...?
- Compare and contrast ______ to ______.
- What other ways could ___ be interpreted?
- What is the main idea of the story (event)?
- What information supports your explanation?
- What was the message in this piece (event)?
- Give me an example of...
- Describe in your own words what ______ means.
- What does ______ suggest about ________’s character?
- What lines of the poem express the poet’s feelings about ________?
- What is the author trying to prove? What evidence does he present?

**LEVEL 3**

- Design a ______ to show...
- Predict what will happen to ______ as ______ is changed.
- Write a new ending to the story (event)...
- Describe the events that might occur if...
- Add something new on your own that was not in the story...
- Pretend you are...
- What would the world be like if...?
- Pretend you are a character in the story. Rewrite the episode from your point of view.
- What do you think will happen to ______? Why?
- What is most compelling to you in this ______? Why?
- Could this story have really happened? Why or why not?
- If you were there, would you...?
- How would you solve this problem in your life?
### Bloom’s Levels of Questioning: English and Social Science

<table>
<thead>
<tr>
<th>Level</th>
<th>Example Questions</th>
</tr>
</thead>
</table>
| 1. **KNOWLEDGE**—recalling information          | What information is given?  
What are you being asked to find?  
Locate in the story where...  
When did the event take place?  
Point to the...  
List the...  
Name the...  
Where did...?  
What is...?  
Who was/were...? |
| 2. **COMPREHENSION**—understanding meaning      | What are you being asked to find?  
Explain the concept of...  
Give me an example of...  
Describe in your own words what ______ means.  
Illustrate the part of the story that...  
Make a map of...  
This event led to...  
Describe the scenario... |
| 3. **APPLICATION**—using learning in new situations | What would happen to you if ...?  
Can you see other relationships that will help you find this information?  
Would you have done the same thing as...?  
What occurs when ...?  
If you were there, would you ...?  
How would you solve this problem in your life?  
In the library (on the Web), find info about... |
| 4. **ANALYSIS**—ability to see parts and relationships | Compare and contrast ______ to ______.  
What was important about ...?  
What other ways could ____ be interpreted?  
What things would you have used to ...?  
What is the main idea of the story (event)?  
What information supports your explanation?  
What was the message in this piece (event) ...? |
| 5. **SYNTHESIS**—parts of information to create new whole | Design a ______ to show...  
Predict what will happen to ______ as ______ is changed.  
What would it be like to live ...?  
Write a new ending to the story (event).  
Describe the events that might occur if...  
Add a new thing on your own that was not in the story.  
Pretend you are...  
What would the world be like if ...? |
| 6. **EVALUATION**—judgment based on criteria     | How can you tell if your analysis is reasonable?  
Would you recommend this ______ to a friend? Why?  
What do you think will happen to ______? Why?  
What significance is this event in the global perspective?  
What is most compelling to you in this ______? Why?  
Do you feel ______ is ethical? Why or why not?  
Could this story have really happened? Why or why not? |