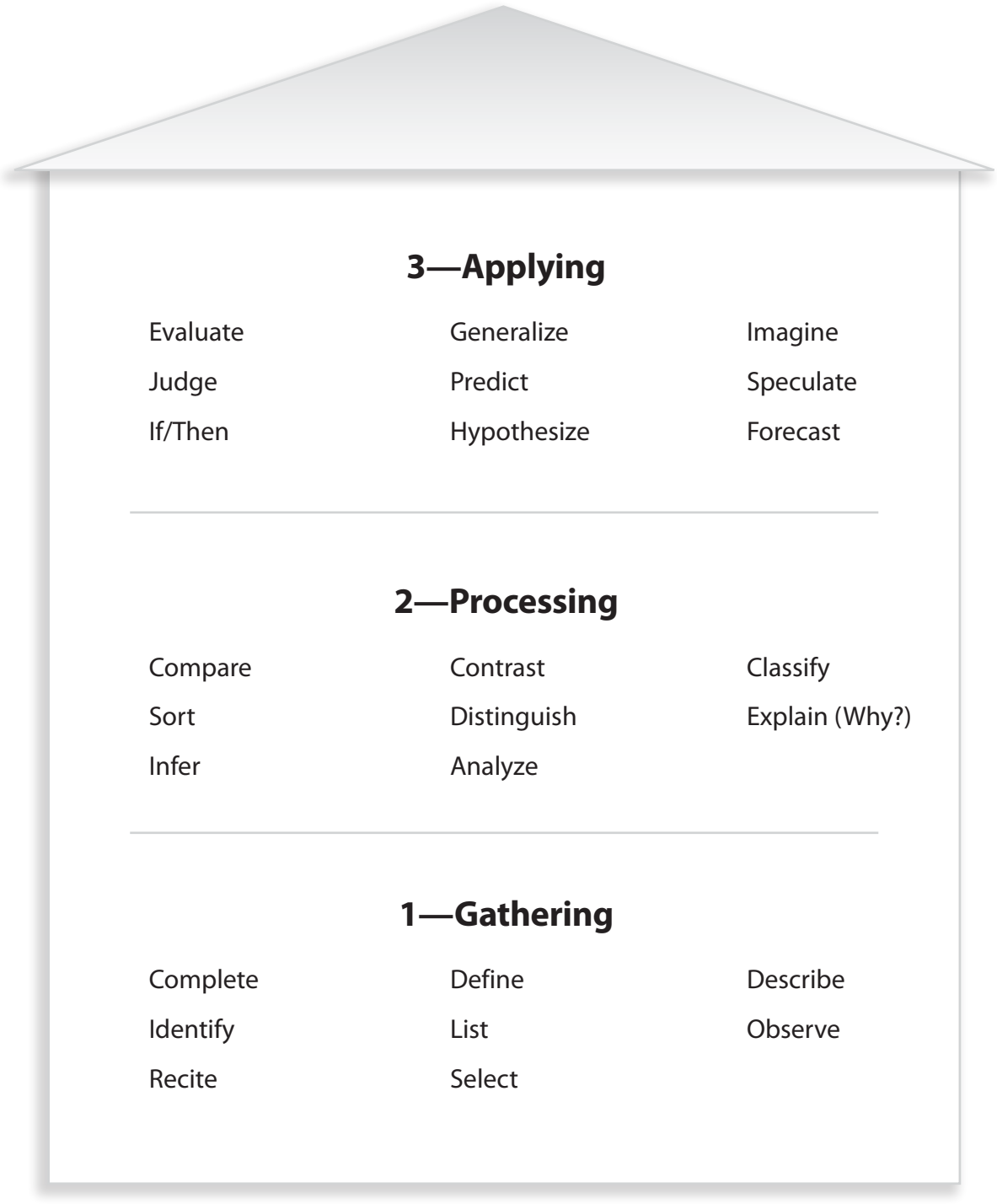
The Three-Story House

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.



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	

Vocabulary: Costa's Levels of Thinking and Questioning

LEVEL 1

Remember	Define	List	Recall	Match
	Repeat	State	Memorize	Identify
	Name	Describe	Label	Record
Show Understanding	Give examples	Rewrite	Review	Tell
	Restate	Reorganize	Locate	Extend
	Discuss	Explain	Find	Summarize
	Express	Report	Paraphrase	Generalize

LEVEL 2

Use Understanding	Dramatize	Use	Translate	Interpret
	Practice	Compute	Change	Repair
	Operate	Schedule	Pretend	Demonstrate
	Imply	Relate	Discover	Infer
	Apply	Illustrate	Solve	
Examine	Diagram	Question	Analyze	Criticize
	Distinguish	Inventory	Differentiate	Experiment
	Compare	Categorize	Select	Break down
	Contrast	Outline	Separate	Discriminate
	Divide	Debate	Point out	
Create	Compose	Draw	Plan	Modify
	Design	Arrange	Compile	Assemble
	Propose	Suppose	Revise	Prepare
	Combine	Formulate	Write	Generate
	Construct	Organize	Devise	

LEVEL 3

Decide	Judge	Rate	Choose	Conclude
	Value	Justify	Assess	Summarize
	Predict	Decide	Select	
	Evaluate	Measure	Estimate	
Supportive Evidence	Prove your answer	Give reasons for your answer	Explain your answer	Why do you feel that way?
	Support your answer		Why or why not?	

Content-Specific Questions

Costa's Levels of Thinking and Questioning: **Math**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • What are you being asked to find? • What formula would you use in this problem? • What does _____mean? • What is the formula for…? • List the… • Name the… • Where did…? • What is…? • When did…? • Explain the concept of… • Give me an example of… • Describe in your own words what _____means. • What mathematical concepts does this problem connect to? • Draw a diagram of… • Illustrate how _____works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when…? • Does it make sense to…? • Compare and contrast _____ to _____. • What was important about…? • What prior research/formulas support your conclusions? • How else could you account for…? • Explain how you calculate… • What equation can you write to solve the word problem?	• Predict what will happen to _____ as _____ is changed. • Using a math principle, how can we find…? • Describe the events that might occur if… • Design a scenario for… • Pretend you are… • What would the world be like if…? • How can you tell if your answer is reasonable? • What would happen to_____ if _____(variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

Costa's Levels of Thinking and Questioning: **Science**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • What are you being asked to find? • What formula would you use in this problem? • What does _____mean? • What is the formula for…? • List the… • Name the… • Where did…? • What is…? • When did…? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of… • Illustrate how _____works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to…? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for…? • Explain the concept of… • Give me an example of…	• Design a lab to show… • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find… • Describe the events that might occur if… • Design a scenario for… • Pretend you are… • What would the world be like if…? • What would happen to ___ if _____(variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Costa's Levels of Thinking and Questioning: **English**

LEVEL 1	LEVEL 2	LEVEL 3
• 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…?	• 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/she present?	• 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?

Costa's Levels of Thinking and Questioning: **Social Studies**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is given? • What are you being asked to find? • When did the event take place? • Point to the… • List the… • Name the… • Where did…? • What is…? • Who was/were? • Make a map of…	• 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? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to…? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of… • Give me an example of…	• 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 event. • Describe the events that might occur if… • Pretend you are… • What would the world be like if…? • How can you tell if your analysis is reasonable? • 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?

Bloom's Taxonomy:
Science and Math

KNOWLEDGE— **recalling information** • What information is given? • What are you being asked to find? • What formula would you use in this problem? • What does _____mean? • What is the formula for...? • List the... • Name the... • Where did...? • What is...? • Who was/were...? • When did...?	**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. • What (science or math) concepts does this problem connect to? • Draw a diagram of... • Illustrate how _____works. • Explain how you calculate… results?	**APPLICATION—** **using learning in new situations** • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when…? • How would you change your procedures to get better • Does it make sense to…? • What method would you use to…?
ANALYSIS— **ability to see parts and relationships** • Compare and contrast _____ to _____. • What was important about... • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for...?	**SYNTHESIS—** **parts of information to create new whole** • Design a lab to show… • Predict what will happen to _____ as _____ is changed. • Using a principle of (science or math), how can we find…? • Describe the events that might occur if…? • Design a scenario for… • Pretend you are… • What would the world be like if…?	**EVALUATION—** **judgment based on criteria** • How can you tell if your answer is reasonable? • What would happen t o _____ if _____ (variable) were increased/ decreased? • How would repeated trials affect your data? • What significance is this experiment/formula to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Bloom's Taxonomy:
English and Social Science

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...? • Describe the scenario…	**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…	**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 (or on the web) find info about…
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)...?	**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…?	**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 really have happened? Why or why not?

Pledge of Allegiance

Directions: Read the Pledge of Allegiance on page 2 of this handout and then answer the following Level 1, 2, and 3 questions.

Level 1:

What does allegiance mean?

What two words describe the United States of America?

Write your own Level 1 question here:

Level 2:

How is the Pledge similar to the AVID student or tutor contract?

How does one demonstrate allegiance?

Write your own Level 2 question here:

Level 3:

Does everyone in America have liberty and justice? Explain.

How would the Pledge change if it were written for your AVID class?

Write your own Level 3 question here:

The Pledge of Allegiance

I pledge allegiance to the flag

of the United States of America,

and to the republic for which it stands:

one nation under God, indivisible,

With liberty and justice for all.

Moving on Up:
Writing Higher-Level Questions

Directions: Complete the table below by writing Level 2 and 3 questions that correspond to each Level 1 question provided for the fairy tale "Cinderella." The first set has been completed for you as an example.

Level 1	Level 2	Level 3
What are the names of the three stepsisters?	Compare and contrast Cinderella to one of her stepsisters.	Justify the reasons why Cinderella's stepsisters are so undesirable to the prince.
Who is the person that grants Cinderella her wish of attending the ball?		
What was Cinderella's coach made out of?		
What happened at midnight?		
Who found Cinderella's glass slipper?		
After Cinderella and the prince were married, how did they live?		
What was the slipper made of?		
What changes happened as a result of the fairy godmother's magic?		
How did Cinderella get her name?		
Describe the ball at the palace.		

More Higher-Level Questions

Level 1	Level 2	Level 3

Extension Activities

1. Provide students with the fairy tale to use as they answer these questions to have a text-based discussion.
2. Have students repeat this activity with a different fairy tale, subject, novel, or content-area material.
3. Have students generate three Level 1 questions, three Level 2 questions, and three Level 3 questions and fill in questions for the corresponding levels.
4. Use this activity to have students generate questions with content-level material to prepare for a test.
5. Refer to this activity when students ask lower-level questions during tutorials.