

Figure 3.3 Bloom's Taxonomy		
Level	Key Words	Prompts
Knowledge: Recall data or information.	define, describe, identify, know, label, list, match, name, outline, recall, recognize, reproduce, select, state	Where is . . . What did . . . Who was . . . When did . . . How many . . . Locate it in the story . . . Point to the . . .
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems.	comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, interpret, paraphrase, predict, rewrite, summarize, translate	Tell me in your own words . . . What does it mean . . . Give me an example of . . . Describe what . . . Illustrate the part of the story that . . . Make a map of . . . What is the main idea of . . .
Application: Use a concept in a new situation or unprompted use of an abstraction.	apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use	What would happen to you if . . . Would you have done the same as . . . If you were there, would you . . . How would you solve the problem . . . In the library, find information about . . .
Analysis: Separate material or concepts into component parts so that its organizational structure may be understood.	analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate	What things would you have used . . . What other ways could . . . What things are similar/different? What part of this story was the most exciting? What things couldn't have happened in real life? What kind of person is . . . What caused _____ to act the way he/she did?

- *Application:* What would you have said to Tommy's older brother when he called Nana Upstairs "a witch"?
- *Analysis:* How were Nana Upstairs and Nana Downstairs alike and different?
- *Synthesis:* Add a new last page to the book. What might the two grandmothers say to the adult Tommy when he looks at the stars to remember them?
- *Evaluation:* Did you like this story? Why or why not?

Figure 3.3 Bloom's Taxonomy (continued)		
Level	Key Words	Prompts
Synthesis: Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write	What would it be like if . . . What would it be like to live . . . Design a . . . Pretend you are a . . . What would have happened if . . . Why/why not? Use your imagination to draw a picture of . . . Add a new item on your own . . . Tell/write a different ending . . .
Evaluation: Make judgments about the value of ideas or materials.	appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support	Would you recommend this book? Why or why not? Select the best . . . Why is it the best? What do you think will happen to . . . Why do you think that? Could this story really have happened? Which character would you most like to meet? Was _____ good or bad? Why? Did you like the story? Why?

While Bloom's taxonomy provides us with a way of organizing questions, teachers can structure interesting questions in other ways. The goal is for questions to provide students with an opportunity to think and the teacher with an opportunity to check for understanding. Figure 3.4 provides a list of question stems that teachers can use in planning open-ended questions.

Instructional Practices That Promote Participation

In addition to monitoring nonverbal behavior and creating quality questions, there are a number of instructional practices that teachers can use to increase participation and engagement in the classroom. The following strategies are especially useful in the area of questioning and may also apply to other methods of checking for understanding.