During or After Reading/Teaching – Asking Questions

Bloom's Thinking Prompts

What? Bloom's Thinking Prompts are questions related to the six thinking skills in Bloom's Taxonomy. Teachers select prompts to ensure students are responding to all levels of the cognitive domain. Students can respond to the prompts through Quick Writes, tests, RAFT (role-audience-format-topic) activities, or other writing or speaking activities.

Why? Students need to develop thinking and learning at all cognitive levels. The higher-level prompts deepen student comprehension and stimulate original thinking.

How? Consider the demands of the reading assignment and determine which of the six levels of thinking are required for students to understand what they are reading.

Teach students about Bloom's Taxonomy. Give them a copy of the cue questions.

Give students questions before reading, so the purpose of the reading is set for active student engagement with the text.

Model the thinking required to respond to the prompts. Give students examples of responses.

Allow guided practice with small groups or partners before assigning individual response.

Once students are comfortable with the six thinking skills, more student choice can be offered. Also, students who are proficient with the skills may create their own questions from the chart.

Cue Questions Based on Bloom's Taxonomy of Critical Thinking

Lower-Order Thinking Skills	Higher-Order Thinking Skills
1. Knowledge What is …? How is …? Where is …? When did __ happen? How would you explain …? Why did …? How would you describe …? Can you recall …? How would you show …? Can you select …? Who (what) were the main …? Can you list three …?	**4. Analysis** What are the parts or features of …? How is __ related to …? Why do you think …? What is the theme …? What motive is there …? What conclusions can you draw …? How would you classify …? Can you identify the different parts …? What evidence can you find …? What is the relationship between …? Can you make a distinction between …? What is the function of …? What ideas justify …?
2. Comprehension How would you classify the type of …? How would you compare …? Contrast …? How would you rephrase the meaning …? What facts or ideas show …? What is the main idea of …? Which statements support …? Can you explain what is meant …? What can you say about …? Which is the best answer …? How would you summarize …?	**5. Evaluation** Do you agree with the actions? Do you agree with the outcomes? What is your opinion of …? How would you prove …? Disprove…? Can you assess the value or importance of …? What would you recommend …? How would you rate or evaluate the …? What choice would you have made …? How would you prioritize …? What details would you use to support the view …? Why was it better that …?
3. Application How would you use …? What examples can you find to… How would you solve __ using what you have learned …? How would you organize __ to show …? How would you show your understanding of …? What approach would you use to …? How would you apply what you learned to develop …? What other way would you plan to …? What would result if …? Can you make use of the facts to …? What elements would you choose to change …? What facts would you select to show …? What questions would you ask in an interview with …?	**6. Synthesis** What changes would you make to solve …? How would you improve …? What would happen if …? Can you elaborate on the reason …? Can you propose an alternative …? Can you invent …? How would you adapt __ to create a different …? How could you change the plot (plan) …? What could be done to minimize (maximize) …? What way would you design …? What could be combined to improve (change) …? How would you test or formulate a theory for …? Can you predict the outcome if …? Can you construct a model that would change …? Can you think of an original way for the …?

Suggested Activities for Bloom's Taxonomy

1. Knowledge	**4. Analysis**
Describe the ___. Make a timeline of events. Make a facts chart. Write a list of ___ or facts about ___. List all the people in the story. Make a chart showing ___. Make an acrostic. Recite a poem.	Design a questionnaire about __. Conduct an investigation to produce ___. Make a flow chart to show ___. Construct a graph to show ___. Put on a play about ___. Review ___ in terms of identified criteria. Prepare a report about the area of study.
2. Comprehension	**5. Evaluation**
Cut out or draw pictures to show an event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of ___. Write and perform a play based on the ___. Compare this ___ with ___. Construct a model of ___. Write a news report. Prepare a flow chart to show the sequence.	Prepare a list of criteria you would use to judge a ___. Indicate priority ratings you would give. Conduct a debate about an issue. Prepare an annotated bibliography. Form a discussion panel on the topic of ___. Prepare a case to present you opinions about ___. List some common assumptions about ___. Rationalize your reactions.
3. Application	**6. Synthesis**
Construct a model to demonstrate using it. Make a display to illustrate one event. Make a collection about ___. Design a relief map to include relevant information about an event. Scan a collection of photographs to illustrate a particular aspect of the study. Create a mural to depict ___.	Create a model that shows your new ideas. Devise an original plan or experiment for ___. Finish the incomplete ___. Make a hypothesis about ___. Change ___ so that it will ___. Propose a method to ___. Prescribe a way to ___. Give the book a new title.

Adapted from Gregory, G.H. & Chapman, C. (2007) *Differentiated Instructional Strategies: One Size Doesn't Fit All* (2nd ed.). Thousand Oaks, CA: Corwin.