



## Three-Story House (Costa's Levels of Questioning)



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.

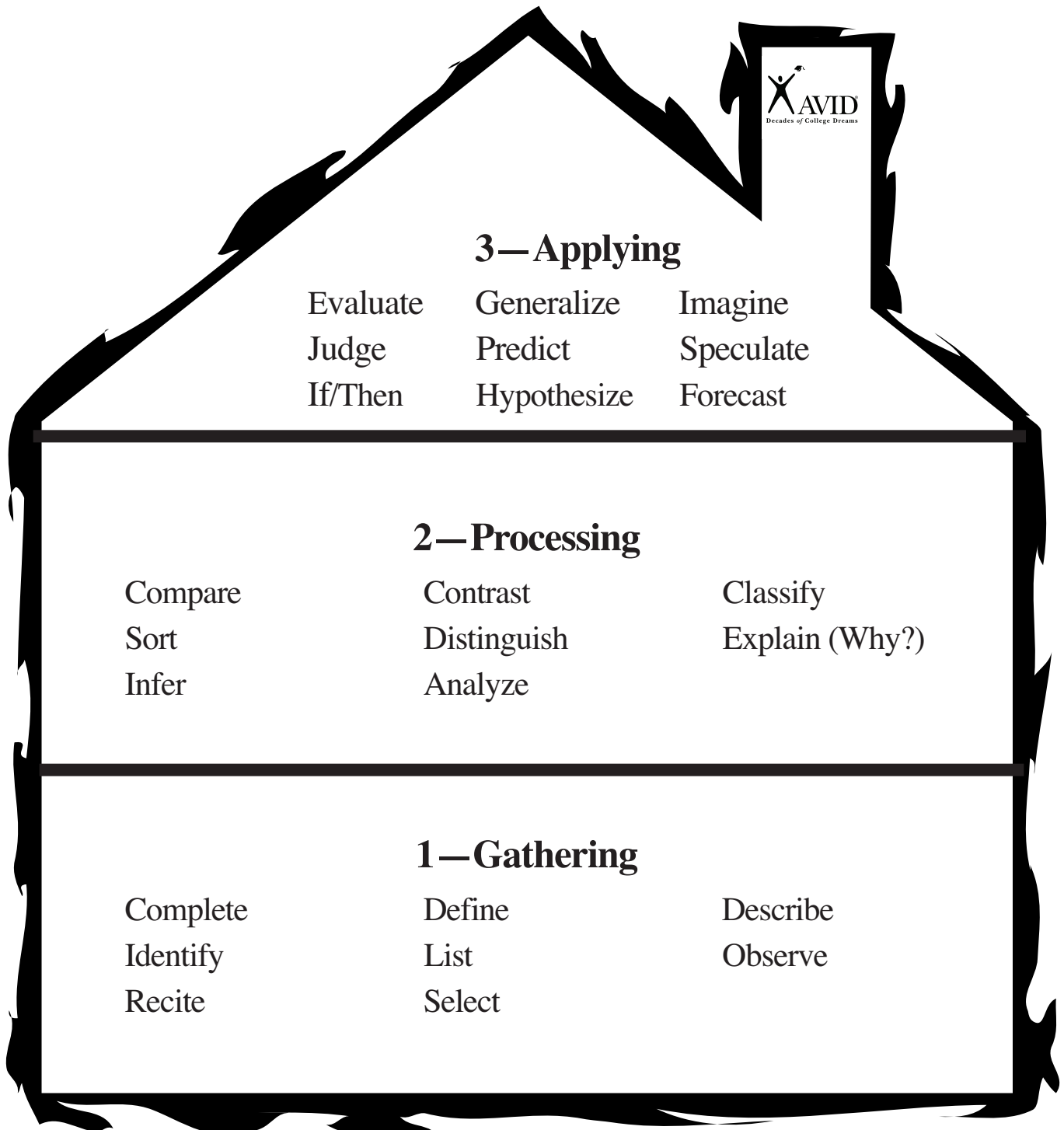
Adapted from a quotation by Oliver Wendell Holmes

# 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.





# 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	Recognize	Locate	Extend
Discuss	Explain	Find	Summarize
Express	Report	Paraphrase	Generalize

## LEVEL 2

### Use Understanding

Dramatize	Use	Translate	Interpret
Practice	Compute	Change	Prepare
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. Support your answer.	Give reasons for your answer.	Explain your answer. Why or why not?	Why do you feel that way?
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## Costa's Levels of Questioning: English

### 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

### 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?