

# **THE NEW\* BLOOM'S TAXONOMY & FOREIGN LANGUAGE INSTRUCTION**

TEACHING WITH COMPREHENSIBLE INPUT (TCI) USES ALL OF THESE LEVELS OF THINKING  
*We can give students experiences where they can think at all levels, even in beginning courses.*

Level of Thinking	Key Question / Verb Examples	Examples of Comprehensible Input-Based Activities
<b>1. REMEMBER</b> <i>(lowest level)</i> <i>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</i>	<b>Can the student recall or <u>remember</u> the information?</b>  arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state	*Answer questions that begin with who, what, when, where (if the answer is explicitly given in a story) *Match characters to action/dialogue *Information gap questions *True-False, Either/Or statements *Match L2 vocabulary to English
<b>2. UNDERSTAND</b> <i>Constructing meaning from oral, written, and graphic messages.</i>	<b>Can the student <u>explain</u> ideas or concepts?</b>  classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate	*Summarize a story in own words *Restate main idea of story *Explain why a character in a story does/says something (when answer was stated or implied in a story) *Describe a person/place in the story *Translate text aloud to English
<b>3. APPLY</b> <i>Carrying out or using a procedure.</i>	<b>Can the student <u>use</u> the information in a new way?</b>  apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use	*Act out novel commands *Rewrite a story from a different point of view (POV) *Act out a story *Draw a story
<b>4. ANALYZE</b> <i>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</i>	<b>Can the student <u>distinguish between</u> the different parts?</b>  analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test	*Answer <i>why</i> or <i>open-ended</i> questions (when answer is indirectly stated or implied in a story) *Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.)
<b>5. EVALUATE</b> <i>Making judgments based on criteria and standards.</i>	<b>Can the student <u>justify</u> a stand or decision?</b>  argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value	*Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences
<b>6. DESIGN</b> <i>(highest level)</i> <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</i>	<b>Can the student <u>create</u> a new product or point of view?</b>  assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write	*Create and give novel commands *Write an original story *Compose a class story *Invent new details for a story *Generate / invent answers to hypothetical questions *Rewrite a story adding details &/or characters that were not in the original

\* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.