**BH**
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# THE NEW* BLOOM'S TAXONOMY
# & WORLD LANGUAGE TEACHING

COMPREHENSIBLE INPUT / ACQUISITION-BASED TEACHING CAN ACCESS ALL OF THESE THINKING LEVELS
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 |
|---|---|---|
| **1. REMEMBER** *(Lowest level)* *Retrieving, recognizing, and recalling relevant knowledge from long-term memory.* | **Can the student recall or remember the information?** 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 |
| **2. UNDERSTAND** *Constructing meaning from oral, written, and graphic messages.* | **Can the student explain ideas or concepts?** classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate | *Summarize story in your own words *Restate main message 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 |
| **3. APPLY** *Carrying out or using a procedure.* | **Can the student use the information in a new way?** 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 |
| **4. ANALYZE** *Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.* | **Can the student distinguish between the different parts?** analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test | * Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.) |
| **5. EVALUATE** *Making judgments based on criteria and standards.* | **Can the student justify a stand or decision?** argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value | *Answer *why* or *open-ended* questions (when answer is indirectly stated or implied in a story) *Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences |
| **6. DESIGN** *(Highest level)* *Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.* | **Can the student create a new product or point of view?** 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.**