

Bloom's (Revised) Taxonomy can be used to make literacy work more challenging for high learning potential children who have already mastered, or can very quickly and easily grasp, the lower order learning activities.

Below are suggestions for activities at every Bloom's Taxonomy level for reading, writing and spelling, as well as a table with suggestions for tasks at each level so you can create your own activities for other topics.

There are six levels in the taxonomy, moving from the lowest order processes (Remembering) to the highest (Creating):

Remembering – Level 1 – Lower Order Thinking Skill

Retrieving, recalling or recognising knowledge from memory, used to produce definitions, facts or lists, or recite or retrieve material.

Understanding – Level 2 – Lower Order Thinking Skill

Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions, and stating main ideas.



Applying – Level 3 – Middle Order Thinking Skill

Use new knowledge in new situations by applying acquired facts, techniques and rules in a different way.

Analysing – Level 4 – Higher Order Thinking Skill (Critical Thinking)

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.

Evaluating – Level 5 – Higher Order Thinking Skills (Critical Thinking)

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Creating – Level 6 – Higher Order Thinking Skill (Creative Thinking)

Compile information in a different way by combining elements in a new pattern or proposing alternative solutions, through generating, planning or producing.

USING THINKING SKILLS IN LITERACY

Reading Activities Using Bloom's Taxonomy – after reading a book; fiction or non-fiction

Level	Suggested Activities		
Remembering	List information about your book.	Draw a picture of your favourite part of the book.	Make a chart outlining the different parts of the book.
Understanding	Retell the story (or part) in your own words.	Make a poster showing what you know about the book.	Find photographs to illustrate the different parts of the book.
Applying	Write a radio advertisement for the book, telling people why they should buy it. Make sure you mention the name and author of the book.	Find 6 words you found difficult to read or understand. Use a dictionary to find the meaning of these words. Write down the words and their meanings.	Write a PMI (Plus, Minus, Interesting) about the book. What was good, bad and interesting about the book?
Analysing	Use a Venn diagram to compare and contrast the characters, themes and/or plot.	What 5 questions would you most like to ask a character / the author of your book?	Make a flow-chart of events in the book.
Evaluating	Develop a rating system for your book and compare it to other books using it.	What kinds of illustrations would you add to improve the book? Draw or find some that could work.	Debate the merits and drawbacks of the book with another person.
Creating	Write a new ending for the book or add a new chapter to it.	Make predictions about what might happen in the future, in relation to your book.	Create a dance, mime or rap that demonstrates your understanding of the book.

Spelling Activities Using Bloom's Taxonomy

Level	Suggested Activities
Remembering	Create flashcards to help remember the spellings.
Understanding	Make up sentences incorporating the words. How many of them can you fit into one sentence?
Applying	Use the spelling words to make up a story.
Analysing	Categorise the words according to the parts of speech, number of letters, or the letters used.
Evaluating	Decide which of the spelling words are the most challenging to remember, and then focus your efforts on remembering those.
Creating	Create a calligram of your word. A calligram is a picture of the word made using the letters in it.

Writing Activities Using Bloom's Taxonomy

Level	Suggested Activities
Remembering	Work on writing to the right level and use mnemonics, rhymes or visual aids to remember the rules (e.g. punctuation or spelling rules).
Understanding	After studying a piece of writing, rewrite it in your own words.
Applying	Rewrite information in a different context; for example, as a newspaper column, an advertising leaflet or a letter to the council.
Analysing	Analyse a piece of writing according to its viewpoint, the time at which it was written, the language used, its purpose, and compared to other similar pieces of writing.
Evaluating	Write a piece showing how we can decide to use one or another side of an argument.
Creating	Using a stimulus and information gained about it; create a new piece of writing. Or rewrite something in a new way.

USING THINKING SKILLS IN LITERACY

The table below shows some of the verbs used to ask questions of learners at each of the different levels of the taxonomy:

Thinking Skill	Verbs Used	Example Tasks
Remembering	Name Find Write Tell List State Recite	List Timeline Facts Recitation Quiz Flashcards Bullet points
Understanding	Describe Summarise Discuss Outline Predict Interpret Explain	Summary Explanation Mind map Presentation Timeline Scrapbook Examples
Applying	Demonstrate Solve Use Apply Illustrate Construct Examine	Illustration Project Roleplay Map Diorama Leaflet Newspaper Article
Analysing	Categorise Analyse Classify Compare Contrast Separate Relate	Diary Collection Illustration Questionnaire Flow-chart Model Diagram
Evaluating	Judge Critique Justify Debate Recommend Prioritise Experiment	Survey Graph Report List criteria Debate Essay Written case
Creating	Design Create Plan Construct	Story Poem Play Song

USING THINKING SKILLS IN LITERACY

	Invent Devise Make	Animation Invention Website
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