

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses about the definition of reading, skills of reading, teaching reading, and the definition of Blooming Worksheet.

#### A. DEFINITION OF READING

Reading is a complex activity where the agent mobilizes a number of separate activities. Those activities are understanding, imaging, staring, and remembering<sup>1</sup>. A reader cannot only have an activity while reading a text that is reading the text at glance. Absolutely, a reader has an active activity to give response toward the meaning of the text implicitly in his mind. Reading is an interactive activity to find meaning and understand the utterances in written text. Reading is a process done by the reader to get the messages extended by the writer through words media in written text.<sup>2</sup>After those all, a reader becomes desire to comprehend the text he has read. At that time, he can think longer about the text he has read to understand deeper the writer's information in the text. Comprehend is an ability to read and to understand the main idea, the important detail, and the whole meaning of the text.<sup>3</sup>Comprehending the text that the reader has read is not merely understand about the text he has read, but also the explicit information and implicit information of the text. Furthermore, depend on Rubin (1982: 106),

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<sup>1</sup> Soedarso, *Speed Reading: Sistem Membaca Cepat dan Efektif*, (Jakarta: Gramedia Pustaka, 2002), p. 4.

<sup>2</sup> Samsu Somadayo, *Strategi dan Teknik Pembelajaran Membaca*, (Yogyakarta: Graha Ilmu, 2011), p. 5.

<sup>3</sup> Soedarso, loc. cit, p. 58.

comprehending reading is a complex intellectual process included two main abilities; those are mastery on the words' meaning and an ability to think about verbal concept. Therefore, reader is demanded to be able to express the meaning of the texts which is the meaning that the writer wants to extend. <sup>4</sup>It feels like the reader should be able to join become one with the writer's intention.

In reading, the student is 'developing a considerable range of habitual responses to a specific set of patterns and graphic shapes.' When learning to read his native language he has learned to recognize certain pattern of arrangement (such as paragraph divisions) and is familiar with the punctuation marks and their function. When he comes to read in the foreign language, then, he already understands what the process of reading signifies.<sup>5</sup> Thus, the reader should have a good skill at reading on his own language. If his skill of reading on his own language is not good, he will get more difficulties to comprehend the reading text in the foreign language.

#### **a) The Purpose Of Comprehending Reading**

Depend on Rivers and Temperly (1978) those are seven main purposes in reading:

1. finding the information to a purpose or feeling anxious about a topic,
2. finding some directions about the ways to do some activities in working or daily life, such as knowing the house tools operation, acting in a drama, playing game, and finishing puzzle,

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<sup>4</sup> Somadayo, loc. cit, p. 8.

<sup>5</sup> Donn Byrne, *English Teaching Perspective*, (Singapore: Longman Group Ltd, 1980), p. 122.

3. having relationship with friends by correspondence to understand the contain of the letters,
4. knowing when and where something will happen or what the available,
5. knowing what is the happening event or what has been happening as has been reported in newspaper, magazine, and news,
6. getting joyful and entertainment.

Thus, the main purpose of comprehending reading is finding an understanding. Comprehending reading is a reading activity that the reader makes an effort to understand the content of the whole texts.

Furthermore, Tarigan (1986: 9) states that the main purposes in reading are to find and to get information included the contain and the comprehend of reading.

Those purposes are:<sup>6</sup>

1. reading for detail or facts,
2. reading for main ideas,
3. reading for sequence or organization,
4. reading for inference,
5. reading to classify,
6. reading to evaluate,
7. reading to compare or contrast.

#### **b) Types Of Comprehending Reading**

Comprehending reading is a process to build a comprehension toward the discourse. Through this process, a reader uses some kinds of comprehensions;

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<sup>6</sup> Somadayo, loc. cit, p. 16.

those are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.<sup>7</sup>

### 1. Literal Comprehension

Ability in literal comprehension is a reader's ability to know and to find the information written literally in discourse. That information exists on reading the lines. Literal comprehension skills are:

- a) Knowing the words, the sentences, and the paragraph.
- b) Knowing the detail substance, the comparative substance, and the main substance.
- c) Knowing the connection of cause-effect.
- d) Answering the question words (what, who, when, and where)
- e) Restating the comparative substance, substance in order, and substance of cause-effect.

### 2. Interpretative Comprehension

In interpretative comprehension, a reader plays an active role to build the meaning from the statement in the text. The reader makes a conclusion from implicit information by combining information in text through his comprehension.

### 3. Critical Comprehension

Ability in critical comprehension is a reader's ability to process the discourse critically and to find throughout the discourse material, either implicit meaning or explicit meaning. Processing the discourse material critically means that in processing reading, a reader not only to find the meaning through reading the

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<sup>7</sup> Ibid 20-26.

lines, but also to find the meaning through reading between the lines, and to find the meaning through reading beyond the lines.

#### 4. Creative Comprehension

A creative reader firstly comprehends literally on the writer's states. And then he tries to interpret and to give his reaction in a rate toward the writer's statement. Next, he develops his own thinking to form a new idea, to develop his new knowledge, new approach, and his own thinking frames. Thus, the reader uses his result of reading to develop his intellectual and his emotional ability. Furthermore, he creatively creates something either conceptual or practical.

##### **c) Factors Influence The Comprehending Reading Process**

Generally, an ability to read is purposed to the reader's comprehend toward the text and the speed level he has. Those factors are:<sup>8</sup>

- a. Intelligence level.
- b. Language ability toward the limit of vocabularies he has.
- c. Reader's behavior and interest.
- d. The condition of the discourse or the text, such as the difficulties level, the book design, and so on.
- e. The reader's habitual in reading.
- f. The reader's knowledge about the ways to read, such as to find the main idea.
- g. The reader's social, economy, and culture background.
- h. The reader's emotional.

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<sup>8</sup> Ibid, 30-31.

- i. The reader's knowledge and experience in reading.

#### **d) Stages To Comprehending Reading**

There are some stages on comprehending reading.<sup>9</sup> Those are:

##### a) Pre-reading

Pre-reading stage is a teaching activity that is done before the students have a reading activity. In pre-reading stage, teacher directs the students' attention and the students' active scheme related to the topic of the text. Firstly, teacher reads the title of the text and introduce to the students. Next, prediction activity that is done by reading loudly of the text. The last, teacher uses some stimulus to defend the students' attention on the lesson.

##### b) During reading

After pre-reading activity, the next stage is during reading activity. A strategy that can be used to improve students' comprehending reading during reading is metacognitive. It is a reference on reader's knowledge about intellectual function that comes from his own mind and his conscious to control and monitor that function. The implementation of during reading activity are:

- **Skimming**, is a reading technique to read quickly to find the important thing of the text. It purposes on finding the topic, opinion, and the writing organization.
- **Scanning**, is a reading technique to read quickly to find the information without ignoring the comprehension. It is reading activity to find the

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<sup>9</sup> Ibid,35-38.

information of the text, and the special fact of the text, and to conclude the text.

c) Post-reading

Strategy that is used in post-reading stage is to develop the text, to give question, to retell, and to present the text visually in order to help students to fuse the new information they get into the scheme they have. It can be explored as follow:

- Giving students a chance to find the follow information about the topic of the text.
- Giving students stimulus by questions about the text.
- Giving students a chance to organize the material that they will present.
- Giving students a chance to do some tasks to improve their comprehension about the text

## **B. Skills of Reading**

One of reading theories in empirical approach, skill theory, considers that reading skills are some skills of reading those are related each other (inter-related reading skills). From many reading skills proposed by experts, Ghani Johan grouped those skills into five skills.<sup>10</sup> They are:

### **1. Deducing the meanings of words from contexts.**

Deducing the meanings of words from contexts can be done by looking at the words or phrases that follow those so it can be known the function, the type, and

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<sup>10</sup> Ghani Johan, *Reading and Translation*, (Yogyakarta: Pustaka Pelajar, 1998), p. 1-11.

the meaning of those words correctly. For example: "Because of the heavy rain, some students were not *present* at the flag ceremony this morning." (*present* in this sentence is an adjective means existence)

## **2. Understanding the forms and meanings of non-idiomatic phrases.**

Non-idiomatic phrases are different with idiomatic phrases. The form and the function of idiomatic phrases already have their own principle. Besides, non-idiomatic phrases are formed based on certain principle. Kinds of non-idiomatic phrases are noun phrase, gerund phrase, participial phrase, predicative verb phrase, and infinitive phrase.

## **3. Understanding sentence meaning through syntactical structures**

This skill is an application of understanding grammar especially syntax in identifying words, phrase, or clause that functions as the essence of sentence (subject, object, verb, adverb, or complement).

## **4. Recognizing and understanding rhetorical structures.**

Rhetorical structure is a connection between functional meanings figured out by language element in a reading text. The ability to know and to understand the rhetorical structures are included an understanding through meaning and function of word, phrase, punctuation mark, and certain structures used by the writer to extend his idea or message he wants to explore.

## **5. Critical reading skills**

- a) Understanding the writer's aim, view, and pitch in the reading text.
- b) Making an inference, generalization, and conclusion.



- c) Judging the writer's source reference, whether it is based on fact or opinion reading text.
- d) Judging the writer's grammar and language.

### C. TEACHING READING

Students come with a significant reading problem, and the problem is felt to lie in comprehension or general reading achievement. But often, the comprehension problem is really a side effect of more fundamental problems which are at the root of many reading difficulties difficulty in word recognition, word identification or decoding, and problems in fluency.<sup>11</sup> A reader applies processes that lead to comprehension to the language input he obtains from graphic symbols. Since reading is a language-based activity, it is difficult to understand a text written in a language one does not know well. The difficulties caused by a student's limited English proficiency are often compounded by other problems, including inadequate decoding skills.<sup>12</sup> Although reading is primarily an individual activity, it is designed to be used in preparatory and post-secondary reading programs as a classroom text. It can be adapted to either individual tutorials or group work, ideally, a single lesson should be presented so that students have opportunities to read silently, complete many of the exercise materials by themselves, but then discuss their work and do the follow-up

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<sup>11</sup> Rasinski, Op. Cit, p. 2.

<sup>12</sup> Gina Cantoni-Harvey, *Content-Area Language Instruction: Approaches and Strategies*, (USA: Addison-Wesley, 1987), p. 56.

discussion questions with a partner or in small group. There should be a plan for teaching in presenting a lesson.<sup>13</sup>

1. Students read the text silently.
2. Teacher leads brief discussion with the whole class which is centered on motivation for reading the selection.
3. Teacher introduces Before Reading: To Think About, To Look For, and Vocabulary Preparation should be carried out at the class activity.
4. Students read the selection for the first time. Reading should be done silently.
5. Students answer After the First reading Questions. Checking answers with a partner works well at this point.
6. Teacher gives instruction to students in their small group work to understand the text.
7. Teacher encourages the students discuss and share their work with others through a first text reading.
8. Ensure that students read the instructions carefully rather than simply do the exercises mechanically.
9. Teachers and students discuss the correct answers among themselves.

When a student needs to identify a word he does not recognize, he should proceed in the following manner:<sup>14</sup>

Step #1. Finish reading the sentence. Return to the unfamiliar word, and identify the sound represented by the first letter or group of letters. Read the

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<sup>13</sup> Fraida Dubin, and Elite Olshtain, *Reading By All Means: Reading improvement strategies for English language learners*, (USA: Addison Wesley Publishing Company, 1990), p. xii-xiii.

<sup>14</sup> Cantoni-Harvey, Loc. Cit, p. 70.

sentence again; when you reach the unfamiliar item, produce the beginning sound. It might bring to mind a word that makes sense. Check whether it is the same as the one on the page. If none of the words that occur to you match the one on the page, go to Step #2.

Step #2. Try to recognize a portion of the word, and pronounce it. Pronounce it again, adding the sounds represented by the letters that precede and follow it. Determine that you have uttered a word that makes sense in the context of the sentence; if it does not, go to Step #3.

Step #3. Ask for help or consult a dictionary.

These strategies make use of sound-symbol correspondences, but the reader must also rely on context and also on his previous knowledge in order to determine whether a word makes sense; it is not very useful to pronounce a word correctly unless one knows what it means.

#### **D. DEFINITION OF BLOOMING WORKSHEET**

Blooming Worksheet is a group worksheet that fosters higher-level thinking due to the nature of its construction. The principles for construction include clarity, group language, difficulty ordering, open-ended questions, format for thought, and incorporating Bloom's taxonomy.<sup>15</sup> In Blooming Worksheet strategy, a series of questions designed to foster the higher-level thinking skills of Bloom's taxonomy are complete through the process of discussion via the group

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<sup>15</sup>Diana F. Dell, *Adapting Kagan Cooperative Learning Structures To Asynchronous Online Learning Communities*, (Missouri: 2003), from <http://www.kaganonline.com/AboutKaganFrame.html> retrieved on 29<sup>th</sup> October 2012.

area. These questions should be open ended with more than one correct answer. Each teammate is responsible for facilitating the discussion of a specified question. Completed questions are compiled and posted to the main discussion board for a comparison to other team responses and further discussion.

**a) A Brief History About Blooming Worksheet**

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important for learning.<sup>16</sup> Bloom did a study back in the 50s on the types of learning students were being asked to do. He found that a large number of students were not being prepared to think past memorization and shallow comprehension. He published a work in 1956, "Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain." The study proposed that stating learning objectives in specific ways could move student learning to higher levels. He developed a chart that would guide an instructor in properly stating the objectives to target different outcomes **Bloom's Taxonomy for Levels of Learning (Cognitive Domain)**. Since then, Bloom's Taxonomy has evolved to the classification.<sup>17</sup>

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<sup>16</sup> Bloom's taxonomy2011.pdf retrieved on 29<sup>th</sup> October 2012.

<sup>17</sup> Georgia Southern University, *Bloom's Taxonomy*, from <http://academics.georgiasouthern.edu/col/id/bloom.php>, retrieved on 29<sup>th</sup> October 2012.

## **b) Worksheet Construction**

Teachers are not familiar with making worksheets for groups, and on their first try often go wrong. Here are six principles for cooperative learning worksheet construction:<sup>18</sup>

### **1. Clarify**

If there is any lack of clarity in a question, the group will spend its time debating what is being asked rather than in determining the best answer. Be specific. If the text lists five questions for an event, ask in the question, "What were five reasons for....?" If you do not, you may have some groups stopping after one answer, and other groups debating the merits of additional answers.

### **2. Group language**

Don't forget the worksheet is answered and studied by groups. Question like, "What is the most important..?" and "How do you explain..." are out. There is no one "you" in a group and members will not always agree. Questions like, "List three important..." and "List three explanation of..." are in. otherwise team discussion, evaluation, and information seeking can degenerate into debate, disagreement and power plays.

### **3. Difficulty ordering**

Easiest questions come first. Otherwise a group can get hung up on a tough question and not finish. Begin the worksheet with search and find type questions that the lowest level students should answer correctly given time to search the text. Key words here are Find, Name, When, List, etc. move from knowledge and

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<sup>18</sup> Spencer Kagan, *Cooperative Learning*, (San Juan Capistrano: Kagan Cooperative learning, 1992), p. 11.

comprehension to application and analysis. Key words are Compare, Contrast, Use, Divide, etc. finally move to Synthesis and Evaluation with questions beginning with Formulate, Create, Criticize, and Prioritize.

#### **4. Open ended last questions**

As a management device, it is important that quick groups have something to work on while slower group finish up. So make the last worksheet question something like, "Name as many reasons for ....." List all the advantages and disadvantages of ....."Try to perfect a plan for...."

#### **5. Format for thought**

Have a worksheet is formatted determines the amount and kind of thought it will produce. Contrast the two worksheets in a box below. In the worksheet without the formatting, students might answer, "It was smaller," or "There were Indians in it." With the formatting, and the open ended last question, a rich response is pulled.

#### **Formatting worksheet for thought**

*Worksheet: 1 (Week format)*

**How was Indian village different from Huron?**

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*Worksheet: 2 (Stronger Format)*

**How was an Indian village different from Huron?**

Indian Village

Huron

Size

Houses

Family life

**Fill in other differences below. Consider foods, religion, cooking.....**

**(use back to write more)**

**6. Blooming Worksheets.**

Use bloom's taxonomy to insure that your worksheet questions cover the range of cognitive complexity. A good worksheet will have something to everyone. Questions even the lowest achiever can answer on his or her own and questions which will stimulate the highest achiever.

### c) Using Bloom's Taxonomy For Worksheet Construction

Worksheet questions should stimulate the range of cognitive skills. Choosing questions from each of the level of Bloom's Taxonomy makes for a stimulating worksheet. The key words used and the type of questions asked may aid in the establishment and encouragements of critical thinking, especially in the higher levels. Here are the levels:<sup>19</sup>

#### 1. The first step is Knowledge.

In this step, the student's exhibit previously learned material by recalling facts, terms, basic concepts and answers. The keywords in this stage are:

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<sup>19</sup>St. Edward's University Center for Teaching Excellence, *Writing Objectives Using Bloom's Taxonomy*, <http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing>, retrieved on 29<sup>th</sup> December 2012.



- Who            • Omit            • Find            • Show            • Name            • Select
- What           • Where           • How            • Spell            • Relate
- Why            • Which           • Define           • List            • Tell
- When           • Choose           • Label           • Match           • Recall

Some examples of questions we can use in this stage are:

- What is \_\_\_\_\_?
- How is \_\_\_\_\_?
- Where is \_\_\_\_\_?
- When did \_\_\_\_\_ happen?
- How did \_\_\_\_\_ happen?
- How would you explain \_\_\_\_\_?
- Why did \_\_\_\_\_?
- How would you describe \_\_\_\_\_?
- When did \_\_\_\_\_?
- Can you recall \_\_\_\_\_?
- How would you show \_\_\_\_\_?
- Can you select \_\_\_\_\_?
- Who were the main \_\_\_\_\_?
- Can you list three \_\_\_\_\_?
- Which one \_\_\_\_\_?
- Who was \_\_\_\_\_?

## 2. The second step is Comprehension

In this step, students are demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. The keywords in this stage are:

- Compare            • Explain            • Outline            • Summarize
- Contrast            • Extend            • Relate            • Show
- Demonstrate        • Illustrate           • Rephrase           • Classify
- Interpret            • Infer            • Translate

Some examples of questions we can use in this stage are:

- How would you classify the type of \_\_\_\_\_?
- How would you compare \_\_\_\_\_?
- How would you contrast \_\_\_\_\_?
- Will you state or interpret in your own words \_\_\_\_\_?

- 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 happening \_\_\_\_\_?
- What is meant \_\_\_\_\_?
- What can you say about \_\_\_\_\_?
- Which is the best answer \_\_\_\_\_?
- How would you summarize \_\_\_\_\_?

### 3. The third step is Application

In this step, students are solving problems by applying acquired knowledge, facts, techniques and rules in a different way. The keywords in this stage are:

- |             |               |              |            |
|-------------|---------------|--------------|------------|
| • Apply     | • Develop     | • experiment | • Solve    |
| • Build     | • Interview   | with         | • Utilize  |
| • Choose    | • make use of | • Plan       | • Model    |
| • Construct | • Organize    | • Select     | • Identify |

Some examples of questions we can use in this stage are:

- 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 \_\_\_\_\_?

#### 4. The fourth step is Analysis

In this step, students are examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations. The keywords in this stage are:

- |              |            |                |                 |
|--------------|------------|----------------|-----------------|
| • Analyze    | • Dissect  | • take part in | • Relationships |
| • Categorize | • Divide   | • test for     | • Function      |
| • Classify   | • Examine  | • Distinguish  | • Motive        |
| • Compare    | • Inspect  | • List         | • Inference     |
| • Contrast   | • Simplify | • Distinction  | • Assumption    |
| • Discover   | • Survey   | • Theme        | • Conclusion    |

Some examples of questions we can use in this stage are:

- |  |  |
|--|--|
| ➤ What are the parts or features of _____? | ➤ How would you classify _____?                |
| ➤ How is _____ related to _____?           | ➤ How would you categorize _____?              |
| ➤ Why do you think _____?                  | ➤ Can you identify the difference parts _____? |
| ➤ What is the theme _____?                 | ➤ What evidence can you find _____?            |
| ➤ What motive is there _____?              | ➤ What is the relationship between _____?      |
| ➤ Can you list the parts _____?            | ➤ Can you make a distinction between _____?    |
| ➤ What inference can you make _____?       | ➤ What is the function of _____?               |
| ➤ What conclusions can you draw _____?     | ➤ What ideas justify _____?                    |

## 5. The fifth step is Synthesis

In this step, students are compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. The keywords in this stage are:

- Build                      • Develop                      • Predict                      • Original                      • Test
- Choose                      • Estimate                      • Propose                      • Improve                      • Improve
- Combine                      • Formulate                      • Solve                      • Adapt                      • Happen
- Compile                      • Imagine                      • Solution                      • Minimize                      • Change
- Compose                      • Invent                      • Suppose                      • Maximize
- Construct                      • make up                      • Discuss                      • Delete
- Create                      • Originate                      • Modify                      • Theorize
- Design                      • Plan                      • Change                      • Elaborate

Some examples of questions we can use in this stage are:

- 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 (modify) the plot (plan) \_\_\_\_\_?
- What could be done to minimize (maximize) \_\_\_\_\_?
- What way would you design \_\_\_\_\_?
- What could be combined to improve (change) \_\_\_\_\_?
- Suppose you could \_\_\_\_\_ what would you do \_\_\_\_\_?
- How would you test \_\_\_\_\_?
- Can you formulate a theory for \_\_\_\_\_?
- Can you predict the outcome if \_\_\_\_\_?

- How would you estimate the results for \_\_\_\_\_?
- Can you construct a model that would change \_\_\_\_\_?
- What facts can you compile \_\_\_\_\_?
- Can you think of an original way for the \_\_\_\_\_?

## 6. The fifth step is Evaluation

In this step, students are presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. The keywords in this stage are:

- |             |             |              |             |
|-------------|-------------|--------------|-------------|
| ▪ Award     | ▪ Judge     | ▪ Agree      | ▪ Prove     |
| ▪ Choose    | ▪ Justify   | ▪ Interpret  | ▪ Disprove  |
| ▪ Conclude  | ▪ Measure   | ▪ Explain    | ▪ Assess    |
| ▪ Criticize | ▪ Compare   | ▪ Appraise   | ▪ Influence |
| ▪ Decide    | ▪ Mark      | ▪ Prioritize | ▪ Perceive  |
| ▪ Defend    | ▪ Rate      | ▪ Opinion    | ▪ Value     |
| ▪ Determine | ▪ Recommend | ▪ Support    | ▪ Estimate  |
| ▪ Dispute   | ▪ rule on   | ▪ Importance | ▪ Influence |
| ▪ Evaluate  | ▪ Select    | ▪ Criteria   | ▪ Deduct    |

Some examples of questions we can use in this stage are:

- Do you agree with the actions \_\_\_\_\_?
- Can you assess the value or importance of \_\_\_\_\_?
- Do you agree with the outcomes \_\_\_\_\_?
- Would it be better if \_\_\_\_\_?
- What is your opinion of \_\_\_\_\_?
- Why did they (the character) choose \_\_\_\_\_?
- How would you prove \_\_\_\_\_?
- What would you recommend \_\_\_\_\_?
- How would you disprove \_\_\_\_\_?
- How would you rate the \_\_\_\_\_?

- What would you cite to defend the actions \_\_\_\_\_?
- How would you evaluate \_\_\_\_\_?
- How could you determine \_\_\_\_\_?
- What choice would you have made \_\_\_\_\_?
- What would you select \_\_\_\_\_?
- How would you prioritize \_\_\_\_\_?
- What judgment would you make about \_\_\_\_\_?
- Based on what you know, how would you explain \_\_\_\_\_?
- What information would you use to support the view \_\_\_\_\_?
- How would you justify \_\_\_\_\_?
- What data was used to make the conclusion \_\_\_\_\_?
- Why was it better that \_\_\_\_\_?
- How would you prioritize the facts \_\_\_\_\_?
- How would you compare the ideas \_\_\_\_\_?

According to Benjamin Bloom and his colleagues, there are six levels of cognition:<sup>20</sup>

- 1) Knowledge: rote memorization, recognition, or recall of facts
- 2) Comprehension: understanding what the facts mean
- 3) Application: correct use of the facts, rules, or ideas
- 4) Analysis: breaking down information into component parts
- 5) Synthesis: combination of facts, ideas, or information to make a new whole
- 6) Evaluation: judging or forming an opinion about the information or situation

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<sup>20</sup> Ibid.