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.

3—Applying
Evaluate Generalize Imagine
Judge Predict Speculate
If/Then Hypothesize Forecast

2—Processing
Compare Contrast Classify
Sort Distinguish Explain (Why?)
Infer Analyze

1—Gathering
Complete Define Describe
Identify List Observe
Recite Select
# Vocabulary: Costa’s Levels of Thinking and Questioning

## LEVEL 1

**Remember**
- Define
- Repeat
- Name

**Show Understanding**
- Give examples
- Restate
- Discuss
- Express

**List**
- State
- Describe

**Recall**
- Memorize
- Label

**Match**
- Identify
- Record

**Review**
- Locate
- Find
- Paraphrase

**Tell**
- Extend
- Summarize
- Generalize

## LEVEL 2

**Use Understanding**
- Dramatize
- Practice
- Operate
- Imply
- Apply

**Use**
- Compute
- Schedule
- Relate
- Illustrate

**Translate**
- Change
- Pretend
- Discover
- Solve

**Interpret**
- Prepare
- Demonstrate
- Infer

**Examine**
- Diagram
- Distinguish
- Compare
- Contrast
- Divide

**Question**
- Inventory
- Categorize
- Outline
- Debate

**Analyze**
- Differentiate
- Select
- Separate
- Point out

**Criticize**
- Experiment
- Break down
- Discriminate

**Create**
- Compose
- Design
- Propose
- Combine
- Construct

**Draw**
- Arrange
- Suppose
- Formulate
- Organize

**Plan**
- Compile
- Revise
- Write
- Devise

**Modify**
- Assemble
- Prepare
- Generate

## LEVEL 3

**Decide**
- Judge
- Value
- Predict
- Evaluate

**Rate**
- Justify
- Decide
- Measure

**Choose**
- Assess
- Select
- Estimate

**Conclude**
- Summarize

**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?**
## Costa's Levels of Questioning: English

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What would happen to you if...</td>
<td>Design a ______ to show...</td>
</tr>
<tr>
<td>Locate in the story where...</td>
<td>Would you have done the same thing as...?</td>
<td>Predict what will happen to ______ as ______ is changed.</td>
</tr>
<tr>
<td>When did the event take place?</td>
<td>What occurs when...?</td>
<td>Write a new ending to the story (event)...</td>
</tr>
<tr>
<td>Point to the...</td>
<td>Compare and contrast ______ to ______.</td>
<td>Describe the events that might occur if...</td>
</tr>
<tr>
<td>List the...</td>
<td>What other ways could _____ be interpreted?</td>
<td>Add something new on your own that was not in the story...</td>
</tr>
<tr>
<td>Name the...</td>
<td>What is the main idea of the story (event)?</td>
<td>Pretend you are...</td>
</tr>
<tr>
<td>Where did...?</td>
<td>What information supports your explanation?</td>
<td>What would the world be like if...?</td>
</tr>
<tr>
<td>What is...?</td>
<td>What was the message in this piece (event)?</td>
<td>Pretend you are a character in the story. Rewrite the episode from your point of view.</td>
</tr>
<tr>
<td>Who was/were...?</td>
<td>Give me an example of...</td>
<td>What do you think will happen to ______? Why?</td>
</tr>
<tr>
<td>Illustrate the part of the story that...</td>
<td>Describe in your own words what ______ means.</td>
<td>What is most compelling to you in this ______? Why?</td>
</tr>
<tr>
<td>Make a map of...</td>
<td>What does ______ suggest about ________'s character?</td>
<td>Could this story have really happened? Why or why not?</td>
</tr>
<tr>
<td>What is the origin of the word ________?</td>
<td>What lines of the poem express the poet's feelings about ________?</td>
<td>If you were there, would you...?</td>
</tr>
<tr>
<td>What events led to ______?</td>
<td>What is the author trying to prove? What evidence does he present?</td>
<td>How would you solve this problem in your life?</td>
</tr>
</tbody>
</table>