

Bloom's Taxonomy – Command Terms

← LOW LEVEL THINKING SKILLS			HIGH LEVEL THINKING SKILLS →														
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation												
<i>Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>	<i>To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.</i>	<i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i>	<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i>	<i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>	<i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i>												
Key words:	Key words:	Key words:	Key words:	Key words:	Key words:												
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Retell Select	Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe	Outline Predict Purpose Relate Report Rephrase Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlation Demonstrate Develop Dramatise	Employ Experiment with Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relationships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Test for Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate	Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Criticise Debate Decide Deduct Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:						
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing	Advertisement Film Media product New game Painting Plan Project Song Story	Attributing Checking Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey						
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:						
Can you list three...? Can you recall...? Can you select...? How did... happen? How is...? How would you describe...? How would you explain...? How would you show...? What is...? When did... happen? Where is...? Which one...? Who was...? Who were the main...? Why did...?	Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare...?contrast...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?	How would you use...? What examples can you find to...? How would you solve... using what you have learned...? How would you organise... 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...?	What are the parts or features of...? How is... related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorise...? Can you identify the difference parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	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 minimise (maximise)...? What way would you design...? 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...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? 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 prioritise...? What judgement 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...?												

Bloom's Taxonomy: Teacher Planning Kit

Knowledge	
Choose	Pick out or select (someone or something) as being the best or most appropriate of two or more alternatives. <i>Choose line per scene, which best summarizes the entire scene.</i>
Copy	Make a similar or identical version of; reproduce. Imitate the style or behaviour of. <i>Copy out the prologue, to better understand and familiarize yourself with the meter and rhyme scheme</i>
Define	To state or set forth the meaning of (a word, phrase, etc.) <i>Look up and define a word that you didn't know before.</i>
Describe	Give an account in words, including all the relevant characteristics, qualities, or events. <i>Describe Juliet's beauty, as indicated by Romeo.</i>
Duplicate	Make or be an exact copy of. <i>Duplicate the prologue. What do you notice about the writing style as you are copying it out?</i>
Find	To locate, recognize, or discover <i>Find the part in Romeo and Juliet where Romeo sees Juliet for the first time.</i>
How	This is asking you to explain something. <i>How is it possible that Romeo and Juliet never met before, even though they're in a small city?</i>
Identify	Establish or indicate who or what (someone or something) is. <i>Identify one of the themes</i>
Label	Establish the identity of something, by assigning it a title or term <i>Label the various parts of the plot line in Romeo and Juliet</i>
List	To enumerate/mention several items in a row <i>List some of Romeo's personality traits</i>
Listen	Give one's attention to a sound. <i>Listen to an audio recording of Romeo and Juliet – how do you understand the play differently than when you read the play?</i>
Locate	Discover the exact place or position of. <i>Locate the part of the play where Juliet falls in love with Romeo.</i>
Match	Correspond or cause to correspond in some essential respect; make or be harmonious. <i>Match Rosaline with another character in the play – would she be a good match for Benvolio, Mercutio, or Tybalt? Why?</i>
Memorize	Commit to memory; learn by heart. <i>Memorize Juliet's monologue</i>
Name	To identify by using the given title. <i>Name your favourite character – why are they your favourite?</i>
Observe	Notice or perceive (something) and register it as being significant. <i>Observe the way in which the rhyme scheme has an effect on the reader/listener</i>
Omit	Leave out or exclude (someone or something), either intentionally or forgetfully. <i>Omit one word per line, while still keeping the essential meaning intact</i>
Quote	Repeat or copy out (a group of words from a text or speech) <i>Quote Romeo's most romantic words.</i>
Read	Look at and comprehend the meaning of (written or printed matter) by mentally interpreting the characters or symbols of which it is composed. <i>Read final scene. What is your reaction?</i>
Recall	Bring (a fact, event, or situation) back into one's mind, especially so as to recount it to others; remember. <i>Recall which character spoke first in the play.</i>
Recite	Repeat aloud or declaim (a poem or passage) from memory before an audience <i>Recite the prologue to the class.</i>
Recognize	Acknowledge the existence, validity, or legality of. <i>Recognize the wisdom in the Capulet's matching of Juliet to Paris.</i>
Record	Set down in writing or some other permanent form for later reference, especially officially. <i>Record your feelings for each act as you read Romeo and Juliet.</i>
Remember	To not forget something <i>Remember the prologue. What was being said?</i>
Reproduce	Produce a copy or representation of. <i>Reproduce the play Romeo and Juliet, in a graphic novel format.</i>
Retell	Tell (a story) again or differently. <i>Retell the story of Romeo and Juliet, but in a different format (spoken word, song, tweets, etc)</i>
Retrieve	Get or bring (something) back; regain possession of. <i>Retrieve the line in the play which has the greatest amount of foreshadowing.</i>
Select	Carefully choose as being the best or most suitable. <i>Select the most tragic act in Romeo and Juliet.</i>
Show	Display or allow to be perceived (a quality, emotion, or characteristic). <i>Show how you deal with an old English word that you don't understand.</i>
Spell	Write or name the letters that form (a word) in correct sequence. <i>Spell Montague correctly.</i>

State	Express something definitely or clearly in speech or writing. <i>State why you do or do not like Romeo and Juliet.</i>
Tell	Communicate information, facts, or news to someone in spoken or written words. <i>Tell a friend what aspect of Romeo and Juliet you found to be most tragic, and why.</i>
Trace	Copy (a drawing, map, or design) by drawing over its lines on a superimposed piece of transparent paper. <i>Trace a map of present-day Verona. Draw where you would place Juliet's house.</i>
What	This is asking you to clarify a specific element <i>What is the theme?</i>
When	This is asking you to tell the specific time that something took place <i>When was Romeo and Juliet written?</i>
Where	This is asking you to clarify the location of something <i>Where is Verona?</i>
Which	This is asking you to select something from a group of similar things <i>Which character is the protagonist?</i>
Who	This is asking you to select a certain individual <i>Who wrote Romeo and Juliet?</i>
Why	This is asking you to provide reasons for something <i>Why did Romeo fall in love with Juliet?</i>

Knowledge Question Stems

- 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...?
- What is the definition of...?

Comprehension	
Ask	Say something in order to obtain an answer or some information.
Cite	Quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work. <i>Cite the quote in the play which clearly shows that Juliet is afraid of taking the potion.</i>
Classify	Arrange (a group of people or things) in classes or categories according to shared qualities or characteristics. <i>Classify this play by novel genre – mystery? Action? Biography? Sports? Romance? Etc.</i>
Compare	Estimate, measure, or note the similarity or dissimilarity between. <i>Compare the Capulets to the Montagues – how are they similar? How are they dissimilar?</i>
Contrast	Mark the differences between <i>Contrast Romeo's love for Rosaline, with Romeo's love for Juliet</i>
Demonstrate	Clearly show the existence or truth of (something) by giving proof or evidence. <i>Demonstrate how you know that Romeo is upset that Rosaline doesn't love him back.</i>
Discuss	Talk or write about (a topic) in detail, taking into account different ideas and opinions. <i>Discuss your opinions about Romeo's love for Juliet – is it real? Is it not? Why or why not?</i>
Explain	Make (an idea, situation, or problem) clear to someone by describing it in more detail or revealing relevant facts or ideas. <i>Explain why the Capulets would have been appalled to find out that Juliet was in love with a Montague.</i>
Express	Convey (a thought or feeling) in words or by gestures and conduct. <i>Express your feelings regarding the death of Romeo and Juliet – could it have been avoided? Was it the only way for them to be together?</i>
Generalize	Make a general or broad statement by inferring from specific cases. <i>Generalize Romeo and Juliet's character traits and personalities, by assigning them each a stereotype in a modern high school.</i>
Give examples	This is asking you to provide proof for an argument <i>Give examples in the play which show that Romeo and Juliet would never have fallen in love and eventually married, without the support of outside influences.</i>
Illustrate	Explain or make (something) clear by using examples, charts, pictures, etc. <i>Illustrate how Paris would have been a perfect match for Juliet.</i>
Indicate	Point out; show. <i>Indicate whether or not Romeo could have avoided catastrophe. Explain why.</i>
Infer	Deduce or conclude (information) from evidence and reasoning rather than from explicit statements. <i>What can you infer about the morals being discussed in the play, by the time period that it was written in?</i>
Interpret	Explain the meaning of (information, words, or actions) something. Explain the significance.
Label	Establish the identity of something, by assigning it a title or term <i>Label the various parts of the story on a plot graph.</i>
List	Compile a set of ideas or terms. <i>List the main characters</i>
Match	Correspond or cause to correspond in some essential respect. <i>Match Paris with Rosaline – would they have been good together? Why or why not?</i>
Observe	Notice or perceive (something) and register it as being significant.
Outline	Give a summary of (something). <i>Outline the plot.</i>
Paraphrase	Express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity. <i>Paraphrase the following quote: "A plague on both your houses!"</i>
Predict	Say or estimate that (a specified thing) will happen in the future or will be a consequence of something. <i>Predict what will happen to Benvolio, after Romeo's death</i>
Purpose	Make as your intention or objective.
Relate	Make or show a connection between. <i>Relate Romeo and Juliet to your life – what do you have in common with any aspect of the story?</i>
Rephrase	Express (an idea or question) in an alternative way, especially with the purpose of changing the detail or perspective of the original idea or question. <i>Rephrase the following: "My bounty is as boundless as the sea"</i>
Show	Display or allow to be perceived (a quality, emotion, or characteristic). <i>Show the relationships between the characters in Romeo and Juliet, in a mind map, or visual organizer.</i>
Summarize	Give a brief statement of the main points of (something). <i>Summarize the reasons why the Friar agreed to help Romeo and Juliet</i>
Translate	Express the sense of (words or text) in another language. <i>Translate what Juliet is saying into modern English</i>

Comprehension Sentence Starters:

- How would you classify the type of...?
- State or interpret _____ in your own words.
- How will you rephrase this meaning...?
- What facts or ideas show...?
- What is the main idea of...?
- Which statements support...?
- How would you summarize...?

Application	
Act	Take action; do something. <i>Assume the role of Tybalt. Act on your feelings, but in a more professional way. How would you do this?</i>
Administer	Dispense or apply (a remedy or drug). / Manage and be responsible for the running of (a business, organization, etc.). <i>Administer a different potion/drug to Juliet – what would you pick, and why?</i>
Apply	To make applicable or relevant <i>Apply what you know about Romeo and Juliet to real life – who do you currently know, or know of, that would benefit from reading this play... and why?</i>
Associate	Connect (someone or something) with something else in one's mind. <i>Associate Romeo with a famous brand name – who would endorse him? Why?</i>
Build	Construct (something, typically something large) by putting parts or material together over a period of time. <i>Build a timeline of events that charts Romeo's love</i>
Calculate	Determine (the amount or number of something) mathematically. <i>Calculate how much Romeo and Juliet's wedding would have cost in modern times.</i>
Categorize	Place in a particular class or group. <i>Categorize the characters in Romeo and Juliet into the following groupings: Moral, Immoral, and A Mix of Moral and Immoral.</i>
Choose	Pick out or select (someone or something) as being the best or most appropriate of two or more alternatives. / Decide on a course of action, typically after rejecting alternatives. <i>Decide which modern Hollywood actor would be best suited to play Romeo, and explain why.</i>
Classify	Arrange (a group of people or things) in classes or categories according to shared qualities or characteristics. <i>Classify the characters in Romeo and Juliet by their willingness to help Romeo and Juliet find true love</i>
Connect	Bring together or into contact so that a real or notional link is established. <i>Connect Romeo with a psychologist, to help him discuss his feelings for Rosaline. What would have been said?</i>
Construct	Build or establish something <i>Construct a mind map that clearly illustrates the following: "what are people fighting for in Romeo and Juliet?"</i>
Correlate	Make a mutual relationship or connection, in which one thing affects or depends on another <i>Correlate Juliet's decisions with her age.</i>
Demonstrate	Clearly show the existence or truth of (something) by giving proof or evidence. <i>Choose 5 possible themes for the play. Demonstrate how you came to your decisions.</i>
Develop	Grow or cause to grow and become more mature, advanced, or elaborate. <i>Develop the following argument: "Romeo is not right for Juliet"</i>
Dramatize	Adapt (a novel) or present (a particular incident) as a play or movie. / Exaggerate the seriousness or importance of (an incident or situation). <i>Dramatize the balcony scene in a silent movie / play.</i>
Employ	To use. <i>Use Juliet's words to create a word cloud that represents her dreams, hopes, and ambitions.</i>
Experiment with	Conduct a test, or play with <i>Experiment with a language constraint, and re-write the prologue (Ie – rewrite the prologue without using the letter 'o', or rewrite the prologue without using verbs, etc)</i>
Group	Organize and assemble into meaningful categories <i>Group the characters in Romeo and Juliet by (assumed) age.</i>
Identify	Establish or indicate who or what (someone or something) is. <i>Identify the theme of Romeo and Juliet</i>
Illustrate	Explain or make (something) clear by using examples, charts, pictures, etc. <i>Illustrate the importance of proper communication, by drawing on examples from Romeo and Juliet.</i>
Interpret	Explain the meaning of (information, words, or actions). <i>Interpret Mercutio's dream – what message is he trying to convey?</i>
Interview	Have a discussion with someone, with the hope of learning something new <i>Assume the role of the Prince, and interview the Friar to seek clarification on his motives.</i>
Link	Make, form, or suggest a connection with or between. <i>Link what you know about the time period in which Romeo and Juliet was written, with what happened in the play – was it unreasonable for Romeo and Juliet to fall in love and marry so quickly?</i>
Make use of	To use in a very useful, interesting, or meaningful way. <i>Make use of the rhyme scheme in Romeo and Juliet, and text taken from throughout the entire play, to write a poem with a new theme.</i>
Manipulate	Handle or control (a tool, mechanism, etc.), typically in a skillful manner. <i>Assume the role of the Friar. Manipulate Romeo into forgetting about Juliet.</i>
Model	To show / be an example of <i>Model your method of communication on the rhyme scheme and meter as seen in Romeo and Juliet. Practice speaking in a similar manner, but on everyday mundane things.</i>
Organize	Arrange into a structured whole; order. <i>Organize your understanding of Romeo and Juliet into a mind map.</i>

Perform	Carry out, accomplish, or fulfill (an action, task, or function). / Present (a form of entertainment) to an audience. <i>Perform a dramatization of an act for your peers.</i>
Plan	Decide on and arrange in advance. <i>Plan a more respectful and inclusive wedding for Romeo and Juliet – what would it look like?</i>
Practice	Carry out or perform (a particular activity, method, or custom) habitually or regularly. <i>Practice reading Juliet's monologue, to better capture the emotion embedded in the words.</i>
Relate	Make or show a connection between. <i>Relate one of the relationships in Romeo and Juliet, to one of the relationships in your life.</i>
Represent	Serve as a sign or symbol for <i>Symbolically represent each of the characters with an animal.</i>
Select	Carefully choose as being the best or most suitable. <i>Select Romeo's most troublesome character trait</i>
Show	Display or allow to be perceived (a quality, emotion, or characteristic). <i>Show how Romeo's love for Juliet is, or is not, eternal.</i>
Simulate	Imitate the appearance or character of. <i>Simulate the Romeo and Juliet encounter, but alter the 'ending' of the encounter by introducing a 'surprise guest'.</i>
Solve	Find an answer to, explanation for, or means of effectively dealing with (a problem or mystery). <i>Solve the dilemma that Romeo and Juliet are facing, but in a more productive manner.</i>
Summarize	Give a brief statement of the main points of (something). <i>Summarize the reasons why the Nurse agrees to help Juliet.</i>
Teach	Show or explain to (someone) how to do something. <i>Teach iambic pentameter to a friend.</i>
Transfer	Move from one place to another. <i>Transfer your knowledge of feuding as seen in Romeo and Juliet – which current relationship do you see that is repeating a similar type of behaviour?</i>
Use	Take, hold, or deploy (something) as a means of accomplishing a purpose or achieving a result; employ. <i>Use Romeo's words against him – use his words in perhaps a different order, to prove that he is being reckless.</i>

Application Statement Starters:

- 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...?

Analysis	
Analyze	Examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation. <i>Analyze Juliet's relationship with her mother. What are your conclusions?</i>
Appraise	Assess the value or quality of. <i>Appraise the value of Romeo and Juliet in modern times, as being an archetype love story.</i>
Arrange	Put (things) in a neat, attractive, or required order. <i>Arrange the characters in Romeo and Juliet by their level of compassion.</i>
Assume	Suppose to be the case, without proof. <i>Assume something unstated about one of the characters, and use examples to justify your argument. (Ie – "I assume that Benvolio is a vegan because...." Or "I assume that Romeo is a Taurus because...")</i>
Attribute	Regard something as being caused by (someone or something). <i>Attribute a personality label to each of the major characters – which characters are extraverts, and which characters are introverts? Why?</i>
Break down	To separate into simpler terms or categories <i>Break down the complexity of the major characters into simple, recognizable stereotypes.</i>
Show the cause and effect	This is asking you to clarify what happened... and then how that 'happening' made something else happen. <i>Show the cause and effect between action, and reaction, in Romeo and Juliet.</i>
Challenge	Dispute the truth or validity of. <i>Challenge the following quote: "Romeo and Juliet is the greatest love story of all time"</i>
Compare	This is asking you to assess similarities (and sometimes differences) between two things <i>Compare the Nurse and the Friar – how are they similar? How are they dissimilar?</i>
Deconstruct	Analyze (a text or a linguistic or conceptual system) by deconstruction, typically in order to expose its hidden internal assumptions and contradictions and subvert its apparent significance or unity. <i>Deconstruct Mercutio's dream – what is he trying to say?</i>
Differentiate	Recognize or ascertain what makes (someone or something) different. <i>Differentiate the way in which Romeo and Benvolio show allegiance.</i>
Discover	Find (something or someone) unexpectedly or in the course of a search. <i>Examine one of the characters in closer detail to discover character traits that you both have in common.</i>
Show the distinction	Show the qualities which sets something apart <i>Show the distinction between the Montagues and the Capulets, in regards to honour</i>
Establish	Achieve permanent acceptance or recognition for / Set up (an organization, system, or set of rules) on a firm or permanent basis <i>Establish a set of dating rules that Capulet would probably have for Juliet.</i>
Examine	Inspect (someone or something) in detail to determine their nature or condition; investigate thoroughly. <i>Examine the way in which Shakespeare uses symbolism to reinforce the theme</i>
Focus	Pay particular attention to. <i>Focus on the literary devices in Romeo and Juliet – how does Shakespeare use these literary devices to communicate meaning?</i>
Highlight	Pick out and emphasize. <i>Highlight the most symbolic and representative line from Romeo and Juliet, which can speak to one of the themes in the play.</i>
In-depth discussion	To have a discussion which covers meaningful and thought-provoking ideas – don't just talk about surface-level things. <i>Have an in-depth discussion on the significance of the title <u>Romeo and Juliet</u>. How would the play feel different, if it were called <u>Juliet and Romeo</u>?</i>
Infer	Deduce or conclude (information) from evidence and reasoning rather than from explicit statements. <i>Act 2, Scene 3, Friar Lawrence says the following: "Care keeps his watch in every old man's eye / And where care lodges, sleep will never lie". Infer what he is implying... and infer what Shakespeare ironically foreshadowed.</i>
Inspect	Look at (someone or something) closely, typically to assess their condition or to discover any shortcomings. <i>Inspect the language closely – have the archaic words been replaced by modern words, or have they been outdated because there is no longer a need for them?</i>
Integrate	Combine (one thing) with another so that they become a whole. <i>Integrate 4 new rhyming lines (with the same meter and feet) into Romeo and Juliet, in such a way that it enhances a scene.</i>
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc.) so as to establish the truth. <i>Investigate whether or not the following quote from Romeo and Juliet can be said to be true: "For never was a story of more woe. Than this of Juliet and her Romeo."</i>
Isolate	Cause an idea or word to remain alone or apart from others. <i>Isolate the literary devices used in Romeo and Juliet, and describe their influence on the reader/listener.</i>
Motivate	Stimulate (someone's) interest in or enthusiasm for doing something. <i>Assume the role of the Friar. Motivate Capulet and Montague to reconcile their differences.</i>

Omit	Leave out or exclude (someone or something), either intentionally or forgetfully. <i>Omit one central character from the play, and re-write the text to demonstrate what would happen with this character omission.</i>
Outline	Give a detailed and insightful summary of <i>Outline the Friar's motives in regards to keeping Romeo and Juliet's marriage a secret.</i>
Point out	Direct someone's attention toward something <i>Point out the juxtapositions used in Romeo and Juliet</i>
Prioritize	Determine the order for dealing with (a series of items or tasks) according to their relative importance. <i>Prioritize the things which people fight for, in Romeo and Juliet.</i>
Question	To ask, inquire, doubt, challenge, or dispute <i>Question the effectiveness of the Friar's plan.</i>
Rank	Give (someone or something) a rank or place within a grading system. <i>Rank the characters in Romeo and Juliet by their dignity.</i>
Reason	Think, understand, and form judgments by a process of logic. The power of comprehending, inferring, or thinking especially in orderly rational ways <i>Find examples and quotes which will help you to reason that Romeo didn't actually love Juliet, and that his feelings for her were based solely on attraction.</i>
Reorganize	Change the way in which (something) is organized. <i>Reorganize the order in which we meet the characters, to create an atmosphere that is more immediately upsetting.</i>
Research	Investigate systematically. <i>Research Shakespeare's personal life, to find personal influences into his inspirations for writing Romeo and Juliet.</i>
Simplify	Make (something) simpler or easier to do or understand. <i>Simplify the entire plot of Romeo and Juliet into a single Haiku</i>
Survey	Examine and record the area and features of (an area of land) so as to construct a map, plan, or description. <i>Survey various religious institutions today to see what their advice would have been to the Friar, when he was faced with the dilemma of Romeo and Juliet.</i>
Structure	Construct or arrange according to a plan; give a pattern or organization to. <i>Structure an argument to convince a friend that Romeo and Juliet is, on a foundational level, symbolically representative of all relationship beginnings.</i>
Take part in	To participate in <i>Take part in a portrayal or dramatic rendition of a scene from Romeo and Juliet.</i>

Analysis Sentence Starters:

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

Synthesis	
Adapt	Make (something) suitable for a new use or purpose; modify. <i>Adapt Romeo and Juliet to a modern-day musical.</i>
Add to	To insert additional information, ideas, or facts <i>Add to the end of the story – what happens next?</i>
Build	To make <i>Build a model of an alternative balcony scene. What is lost, and what is gained, with an alternative style or setting?</i>
Change	Make or become different. <i>Change the title of Romeo and Juliet to something more dramatic.</i>
Choose	Pick out or select (someone or something) as being the best or most appropriate of two or more alternatives. <i>Choose one character who personally exemplifies/embodyes a theme in Romeo and Juliet, and explain why.</i>
Combine	Unite; merge. <i>Combine Romeo and Juliet's DNA – what would their child be like, and why?</i>
Compile	Produce (something, especially a list, report, or book) by assembling information collected from other sources. <i>Compile a sound track that would be suitable for a modern-day version of Romeo and Juliet.</i>
Compose	Write or create (a work of art, especially music or poetry). <i>Compose a modern and touching set of wedding vows that Romeo and Juliet would have said to each other.</i>
Construct	Build or erect (something, typically a building, road, or machine). <i>Construct a 3D version of the layout of Verona during the time of Romeo and Juliet.</i>
Convert	Cause to change in form, character, or function. <i>Convert Romeo and Juliet from a romance story, into a pop-culture music video. What changes? What stays the same? What is lost? What is gained?</i>
Create	Bring (something) into existence. <i>Create an alternative novel cover that represents one of the themes in Romeo and Juliet.</i>
Delete	Remove or obliterate <i>Delete one major character from the play – how does their removal affect the plot? What would have happened differently?</i>
Design	Decide upon the look and functioning of (a building, garment, or other object), typically by making a detailed drawing of it. <i>Design a modern-day wedding dress for Juliet – what would it look like, and why?</i>
Develop	Grow or cause to grow and become more mature, advanced, or elaborate. <i>Develop a theory for why Shakespeare decided to kill off Romeo and Juliet at the end of the play.</i>
Devise	Plan or invent (a complex procedure, system, or mechanism) by careful thought. <i>Devise a workout plan that Tybalt would follow, which he would find useful, personalized, and challenging.</i>
Discover	Find (something or someone) unexpectedly or in the course of a search.
Discuss	Talk or write about (a topic) in detail, taking into account different ideas and opinions. <i>Discuss the role of the Nurse – was she valuable? Why? Why not?</i>
Elaborate	Develop or present (a theory, policy, or system) in detail. <i>Elaborate on the theme of familial loyalty, as evidenced through Romeo and Juliet's interactions. Make connections with your own personal life.</i>
Extend	To make longer or wider <i>Extend the ending of Romeo and Juliet – what happens to Benvolio?</i>
Formulate	Create or devise methodically (a strategy or a proposal). / Express (an idea) in a concise or systematic way. <i>Formulate a theory for why the Nurse agreed to help Juliet.</i>
Hypothesize	Put (something) forward as a hypothesis. <i>Hypothesize why Romeo still went to the Capulet's ball, even though he had a premonition of disaster.</i>
Imagine	Suppose or assume <i>Imagine what would have happened, had Romeo not seen Juliet at the Capulet's party.</i>
Improve	Make or become better. <i>Improve upon the plot – what could have happened differently to serve as an improvement?</i>
Integrate	Combine (one thing) with another so that they become a whole. <i>Integrate yourself into Romeo and Juliet – what role would you play, and what influence would you have on the plot?</i>
Invent	Create or design (something that has not existed before); be the originator of. <i>Invent a minor character that would further complicate the plot in Romeo and Juliet</i>
Make up	To imagine or create <i>Make up a very personalized dream honeymoon for Romeo and Juliet – where would they go, and why?</i>
Maximize	Make the best use of <i>Maximize the flexibility of the rhyme scheme and meter, and use only words taken directly from the play, to write lines that Romeo and Juliet would say from the grave.</i>
Minimize	Reduce (something, especially something unwanted or unpleasant) to the smallest possible amount or degree. <i>Minimize the importance of the Friar and the Nurse, to argue that Romeo and Juliet would have followed a similar path without outside intervention.</i>
Model	To make / build / create / copy <i>Model your behaviour off of Romeo and Juliet. Have an impromptu discussion on any random topic not already seen in the play. Try to capture the essence of their personalities by mimicking speech patterns and mannerisms.</i>

Modify	Make partial or minor changes to (something), typically so as to improve it or to make it less extreme. <i>Modify the dialogue during the balcony speech to modernize the discourse.</i>
Plan	Decide on and arrange in advance <i>Plan the perfect honeymoon for Romeo and Juliet. What about the honeymoon speaks to their personalities?</i>
Predict	Say or estimate that (a specified thing) will happen in the future or will be a consequence of something. <i>Predict what would have happened, had Romeo and Rosaline married.</i>
Produce	To make or create <i>Produce a 'secret diary entry' that sheds light into Montague's thinking.</i>
Propose	Put forward (an idea or plan) for consideration or discussion by others. <i>Propose a possible distinct-looking handwriting for each of the major characters in Romeo and Juliet – what does their handwriting say about their personality?</i>
Reconsider	Rethink and alter (something) in the light of further evidence. <i>Insert two rhyming couplets into the play that the Prince could say, which would actually force the Capulets and Montagues to reconsider their mutual hate.</i>
Revise	To review and / or edit <i>Revise the Prince's speech (while still maintaining a rhyme scheme) to sound even more threatening than before. Revise the consequence to be something which carries more weight.</i>
Rewrite	Write (something) again so as to alter or improve it. <i>Rewrite the prologue of the play to create more suspense.</i>
Speculate	Form a theory or conjecture about a subject without firm evidence. <i>Speculate why Juliet never found love before meeting Romeo.</i>
Substitute	Use or add in place of. <i>Substitute Juliet's name for another name – what effect does this have on the play?</i>
Suppose	Assume that something is the case on the basis of evidence or probability but without proof or certain knowledge. <i>Suppose Juliet fell in love with Benvolio – what would have happened?</i>
Theorize	Form a theory or set of theories about something. <i>Theorize what would have happened, had Romeo received the message in Mantua.</i>
Think	Direct one's mind toward someone or something; use one's mind actively to form connected ideas. <i>Think of the exact moment in the play when calamity began to happen, which started Romeo and Juliet down the path of destruction.</i>
Transform	Make a thorough or dramatic change in the form, appearance, or character of. <i>Use snippets of dialogue used in a very intentional way, to create a movie trailer that transforms Romeo and Juliet from being a love story, to an action or mystery movie.</i>
Visualize	Form a mental image of; imagine. <i>Visualize a different city in another country – how would an alternative location influence the atmosphere of the play?</i>

Synthesis Sentence Starters:

- What changes would you make to?
- 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...?
- What could be done to minimize / maximize...?
- What way would you design...?
- What could be combined to improve or 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...?
- What facts can you compile...?
- Can you construct a model that would change...?
- Can you think of an original way for the ...?

Evaluation	
Agree	Have the same opinion about something; concur. <i>Find a quote/line from the play that you particularly agree with, and argue why you agree with it.</i>
Appraise	Assess the value or quality of. <i>Appraise the role of adults in the deaths of Romeo and Juliet.</i>
Argue	Give reasons or cite evidence in support of an idea, action, or theory, typically with the aim of persuading others to share one's view. <i>Argue and defend the following statement: "Romeo and Juliet would not have felt such attraction to each other, had their families not been rival families".</i>
Assess	Evaluate or estimate the nature, ability, or quality of. <i>Assess the value of a rhyme scheme in Romeo and Juliet.</i>
Award	Give or order the giving of (something) as an official payment, compensation, or prize to (someone). <i>Consider all of the various literary and film awards that exist today. Award the Shakespeare's play a literary award, and award Zefirelli's movie a modern film award. Why did you choose these awards?</i>
Choose	Pick out or select (someone or something) as being the best or most appropriate of two or more alternatives. <i>Choose a character in the story who you would give advice to, and explain how this would change the outcome of the story.</i>
Compare	Estimate, measure, or note the similarity or dissimilarity between. <i>Compare the ways in which Juliet and Romeo use language to communicate meaning</i>
Conclude	Arrive at a judgment or opinion by reasoning.
Consider	Think carefully about (something), typically before making a decision. <i>Consider the role of the Friar in the death of Romeo. How did the Friar directly contribute to Romeo's death?</i>
Convince	Cause (someone) to believe firmly in the truth of something. <i>Choose any character in Romeo and Juliet, other than Romeo and Juliet. Use your best arguments to convince your friend that Romeo and Juliet was truly about this alternative character.</i>
Criteria	This is asking you to create a list of criteria, against which you are going to make judgements. <i>Create a list of criteria that the Montagues would have, in finding a young bride for Romeo; what would they be looking for in a potential match for young Romeo? Would Juliet fit this criteria?</i>
Criticize	Indicate the faults of (someone or something) in a disapproving way. <i>Assume the role of a movie critic and criticize the actors' portrayal of Romeo and Juliet. What parts of their portrayal did not seem to match the image that you had in your head while reading the play?</i>
Debate	Argue about (a subject), especially in a formal manner. <i>Debate whether or not the actors playing Romeo and Juliet accurately portrayed their roles, and successfully represented the nuances of their characters.</i>
Decide	Come to a resolution in the mind as a result of consideration. <i>Decide whether or not Romeo and Juliet was the greatest love story of all time. What is your reasoning?</i>
Deduct	The deriving of a conclusion by reasoning <i>Deduct the Friar's motives in encouraging Romeo and Juliet to marry.</i>
Defend	Speak or write in favor of (an action or person); attempt to justify. <i>Defend the Friar's actions.</i>
Determine	Ascertain or establish exactly, typically as a result of research or calculation. <i>Determine whether or not the title 'Romeo and Juliet', would be more effective as 'Juliet and Romeo', given that the last line of the play reads "For never was a story of more woe Than this of Juliet and her Romeo".</i>
Disprove	Prove that (something) is false. <i>Disprove the following quote from Romeo and Juliet: "For never was a story of more woe than this of Juliet and her Romeo"</i>
Dispute	Argue about (something); discuss heatedly. <i>Dispute the logic of the Friar's plan, regarding the sleeping potion.</i>
Estimate	Roughly calculate or judge the value, number, quantity, or extent of. <i>Estimate how long it would take for the Capulets and Montagues to recover from the death of their children.</i>
Evaluate	Form an idea of the amount, number, or value of; assess. <i>Evaluate Benvolio's effectiveness in diffusing tension and turmoil.</i>
Explain	Make (an idea, situation, or problem) clear to someone by describing it in more detail or revealing relevant facts or ideas. <i>Explain which things or values are being fought for, in Romeo and Juliet.</i>
Give reasons	To give explanations for <i>Some of the characters supported OR prohibited love between the Montagues and the Capulets. Give reasons for the motives (of supporting or prohibiting love) of FOUR of the following characters: Capulet, Montague, Prince, Nurse, and the Friar</i>
Grade	This is asking you to classify something according to a set of criteria. Assign a grade to. <i>Grade the play Romeo and Juliet based on a rubric of your making.</i>
How do we know?	This is asking you to prove how you came to a certain idea. <i>What are three possible themes in the novel? How do we know?</i>
What is the importance?	This means that you are asked to explain the value of something. <i>What is the importance of irony in Romeo and Juliet?</i>

Infer	Deduce or conclude (information) from evidence and reasoning rather than from explicit statements. <i>What can you infer about Benvolio's values, based on his words and actions?</i>
Influence	To ability to have power or capacity of causing an effect in indirect or intangible ways <i>Assume the role of the Friar. Use your power to influence Romeo and Juliet into an alternative course of action.</i>
Interpret	Explain the meaning of (information, words, or actions). <i>Interpret Romeo's actions – were they an act of honour, or defiance?</i>
Judge	Form an opinion or conclusion about. <i>Judge Tybalt's reaction upon learning of Romeo's love for Juliet. Were his feelings justified?</i>
Justify	Show or prove to be right or reasonable. <i>Justify Capulet's reaction to Juliet's refusal to marry.</i>
Opinion	To state your opinion is to tell others what you believe, and why <i>What is your opinion – is the tale of Romeo and Juliet more tragic in the play, or in Zefferelli's movie version?</i>
Persuade	Become aware or conscious of (something); come to realize or understand. <i>With reference to other famous text, persuade others that Romeo and Juliet is the greatest love story ever told.</i>
Prioritize	Determine the order for dealing with (a series of items or tasks) according to their relative importance. <i>Imagine you are going to do your own film adaptation of Romeo and Juliet. Prioritize the things that you are looking for in an actor when trying to select someone to play the role of Romeo, and of Juliet.</i>
Prove	Demonstrate the truth or existence of (something) by evidence or argument. <i>Use direct quotes from the play, to prove that Romeo's love for Juliet is passing, even though he believes his love to be eternal.</i>
Rate	Assign a standard or value to (something) according to a particular scale. <i>Rate the effectiveness of the stylistic choices made in Zeffirelli's movie adaptation of Shakespeare's Romeo and Juliet.</i>
Recommend	Put forward (someone or something) with approval as being suitable for a particular purpose or role. <i>Romeo and Juliet was adapted into a movie by Zefirelli, and in another version starring Leonardo DiCaprio. Recommend one of these movies to a friend, based on your observations and opinions. Give examples.</i>
Rule on	To give a judgement or decision based on something <i>Should Leonardo DiCaprio have won an Oscar for his performance in Romeo and Juliet? Rule on this, using examples and arguments.</i>
Select	To choose from among a list of other possibilities <i>Select one line for each character in the play (even if it wasn't said by that character), which best represents that character.</i>
Support	To uphold or defend as valid or right <i>"Romeo and Juliet is not a love story – it is a tragedy." Use arguments and examples to support this claim.</i>
Test	Take measures to check the quality, performance, or reliability of (something), especially before putting it into widespread use or practice. <i>Test a friend's understanding of symbolism within the play, by developing an open-ended question.</i>
Useful	This is asking you to determine if something was beneficial or needed <i>Were the deaths of Romeo and Juliet useful, in order to make such a tragic story about love? Were their deaths useful? Useless?</i>
Validate	Demonstrate or support the truth or value of. <i>Validate Lady Capulet's reasoning and logic: "I beg for justice, which thou prince must give! Romeo slew Tybalt... Romeo must not live!"</i>
Value	This is asking you to assess the value of something, and determine its worth <i>Determine the value of Romeo and Juliet's death for the sake of Verona?</i>
Why	This is asking you to give reasons for something. <i>Why do so many people know, or love the story of Romeo and Juliet? Is not just 'another love story'?</i>

Evaluation Sentence Starters:

- Do you agree with the actions....?
- Do you agree with the outcomes...?
- What is your opinion of...?
- How would you prove/disprove...?
- Can you assess the value or importance of...?
- Would it be better if...?
- Why did they (the character) choose...?
- What would you recommend?
- How would you rate the...?
- What would you cite to defend the actions...?
- What would you evaluate...?
- How could you determine?
- What choice would you have made...?
- What would you select?

- How would you prioritize?
- What judgement 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 than...?
- How would you prioritize the facts?
- How would you compare the ideas/people?