### Costa’s Levels of Thinking and Questioning: English

#### LEVEL 1
- What information is provided?
- Locate in the story where ...
- When did the event take place?
- Point to the ...
- List the ...
- Name the ...
- Where did ...?
- What is ...?
- Who was/were ...?
- Illustrate the part of the story that ...
- Make a map of ...
- What is the origin of the word ________?
- What events led to ...?

#### LEVEL 2
- What would happen to you if ...?
- Would you have done the same thing as ...?
- What occurs when ...?
- Compare and contrast _______ to ________.
- What other ways could _______ be interpreted?
- What is the main idea of the story (event)?
- What information supports your explanation?
- What was the message in this piece (event)?
- Give me an example of ...
- Describe in your own words what ________ means.
- What does ________ suggest about ________’s character?
- What lines of the poem express the poet’s feelings about ____?
- What is the author trying to prove?
- What evidence does he/she present?

#### LEVEL 3
- Design a ______ to show ...
- Predict what will happen to _______ as _______ is changed.
- Write a new ending to the story (event) ...
- Describe the events that might occur if ...
- Add something new on your own that was not in the story ...
- Pretend you are ...
- What would the world be like if ...?
- Pretend you are a character in the story. Rewrite the episode from your point of view.
- What do you think will happen to ________? Why?
- What is most compelling to you in this ________? Why?
- Could this story have really happened? Why or why not?
- If you were there, would you ...?
- How would you solve this problem in your life?
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What information is provided?</td>
<td>• What additional information is needed to solve this problem?</td>
<td>• Predict what will happen to ____ as ____ is changed.</td>
</tr>
<tr>
<td>• What are you being asked to find?</td>
<td>• Can you see other relationships that will help you find this</td>
<td>• Using a math principle, how can we find ...?</td>
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<tr>
<td>• What formula would you use in this problem?</td>
<td>information?</td>
<td>• Describe the events that might occur if ...</td>
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<tr>
<td>• What does ______ mean?</td>
<td>• How can you put your data in graphic form?</td>
<td>• Design a scenario for ...</td>
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<tr>
<td>• What is the formula for ...?</td>
<td>• What occurs when ...?</td>
<td>• Pretend you are ...</td>
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<tr>
<td>• List the ...</td>
<td>• Does it make sense to ...?</td>
<td>• What would the world be like if ...?</td>
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<td>• Name the ...</td>
<td>• Compare and contrast ______ to _________.</td>
<td>• How can you tell if your answer is reasonable?</td>
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<td>• Where did ...?</td>
<td>• What was important about...?</td>
<td>• What would happen to ______ if ______ (variable) were increased/decreased?</td>
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<tr>
<td>• What is ...?</td>
<td>• What prior research/formulas support your conclusions?</td>
<td>• How would repeated trials affect your data?</td>
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<tr>
<td>• When did ...?</td>
<td>• How else could you account for ...?</td>
<td>• What significance is this formula to the subject you’re learning?</td>
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<tr>
<td>• Explain the concept of ...</td>
<td>• Explain how you calculate ...</td>
<td>• What type of evidence is most compelling to you?</td>
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<td>• Give me an example of ...</td>
<td>• What equation can you write to solve the word problem?</td>
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<tr>
<td>• Describe in your own words what ______ means.</td>
<td></td>
<td></td>
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<tr>
<td>• What mathematical concepts does this problem connect to?</td>
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<td></td>
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<tr>
<td>• Draw a diagram of ...</td>
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<tr>
<td>• Illustrate how ______ works.</td>
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</tr>
</tbody>
</table>
# Costa’s Levels of Thinking and Questioning: Science

## LEVEL 1
- What information is provided?
- What are you being asked to find?
- What formula would you use in this problem?
- What does ______ mean?
- What is the formula for ...?
- List the ...
- Name the ...
- Where did ...?
- What is ...?
- When did ...?
- Describe in your own words what ______ means.
- What science concepts does this problem connect to?
- Draw a diagram of ...
- Illustrate how ______ works.

## LEVEL 2
- What additional information is needed to solve this problem?
- Can you see other relationships that will help you find this information?
- How can you put your data in graphic form?
- How would you change your procedures to get better results?
- What method would you use to ...?
- Compare and contrast ______ to ________.
- Which errors most affected your results?
- What were some sources of variability?
- How do your conclusions support your hypothesis?
- What prior research/formulas support your conclusions?
- How else could you account for ...?
- Explain the concept of ...
- Give me an example of ...

## LEVEL 3
- Design a lab to show ...
- Predict what will happen to ______ as ______ is changed.
- Using a science principle, how can we find ...
- Describe the events that might occur if ...
- Design a scenario for ...
- Pretend you are ...
- What would the world be like if ...?
- What would happen to ______ if ______ (variable) were increased/decreased?
- How would repeated trials affect your data?
- What significance is this experiment to the subject you’re learning?
- What type of evidence is most compelling to you?
- Do you feel ______ experiment is ethical?
- Are your results biased?
Costa’s Levels of Thinking and Questioning:
Social Studies

**LEVEL 1**
- What information is provided?
- What are you being asked to find?
- When did the event take place?
- Point to the ...
- List the ...
- Name the ...
- Where did ...?
- What is ...?
- Who was/were ...?
- Make a map of ...

**LEVEL 2**
- What would happen to you if ...?
- Can you see other relationships that will help you find this information?
- Would you have done the same thing as ...?
- What occurs when ...?
- If you were there, would you ...?
- How would you solve this problem in your life?
- Compare and contrast _____ to _____.
- What other ways could _____ be interpreted?
- What things would you have used to ...?
- What is the main idea in this piece (event)?
- What information supports your explanation?
- What was the message in this event?
- Explain the concept of ...
- Give me an example of ...

**LEVEL 3**
- Design a ______ to show ...
- Predict what will happen to _____ as _____ is changed.
- What would it be like to live ...?
- Write a new ending to the event.
- Describe the events that might occur if ...
- Pretend you are ...
- What would the world be like if ...?
- How can you tell if your analysis is reasonable?
- What do you think will happen to _____? Why?
- What significance is this event in the global perspective?
- What is most compelling to you in this _____? Why?
- Do you feel _____ is ethical? Why or why not?