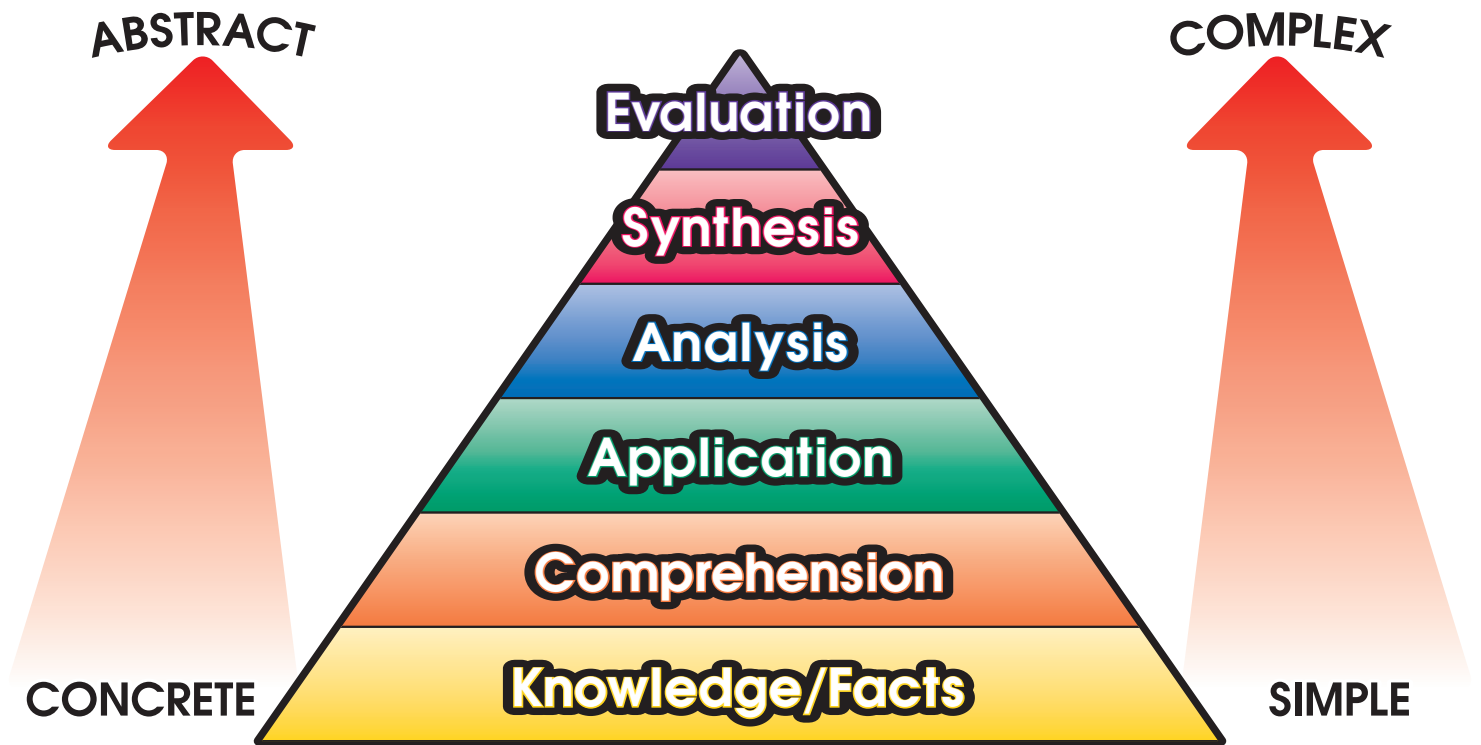


Shurley English and Bloom's Taxonomy



Meeting areas of Bloom's Taxonomy

- **KNOWLEDGE** - Remembering previously learned material
Student Action - Responds, absorbs, answers, remembers, memorizes
- **COMPREHENSION** - Understanding, grasping the meaning
Student Action - Translates, interprets
- **APPLICATION** - Using pre-learned methods and principles in situations
Student Action - Lists, solves problems, demonstrates, creates
- **ANALYSIS** - Breaks apart or down into its elements
Student Action - Classify, discusses, uncovers, dissects
- **SYNTHESIS** - Puts elements together to make a whole or a new item
Student Action - Discusses, generalizes, relates, compares, contrasts
- **EVALUATION** - Judges the value
Student Action - Judges, debates

Vocabulary and Analogy Time

The Student

1. Learns new words and analogies
2. Discusses and compares how words and their synonyms and antonyms are related
3. Discusses and compares how analogies are related
4. Solves analogies by analyzing and comparing two sets of words and by deciding how they relate
5. Creates new vocabulary sentences and new analogies

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, evaluation

Jingle Time

The Student

1. Memorizes new jingles
2. Learns how to sing jingles with music
3. Discusses and compares how jingle definitions relate to grammar concepts
4. Discusses and compares how the Sentence and Transition Jingles relate to writing
5. Applies jingle definitions to help analyze, classify, and write sentences
6. Can create motions for jingles
7. Can create new jingles and new tunes for jingles

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis

Grammar Time

The Student

1. Learns definitions for the parts of speech
2. Memorizes the questions to ask to classify the parts of a sentence
3. Analyzes the order and the sense of the words in a sentence to determine the parts of speech
4. Analyzes the sentence to determine the kind of sentence and the sentence pattern
5. Analyzes the sentence to determine the complete subject and predicate
6. Applies knowledge of sentence structure to help analyze, classify, and write sentences
7. Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prep phrases, etc.
8. Evaluates his own writing and the writing of other students based on following correct sentence structure

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, evaluation

Practice and Revised Sentences

The Student

1. Applies knowledge of sentence structure to write practice sentences, using sentence labels as guides
2. Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prep phrases, etc.
3. Applies grammar vocabulary to revise sentences, using synonyms, antonyms, word changes, added words, and deleted words
4. Evaluates the connection between grammar and writing, using this knowledge to write, revise, and edit his writing and the writing of others.

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, evaluation

Skill Builders

The Student

1. Analyzes sentences to determine which words are nouns
2. Analyzes criteria to determine if nouns are common, proper, singular, or plural by making comparisons
3. Analyzes sentences to determine the complete subject and complete predicate
4. Analyzes sentences to determine the simple subject and simple predicate
5. Discusses vocabulary meanings of selected words in sentences

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis

Skill Time

The Student

1. Discusses, learns, and remembers skill concepts, such as capitalization and punctuation rules, subject/verb agreement rules, meanings and spellings of homonyms, how to identify and correct a sentence fragment or run-on sentence, the spelling rules for the plurals of nouns.
2. Applies rules and concepts to skill exercises to demonstrate mastery
3. Applies rules and concepts to editing exercises to demonstrate mastery
4. Applies knowledge of skills to the writing process in writing rough drafts, revising, and editing
5. Evaluates his own writing and the writing of other students based on how well these rules have been followed

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, evaluation

Classroom Practice

The Student

1. Analyzes sentences to determine parts of speech, kinds of sentences, and sentence patterns
2. Analyzes sentences to determine the complete subject and predicate
3. Applies rules and concepts to skill exercises to demonstrate mastery
4. Applies rules and concepts to editing exercises to demonstrate mastery

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis

Chapter Checkup

The Student

1. Analyzes sentences to determine parts of speech, kinds of sentences, and sentence patterns
2. Analyzes sentences to determine the complete subject and predicate
3. Applies rules and concepts to skill exercises to demonstrate mastery
4. Applies rules and concepts to editing exercises to demonstrate mastery

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis

Chapter Test

The Student

1. Part A: Analyzes sentences to determine parts of speech, kinds of sentences, and sentence patterns
2. Part A: Analyzes sentences to determine the complete subject and predicate
3. Part A: Applies rules and concepts to skill exercises to demonstrate mastery
4. Part A: Applies rules and concepts to editing exercises to demonstrate mastery
5. Part B: Solves analogies by analyzing, comparing, and relating two sets of words
6. Part B: Applies vocabulary knowledge by choosing correct definitions, synonyms, and antonyms
7. Part B: Applies skills and editing knowledge in a standardized testing format

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, evaluation

Writing Time

The Student

1. Applies knowledge of sentence structure to write sentences, paragraphs, and essays
2. Applies the rules and concepts for grammar and skills to writing, revising, and editing rough drafts
3. Analyzes the purpose for writing and organizes it as expository, persuasive, narrative, descriptive, letters, comparison-contrast, or book reviews
4. Discusses his writing with a partner and in large or small groups
5. Evaluates his own writing and the writing of other students based on how well the writing process has been followed

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, , evaluation

Literature Time

The Student

1. Reads and listens to poetry by different poets, including classical and contemporary
2. Discusses, analyzes, and interprets poetic elements of selected classical and contemporary poems
3. Researches, discusses, and analyzes selected poets
4. Creates different types of poems
5. Selects and evaluates poems by well-known poets
6. Reads and evaluates fiction and nonfiction books for book reviews

BLOOM'S TAXONOMY: knowledge, comprehension, application, analysis, synthesis, evaluates

Discovery Time

The Student

1. Reads, discusses, and researches different thematic topics for his level
2. Answers questions about the topic studied
3. Writes and discusses results of research with others

BLOOM'S TAXONOMY: knowledge, comprehension, analysis

Across the Curriculum Activities

The Student

1. Relates English skills to other subjects
2. Applies speaking and writing skills to other subjects

BLOOM'S TAXONOMY: knowledge, comprehension, analysis