



## Chapter 2: Foundation for Learning

# Bloom's/DOK Curricular Examples Across Content Areas

Bloom's Level	Webb's DOK	Curricular Examples
Create	Level 4	<p><b>Reading:</b> Articulate a new voice, alternate theme, new knowledge or perspective.</p> <p><b>Math/Science:</b> Design a mathematical model to inform and solve a practical or abstract situation.</p> <p><b>SS/Humanities:</b> Create historical fiction drawing on sources.</p>
	Level 3	<p><b>Reading:</b> Develop a complex model for a given situation.</p> <p><b>Math/Science:</b> Formulate an original problem given a situation.</p> <p><b>SS/Humanities:</b> Develop and support an alternative solution.</p>
	Level 2	<p><b>Reading:</b> Generate conjectures or hypotheses based on observations or prior knowledge and experience.</p> <p><b>Math/Science:</b> Generate conjectures or hypotheses based on observations or prior knowledge and experience.</p> <p><b>SS/Humanities:</b> Generate testable conjectures or hypotheses based on observations, prior knowledge, and/or artifacts.</p>
	Level 1	<p><b>Reading:</b> Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept.</p> <p><b>Math/Science:</b> Brainstorm ideas, concepts, or perspectives related to a topic.</p> <p><b>SS/Humanities:</b> Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept.</p>
Evaluate	Level 4	<p><b>Reading:</b> Apply understanding in a novel way, provide argument or justification for the application.</p> <p><b>Math/Science:</b> Gather, analyze &amp; evaluate information to draw conclusions.</p> <p><b>SS/Humanities:</b> Evaluate relevancy, accuracy, and completeness of information using multiple sources.</p>
	Level 5	<p><b>Reading:</b> Cite evidence and develop a logical argument for conjectures.</p> <p><b>Math/Science:</b> Verify reasonableness of an answer.</p> <p><b>SS/Humanities:</b> Critique conclusions drawn/evidence used/credibility of sources.</p>



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Analyze	Level 4	<p><b>Reading:</b> Select or devise an approach among many alternatives to research a novel problem.</p> <p><b>Math/Science:</b> Analyze multiple sources of evidence.</p> <p><b>SS/Humanities:</b> Analyze diverse / complex / abstract perspectives.</p>
	Level 3	<p><b>Reading:</b> Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text.</p> <p><b>Math/Science:</b> Analyze and draw conclusions from data, citing evidence.</p> <p><b>SS/Humanities:</b> Use reasoning, planning, and evidence to support or refute inferences in policy or speech.</p>
	Level 2	<p><b>Reading:</b> Distinguish relevant-irrelevant information, fact / opinion.</p> <p><b>Math/Science:</b> Categorize, classify materials, data, figures based on characteristics.</p> <p><b>SS/Humanities:</b> Distinguish relevant-irrelevant information, fact/ opinion; primary from a secondary source.</p>
	Level 1	<p><b>Reading:</b> Decide which text structure is appropriate to audience and purpose.</p> <p><b>Math/Science:</b> Retrieve information from a table or graph to answer a question.</p> <p><b>SS/Humanities:</b> Identify ways symbols and metaphors are used to represent universal ideas.</p>



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Bloom's Level	Webb's DOK	Curricular Examples
Apply	Level 4	<p><b>Reading:</b> Explain how concepts or ideas specifically relate to other content.</p> <p><b>Math/Science:</b> Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results.</p> <p><b>SS/Humanities:</b> Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials with intent to develop a complex or multimedia product or personal viewpoint.</p>
	Level 3	<p><b>Reading:</b> Apply internal consistency of text organization and structure to composing a full composition.</p> <p><b>Math/Science:</b> Use and show reasoning, planning, and evidence.</p> <p><b>SS/Humanities:</b> Investigate to determine how a historical/cultural/political context may be the source of an underlying theme, central idea or unresolved issue or crisis.</p>
	Level 2	<p><b>Reading:</b> Obtain and interpret information using text features.</p> <p><b>Math/Science:</b> Select a procedure according to criteria and perform it.</p> <p><b>SS/Humanities:</b> Interpret information using text features (diagrams, data tables, captions, etc.).</p>
	Level 1	<p><b>Reading:</b> Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use.</p> <p><b>Math/Science:</b> Apply algorithm or formula (e.g. area, perimeter).</p> <p><b>SS/Humanities:</b> Apply use of reference materials and tools to gather information (e.g. key word searches).</p>



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Bloom's Level	Webb's DOK	Curricular Examples
Understand	Level 4	<p><b>Reading:</b> Explain how concepts or ideas specifically relate to other content.</p> <p><b>Math/Science:</b> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts.</p> <p><b>SS/Humanities:</b> Apply generalizations to new problem-based situations.</p>
	Level 3	<p><b>Reading:</b> Identify / make inferences about explicit or implicit themes.</p> <p><b>Math/Science:</b> Explain thinking/reasoning when more than one solution or approach is possible.</p> <p><b>SS/Humanities:</b> Explain, generalize, or connect ideas using supporting evidence (quote, example, text, reference, data).</p>
	Level 2	<p><b>Reading:</b> Summarize results, concepts, ideas.</p> <p><b>Math/Science:</b> Summarize results or concepts.</p> <p><b>SS/Humanities:</b> Summarize results, concepts, main ideas, generalizations</p>
	Level 1	<p><b>Reading:</b> Describe / explain who, what, where, when, or how.</p> <p><b>Math/Science:</b> Solve a one-step problem.</p> <p><b>SS/Humanities:</b> Define facts, details, terms, principles.</p>
Remember	Level 1	<p><b>Reading:</b> Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts.</p> <p><b>Math/Science:</b> Recall, observe, and recognize facts, principles, and properties.</p> <p><b>SS/Humanities:</b> Recall or locate key facts, dates, terms, details, events, or ideas explicit in texts.</p>