### Bloom’s/DOK Curricular Examples Across Content Areas

<table>
<thead>
<tr>
<th>Bloom’s Level</th>
<th>Webb’s DOK</th>
<th>Curricular Examples</th>
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</table>
| Create        | Level 4    | **Reading:** Articulate a new voice, alternate theme, new knowledge or perspective.  
**Math/Science:** Design a mathematical model to inform and solve a practical or abstract situation.  
**SS/Humanities:** Create historical fiction drawing on sources. |
| Level 3       | Reading: Develop a complex model for a given situation.  
**Math/Science:** Formulate an original problem given a situation.  
**SS/Humanities:** Develop and support an alternative solution. |
| Level 2       | Reading: Generate conjectures or hypotheses based on observations or prior knowledge and experience.  
**Math/Science:** Generate conjectures or hypotheses based on observations or prior knowledge and experience.  
**SS/Humanities:** Generate testable conjectures or hypotheses based on observations, prior knowledge, and/or artifacts. |
| Level 1       | Reading: Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept.  
**Math/Science:** Brainstorm ideas, concepts, or perspectives related to a topic.  
**SS/Humanities:** Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept. |
| Evaluate      | Level 4    | **Reading:** Apply understanding in a novel way, provide argument or justification for the application.  
**Math/Science:** Gather, analyze & evaluate information to draw conclusions.  
**SS/Humanities:** Evaluate relevancy, accuracy, and completeness of information using multiple sources. |
|               | Level 5    | **Reading:** Cite evidence and develop a logical argument for conjectures.  
**Math/Science:** Verify reasonableness of an answer.  
**SS/Humanities:** Critique conclusions drawn/evidence used/credibility of sources. |
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| Analyze       | Level 4    | **Reading**: Select or devise an approach among many alternatives to research a novel problem.  
**Math/Science**: Analyze multiple sources of evidence.  
**SS/Humanities**: Analyze diverse / complex / abstract perspectives. |
| Level 3       | Reading: Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to create or critique a text.  
**Math/Science**: Analyze and draw conclusions from data, citing evidence.  
**SS/Humanities**: Use reasoning, planning, and evidence to support or refute inferences in policy or speech. |
| Level 2       | Reading: Distinguish relevant-irrelevant information, fact / opinion.  
**Math/Science**: Categorize, classify materials, data, figures based on characteristics.  
**SS/Humanities**: Distinguish relevant-irrelevant information, fact/opinion; primary from a secondary source. |
| Level 1       | Reading: Decide which test structure is appropriate to audience and purpose.  
**Math/Science**: Retrieve information from a table or graph to answer a question.  
**SS/Humanities**: Identify ways symbols and metaphors are used to represent universal ideas. |
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<td>Apply</td>
<td>Level 4</td>
<td><strong>Reading:</strong> Explain how concepts or ideas specifically relate to other content. <strong>Math/Science:</strong> Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results. <strong>SS/Humanities:</strong> Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials with intent to develop a complex or multimedia product or personal viewpoint.</td>
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<td>Level 3</td>
<td><strong>Reading:</strong> Apply internal consistency of text organization and structure to composing a full composition. <strong>Math/Science:</strong> Use and show reasoning, planning, and evidence. <strong>SS/Humanities:</strong> Investigate to determine how a historical/cultural/political context may be the source of an underlying theme, central idea or unresolved issue or crisis.</td>
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<td>Level 2</td>
<td><strong>Reading:</strong> Obtain and interpret information using text features. <strong>Math/Science:</strong> Select a procedure according to criteria and perform it. <strong>SS/Humanities:</strong> Interpret information using text features (diagrams, data tables, captions, etc.).</td>
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<td>Level 1</td>
<td><strong>Reading:</strong> Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use. <strong>Math/Science:</strong> Apply algorithm or formula (e.g. area, perimeter). <strong>SS/Humanities:</strong> Apply use of reference materials and tools to gather information (e.g. key word searches).</td>
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### Chapter 2: Foundation for Learning

#### Bloom’s/DOK Curricular Examples

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