<table>
<thead>
<tr>
<th>Bloom's Taxonomy</th>
<th>Actions</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REMEMBERING</strong></td>
<td>Remembering</td>
<td>Reproduction, Workbook, Label, Quiz, Example</td>
</tr>
<tr>
<td><strong>SAY</strong></td>
<td>Expressing, Describing, Defining, Naming</td>
<td>Show and Tell, Discussion, Label, List, Quiz, Outline</td>
</tr>
<tr>
<td><strong>UNDERSTANDING</strong></td>
<td>Using, Implementing</td>
<td>Report, Abstract, Mobile, Database, Survey, Online</td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td>Describing, Structuring, Organizing</td>
<td>Presentation, Demonstration, Sculpture, Simulation, Summary, Report</td>
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<tr>
<td><strong>APPLYING</strong></td>
<td>Implementing, Executing</td>
<td>Chart, Graph, Spreadsheet, Diagram, Performance</td>
</tr>
<tr>
<td><strong>ANALYSING</strong></td>
<td>Evaluating, Monitoring, Assessing</td>
<td>Evaluation, Report, Pooled Results, Debate</td>
</tr>
<tr>
<td><strong>EVALUATING</strong></td>
<td>Judging, Evaluating, Revising</td>
<td>Test, New Game, Plan, Project, Proposal, Advertisement, Media Product, Song</td>
</tr>
<tr>
<td><strong>CREATING</strong></td>
<td>Designing, Producing</td>
<td>Story, Film, Architecture, Product, Advertisement, Media Product, Song</td>
</tr>
</tbody>
</table>

Higher-order thinking:
- Analysing
- Evaluating
- Creating

Lower-order thinking:
- Remembering
- Saying
- Understanding
- Applying
- Analysing

© Foster Belinda. Area 3 Writing Project. 2008 (modified original version)
Essential Habits of Mind for College Writing

1. Curiosity
2. Openness
3. Engagement
4. Creativity
5. Persistence
6. Responsibility
7. Flexibility
8. Metacognition

Framework for Success in Postsecondary Writing (2011) by “The Council of Program Administrators (CWPA), National Council of Teachers of English (NCTE), and the National Writing Project (NWP)
# Practices Across Disciplines

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Make sense of problems and persevere in solving them</td>
<td>1. Asking questions and defining problems</td>
<td>• Demonstrate independence</td>
<td>• Determine the central ideas of primary and secondary sources</td>
</tr>
<tr>
<td>2. Reason abstractly and quantitatively</td>
<td>2. Developing and using models</td>
<td>• Build strong content knowledge</td>
<td>• Synthesize information from disparate sources</td>
</tr>
<tr>
<td>3. Construct viable arguments and critique the reasoning of others</td>
<td>3. Planning and carrying out investigations</td>
<td>• Respond to the varying demands of audience, task, purpose, and discipline</td>
<td>• Use narrative to craft content-specific arguments</td>
</tr>
<tr>
<td>4. Model with mathematics</td>
<td>4. Analyzing and interpreting data</td>
<td>• Comprehend as well as critique</td>
<td>• Solve problems through sustained research</td>
</tr>
<tr>
<td>5. Use appropriate tools strategically</td>
<td>5. Using mathematics and computational thinking</td>
<td>• Value evidence</td>
<td>• Evaluate the credibility of a variety of media</td>
</tr>
<tr>
<td>6. Attend to precision</td>
<td>6. Constructing explanations and designing solutions</td>
<td>• Use technology and digital media strategically and capably</td>
<td>• Publish writing products using technology</td>
</tr>
<tr>
<td>7. Look for and make use of structure</td>
<td>7. Engaging in argument from evidence</td>
<td>• Come to understand other perspectives and cultures</td>
<td>• Analyze point of view to determine valid arguments including distinguishing fact from opinion</td>
</tr>
<tr>
<td>8. Look for and express regularity in repeated reasoning</td>
<td>8. Obtaining, evaluating, and communicating information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Depth of Knowledge (DOK) Levels**

**Level One** (Recall)
- Define
- Draw
- Identify
- List
- Label
- Memorize
- Illustrate
- Name
- Measure
- Report

**Level Two** (Skill/Concept)
- Separate
- Cause/Effect
- Estimate
- Compare
- Relate
- Use Context Cues
- Make Observations
- Summarize
- Show

**Level Three** (Strategic Thinking)
- Revise
- Develop a Logical Argument
- Construct
- Compare
- Investigate

**Level Four** (Extended Thinking)
- Apprise
- Use Concepts to Solve Non-Routine Problems
- Critique
- Explain Phenomena in Terms of Concepts
- Formulate
- Hypothesize
- Draw Conclusions
- Differentiate

**Level One Activities**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two Activities**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

**Level Three Activities**
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

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