**Depth of Knowledge Cognitive Rigor Reading Matrix**

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| **Webb’s 🡺**  **Depth of Knowledge** | **DOK LEVEL 1**  **Recall and Reproduction** | **DOK LEVEL 2**  **Basic Skills and Concepts** | **DOK LEVEL 3**  **Strategic Thinking and Reasoning** | **DOK LEVEL 4**  **Extended Thinking** |
| **Blooms 🡻** |
| **Remember**  (**K**nowledge)  Retrieve knowledge from long-term memory, recognize, recall, locate, identify. | * **Ka** Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts. * **Kb** Read words orally in connected text with fluency & accuracy. * **Kc**-Define terms. |  |  |  |
| **Understand**  (**C**omprehend)  Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models. | * **Cd** Identify or describe literary elements (characters, setting, sequence, etc.) * **Ce** Select appropriate words when intended meaning/definition is clearly evident. * **Cf** Describe/explain who, what, where, when, or how. | * **Ch** Specify, explain, show relationships; explain why, cause-effect. * *Give non-examples -examples.****\**** * **Ci** Summarize results, concepts, ideas. * **Cj** Make basic inferences or logical predictions from data or texts. * **Ck** Identify main ideas or accurate generalizations of texts. * **Cl** Locate information to support explicit-implicit central ideas. | * **Cu** Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference). * **Cv** Identify/ make inferences about explicit or implicit themes. * **Cw** Describe how word choice, point of view, or bias may affect the readers’ interpretation of a text. | * **CK** Explain how concepts or ideas specifically relate to *other* content domains or concepts. * **CL** Develop generalizations of the results obtained or strategies used and apply them to new problem situations. |
| **Apply**  Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task. | * **APg**Use language structure (pre/suffix) or word relationships(synonyms/antonym) to determine meaning. | * **APm** Use context to identify word meanings * **APn** Obtain and interpret information using text features. | * **APx** Use concepts to solve non-routine problems. | * *Devise an approach among many alternatives to research a novel problem*.**\*** * **APM** Illustrate how multiple themes (historical, geographic, social) may be interrelated. |
| **Analyze**  Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view). | * **ANo** Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions). | * **ANp** Categorize/compare literary elements, terms, facts, details, events. * **ANq** Identify use of literary devices. * **ANr** Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts. * **ANs** Distinguish: relevant-irrelevant information; fact/opinion. * **ANt** Identify characteristic text features; distinguish between texts, genres. | * **ANy** Analyze information within data sets or texts. * **ANz** Analyze interrelationships among concepts, issues, and problems. * **ANA** Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to critique a text. * **ANB** Use reasoning, planning, and evidence to support inferences. | * **ANN** Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes. * **ANO** Analyze complex/abstract themes, perspectives, concepts. * **ANP** Gather, analyze, and organize multiple information sources. * **ANQ** Analyze discourse styles. |
| **Evaluate**  Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique. |  |  | * **EVC** Cite evidence and develop a logical argument for conjectures. * **EVD** Describe, compare, and contrast solution methods. * **EVE** Verify reasonableness of results. * **EVF** Critique conclusions drawn. | * **EVR** Evaluate relevancy, accuracy, & completeness of information from multiple sources. * **EVS** Draw & justify conclusions * **EVT** Apply understanding in a novel way; provide argument or justification for the application. |
| **Create**  (Synthesize)  Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce. |  | * **SYG** Generate conjectures or hypotheses based on observations or prior knowledge and experience. | * **SYH** Synthesize information within one source or text. * **SYI** Develop a complex model for a given situation. * **SYJ** Develop an alternative solution. | * **SYU** Synthesize information across multiple sources or texts. * **SYV** Articulate a new voice, theme, knowledge or perspective. |