



The Natural Progression of Concept Development

If I Can...

1. **Experience it first-hand**
(“*Hands-on, minds-on, hearts-in learning*”)
2. Discuss it **orally**
3. Understand when **I discuss it and when and others discuss it**
4. Communicate it in **written form**
5. **Do it, see it, discuss it, hear about it, and write about it**
6. **Explain it to others**
7. **Understand** the *descriptive* writings of **others** on the subject
8. **Read** factual and **content-area writing**
9. **Connect it** to diverse disciplines
10. Process the concept on both a **literal and a fictional level**
11. I can connect it to **abstractions**
12. Think of the concept on a global and/or a **creative level**

Then I am Able To...

- Discuss it **orally**
- Understand what others mean, **when they talk about it**
- Communicate it in **written form**
- Read** my own writing
- Explain it** to others intelligently
- Ready to read the writing of others** on the same subject
- Begin **reading** (the writing of others) **in the same content area**
- Connect the concept** to **other disciplines**
- Comprehend fictional writing** on the subject
- Connect it to other relevant abstractions**
- Begin thinking of the concept on a more **global** scale and/or on a **creative level**
- Ask connecting, questions “what if,” and philosophical questions** (at the highest cognitive levels.) The very best indicator for determining how well an individual truly knows a concept is not gauged by the answers he gives, but by the cognitive level of the questions that he begins to ask.