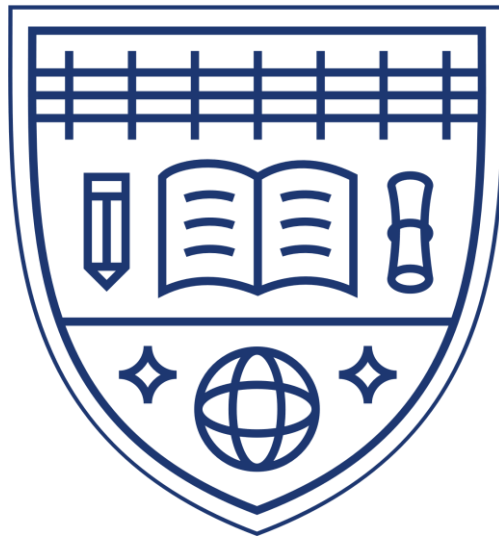


Question Stems

4th Grade ELA

FCPS



K-12 Question Stems (pages 1-14)
4th Grade Question Stems (pages 15-28)
References (page 29)

Question Stem Purpose Statement:

Teachers can use Bloom's and Webb's question stems to enhance student learning and promote higher-order thinking skills. By incorporating these question stems into their instruction, teachers can challenge students to think critically, analyze information, and apply their knowledge in meaningful ways. These question stems provide a framework for designing rigorous and engaging lessons that go beyond simple recall and encourage students to delve deeper into the content. By using Bloom's and Webb's question stems, teachers can foster a classroom environment that promotes active learning, problem-solving, and the development of essential 21st-century skills.

Connection to the FCPS Comprehensive District Improvement Plan

Accelerated Learning– All schools will develop and implement standards-based instruction to accelerated learning.

Goal Alignment– Achievement Gap, Student Progress

Strategy– KCWP 1, 2

Activities- Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning outcomes.

Measure/Monitoring- Walkthrough tools, PLC documentation, student artifacts, assessment outcomes

Connections to FCPS Instructional Playbook “Tights” and Next Steps

Planning and Environment

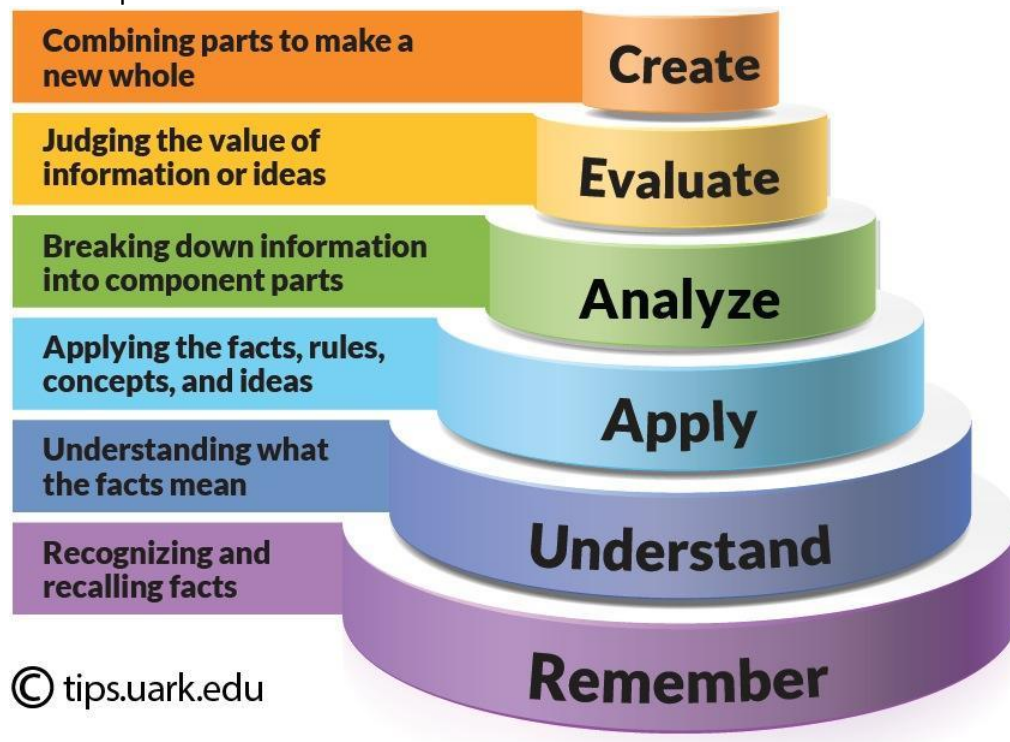
- Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
- Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and time for independent practice.

Bloom's Taxonomy

Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning outcomes, lessons, and assessments of your course:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure for executing, or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom's is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. You will see Bloom's Taxonomy often displayed as a pyramid graphic to help demonstrate this hierarchy. We have updated this pyramid into a "cake-style" hierarchy to emphasize that each level is built on a foundation of the previous levels.



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Bloom's Critical Thinking Skills

| | |
|--|--|
| <p><u>LEVEL 1</u> <u>Remembering</u> Retrieval: Recognizing and Recalling</p> | <p>Cite, choose, define, describe, draw, enumerate, fill-in-the blank, find, list, identify, index, indicate, label, list, locate, match, meet, memorize, name, outline, point, quote, read, recall, recite, recognize, record, relate, repeat, reproduce, review, select, show, spell, state, study, tabulate, tell, trace, underline, who, what, when, when, where, why, what is, write</p> |
| <p><u>Level 2</u> <u>Understanding</u> Comprehension: Integrating</p> | <p>Add, approximate, articulate, associate, characterize, clarify, classify, compare, compute, contrast, convert, defend, describe, detail, differentiate, discuss, distinguish, elaborate, estimate, example, explain, express, extend, factor, generalize, give, illustrate, infer, interact, interpolate, interpret, observe, outline, paraphrase, predict, put in order, relate, rephrase, restate, retell in your own words, review, rewrite, show, subtract, summarize, trace, translate, visualize,</p> |
| <p><u>Level 3</u> <u>Applying</u> Analysis: Matching</p> | <p>Acquire, adapt, allocate, alphabetize, apply, ascertain, assign, attain, avoid, back up, build, calculate, capture, change, choose, classify, complete, compute, construct, customize, demonstrate, depreciate, derive, determine, develop, diminish, discover, draw, employ, examine, exercise, experiment, explore, expose, express, factor, figure, give an example, graph, handle, illustrate, interconvert, interview, investigate, manipulate, model, modify, operate, organize, personalize, plan, plot, practice, predict, prepare, price, process, produce, project, provide, relate, round off, select, sequence, show, simulate, sketch, solve, subscribe, tabulate, translate, use, utilize</p> |

| | |
|--|--|
| <p><u>Level 4 Analyzing</u> Knowledge Utilization: Investigating</p> | <p>Analyze, audit, blueprint, breadboard, break down, characterize, categorize, classify, compare, conclusion, confirm, contrast, correlate, detect, debate, deduct, diagnose, diagram, differentiate, discriminate, discover, dissect, distinction, distinguish, document, ensure, examine, explain, explore, figure out, file, function, group, identify, illustrate, infer, inspect, interrupt, inventory, investigate, layout, list, manage, maximize, motive, optimize, order, point out, prioritize, proofread, query, relate, relationships, select, separate, simplify, subdivide, survey, theme, train, transform</p> |
| <p><u>Level 5 Evaluating</u> Metacognition: Monitoring Clarity</p> | <p>Adapt, appraise, assess, build, change, choose, combine, compare, compile, compose, conclude, contrast, construct, counsel, create, criticize, critique, defend, delete, design, determine, develop, discriminate, discuss, elaborate, estimate, evaluate, explain, formulate, grade, happen, hire, imagine, improve, interpret, invent, judge, justify, maximize, measure, minimize, modify, originate, plan, predict, prescribe, propose, rank, rate, recommend, release, select, solve, solution, summarize, support, suppose, test, theorize, validate, verify</p> |
| <p><u>Level 6</u> <u>Creating</u> Self-System: Examining Motivation</p> | <p>Abstract, agree, animate, appraise, arrange, assess, assemble, award, budget, categorize, choose, code, combine, compile, compose, conclude, construct, create, criteria, criticize, cultivate, debug, decide, deduct, defend, depict, determine, develop, devise, dictate, disprove, dispute, enhance, estimate, evaluate, explain, facilitate, format, formulate, generalize, generate, handle, import, importance, incorporate, influence, integrate, interface, interpret, join, judge, justify, lecture, mark, measure, model, modify, network, opinion, organize, outline, overhaul, perceive, plan portray, prepare, prescribe, prioritize, produce, program, prove, rank, rate, rearrange, recommend, reconstruct, relate, revise, rewrite, rule on, select, specify, summarize, support, value</p> |

Webb's Depth of Knowledge

What is DOK?

DOK, which stands for Depth of Knowledge, is a component of the Webb Alignment Tool created by Dr. Norman Webb from the University of Wisconsin. It is used to align standards with assessments and focuses on the content standard required to successfully complete a task or assessment. DOK is not a taxonomy and is not determined by the difficulty of the task, but rather by the complexity of the thinking involved. There are four levels of cognitive complexity that represent the depth of knowledge, with each level describing the type of thinking required. Higher DOK levels require greater conceptual understanding and cognitive processing by students. Students who engage with and reach higher DOK levels tend to achieve higher levels of academic success. Here are the definitions used by Webb to describe the four levels of depth of knowledge.

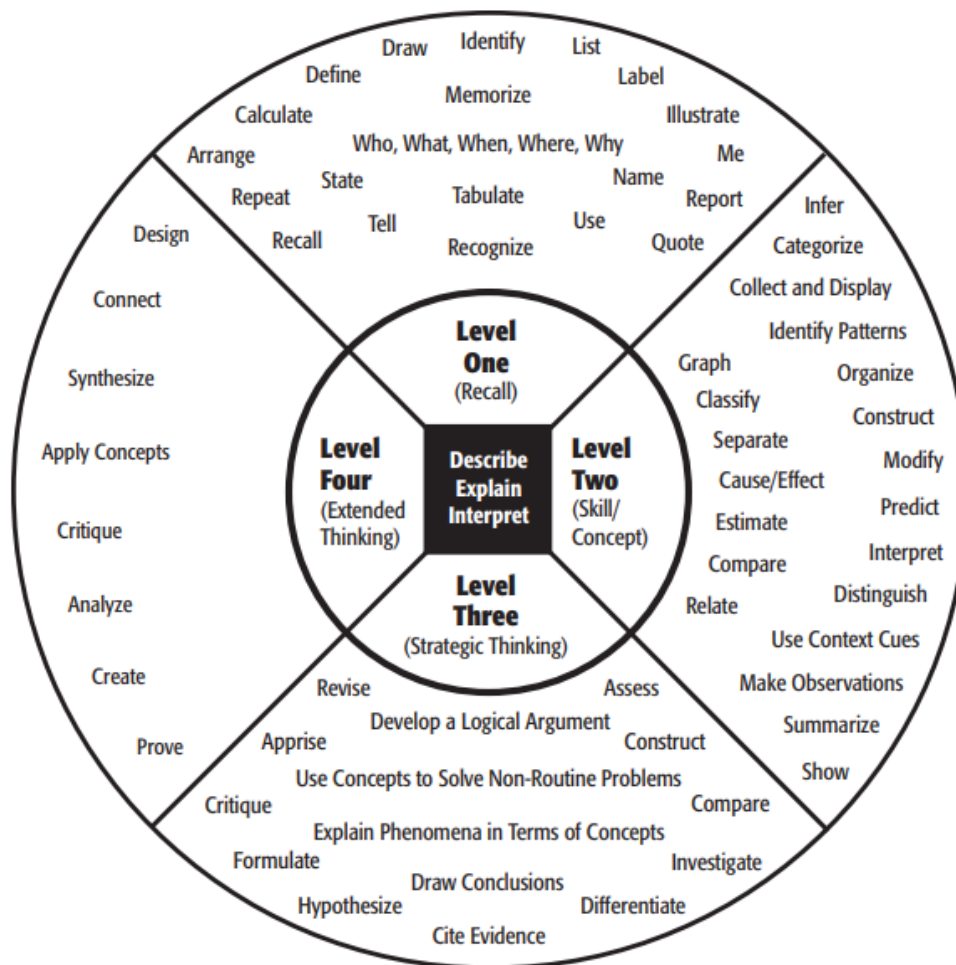
The Four Levels of Depth of Knowledge

- **DOK 1: (recall) Recall and Reproduction** – recall or recognition of a fact, information (definitions, terms, dates, etc.), concept, or procedure.
- **DOK 2: (skill/concept) Basic application of Skills and Concepts** – use of information, conceptual knowledge, following or selecting appropriate procedures, two or more steps with decision points along the way, routine problems, organizing/displaying data. This level requires mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.
- **DOK 3: (strategic thinking) Strategic Thinking** – requires reasoning, developing a plan or sequence of steps to approach a problem, some decision making and justification, abstract and complex thinking. DOK 3 items often have more than one possible answer (generally taking less than 10 minutes to do).
- **DOK 4: (extended thinking) Extended Thinking** – an investigation or application to real work; requires time to research, think, and process multiple conditions of the problem or task. This would include no routine manipulations across disciplines/content areas/multiple sources (requires complex reasoning, planning, developing, and thinking, most likely over an extended time, and requiring more than 10 minutes to do non-routine manipulations).

Depth of knowledge levels describe the process of thinking involved while considering the complexity of the task, not the likelihood that the task will be completed correctly. DOK levels can be cumulative; an item written to DOK 3 often contains DOK 1 and DOK 2 level demands, however, DOK levels are not additive. You cannot create a DOK level 2 activity with only DOK 1 demands, (i.e., a DOK 1 + DOK 1 does not equal a DOK 2).

Webb's DOK Levels

Depth of Knowledge (DOK) Levels



| Level One Activities | Level Two Activities | Level Three Activities | Level Four Activities |
|---|---|--|---|
| <p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p> | <p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p> | <p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p> | <p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p> |

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.

Webb's Question Matrix

| | is are was | did do does | can | could should would | will | might |
|--------------|--|---|---------------|--|----------------|-----------------|
| | Factual and Recall – DOK 1 | | | Synthesis and Application – DOK 3 | | |
| Who | Who is...? Who are...? Who was...? | Who did...? Who does...? | Who can...? | Who could...? Who should...? Who would...? | Who will...? | Who might...? |
| What | What is...? What are...? What was...? | What did...? What do...? What does...? | What can...? | What could...? What should...? What would...? | What will...? | What might...? |
| Where | Where is...? Where are...? Where was...? | Where did...? Where do...? Where does...? | Where can...? | Where could...? Where should...? Where would...? | Where will...? | Where might...? |
| When | When is...? When are...? When was...? | When did...? When do...? When does...? | When can...? | When could...? When should...? When would...? | When will...? | When might...? |
| | Application and Analysis – DOK 2 | | | Evaluating and Creating – DOK 4 | | |
| How | How is...? How are...? How was...? | How did...? How do...? How does...? | How can...? | How could...? How should...? How would...? | How will...? | How might...? |
| Why | Why is...? Why are...? Why was...? | Why did...? Why do...? Why does...? | Why can...? | Why could...? Why should...? Why would...? | Why will...? | Why might...? |

Guidelines to use Bloom's Taxonomy and Webb's Depth of Knowledge

By combining Bloom's Taxonomy and DOK, teachers can enhance their lesson plans and assessments by accurately assessing the levels of thinking required from their students. For instance, a level 1 question may involve recalling a fact or definition, while a level 4 question may require students to analyze, evaluate, and synthesize information from multiple sources.

One way to incorporate Bloom's Taxonomy and DOK into classroom instruction is through the use of learning objectives. Teachers can align their objectives with the desired outcomes and tailor their lessons accordingly. These objectives serve as a guide for teachers in planning their lessons and assessing student learning.

To ensure effective learning objectives, they should be clear, specific, measurable, achievable, relevant, and time-bound (SMART). By incorporating Bloom's Taxonomy and DOK into the learning objectives, teachers can target specific thinking and cognitive levels of complexity.

Assessment is another area where Bloom's Taxonomy and DOK can be beneficial. Teachers can utilize both frameworks to design assessments that measure students' knowledge and understanding at different levels. This enables teachers to identify areas where students may require additional instruction or support.

Open-ended questions and tasks are also valuable tools for incorporating Bloom's Taxonomy and DOK in the classroom. Open-ended questions encourage higher-level thinking and foster the development of critical thinking skills. Similarly, open-ended tasks require students to engage in various cognitive processes to successfully complete them.

By integrating Bloom's Taxonomy and DOK into classroom instruction, teachers can create effective lesson plans and assessments while assessing student knowledge and understanding at different levels. This approach provides students with opportunities to engage in higher-level thinking and develop critical thinking skills, ultimately leading to improved academic outcomes and a more rewarding teaching experience for educators.

DOK Level 1---Recall Question Stems

Describe what happens when _____.

How is (are) _____?

How would you define _____?

How would you identify _____?

How would you outline _____?

How would you recognize _____?

List the _____ in order.

What do you remember about _____?

What is (are) _____?

What would you choose _____?

When did _____?

Where is (are) _____?

Which one _____?

Who was (were) _____?

Why did _____?

When did ____ happen?

How did ____ happen?

Who was ____?

How can you recognize ____?

What is ____?

How can you find the meaning of ____?

Can you recall ____?

Can you select ____?

Can you list three ____?

How would you write ____?

What might you include on a list about ____?

Who discovered ____?

What is the formula for ____?

Can you identify ____?

How would you describe ____?

How would you show _____?

DOK Level 2— Skills and Concepts Question Stems

Elaborate on _____.

How would you explain _____?

How can you describe _____?

How would you clarify the meaning _____?

How would you compare/contrast _____?

How would you differentiate between _____ and _____?

How would you express _____?

How would you generalize _____?

How would you identify _____?

What can you infer from _____?

What can you say about _____?

What did you observe _____?

What is the main idea of _____?

What would happen if _____?

Will you restate _____?

Can you explain how _____ affected _____?

How would you apply what you learned to develop _____?

How would you compare _____? Contrast _____?

How would you classify _____?

How are _____ alike? Different?

How would you classify the type of _____?

What can you say about _____?

How would you summarize _____?

What steps are needed to edit _____?

When would you use an outline to _____?

How would you estimate _____?

How could you organize _____?

What would you use to classify _____?

What do you notice about _____?

State or interpret _____ in your own words _____ how _____?

How will you rephrase this meaning?

What facts or ideas show _____?

Which statements support _____?

Can you explain what is happening _____?

What is meant _____?

Which is the best answer?

DOK Level 3— Strategic Thinking and Reasoning Question Stems

How would you develop _____?

How would you _____?

How would you change _____?

How would you modify _____?

How would you demonstrate _____?

How would you develop _____ to present _____?

How would you present _____?

How would you solve _____?

What actions would you take to perform _____?

What examples can you find that _____?

What other way would you choose to _____?

What would the result be if _____?

Why does _____ work?

How is _____ related to _____?

What conclusions can you draw _____?

How would you adapt _____ to create a different _____?

How would you test _____?

Can you predict the outcome if _____?

What is the best answer? Why?

What conclusion can be drawn from these three texts?

What is your interpretation of this text? Support your rationale.

How would you describe the sequence of _____?

What facts would you select to support _____?

Can you elaborate on the reason _____?

What would happen if _____?

Can you formulate a theory for _____?

How would you test _____?

How would you use _____?

Can you elaborate on the reason _____?

How would you solve _____?

How would you organize and show _____?

Show your understanding of _____?

How would you apply what you learned to develop?

What questions would you ask if you interviewed _____?

Make use of these facts to _____?

What elements would you choose to change?

What facts would you select to show _____?

What inference can you make?

Can you distinguish between _____?

How would you categorize _____?

What ideas justify _____?

DOK Level 4— Extended Thinking Question Stems

Discuss the pros and cons of _____.

How can you classify _____ according to _____?

How can you compare the different parts of _____?

How can you sort the parts of _____?

How is _____ connected to _____?

Based on what you know, how would you explain _____?

What are the advantages and disadvantages of _____?

What can you infer _____?

What can you point out about _____?

What evidence in the text can you find that _____?

What explanation do you have for _____?

What ideas support/validate _____?

What is the problem with _____?

What is your analysis of _____?

Why do you think _____?

What information can you gather to support your idea about _____?

Do you agree with the actions _____? With the outcome _____?

What is your opinion of _____?

How would you prove _____? How would you disprove _____?

Can you assess the value or importance of _____?

Why did they (the character) choose _____?

What would you recommend _____?

What would you cite to defend your actions _____?

How could you determine _____?

How would you prioritize _____?

What judgment would you make about _____?

How would you justify _____?

What data was used to make the conclusion _____?

How would you compare ideas/people _____?

Bloom's Level 5— Evaluating Question Stems

Create a poem/riddle/song that explains _____?

Devise a way to _____?

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you generate a plan to _____?

How would you improve _____?

How would you portray _____?

Predict the outcome if _____?

What alternative would you suggest for _____?

What changes would you make to revise _____?

What could you invent _____?

What facts can you gather _____?

What would happen if _____?

What changes would you make to solve _____?

What would happen if ...?

Can you elaborate on the reason ...?

How would you test...?

Can you predict the outcome if...?

How would you estimate the results for...?

What facts can you compile...?

How would you adapt _____ to create a different...?

How could you change (modify) the plot (plan)...?

What could be done to maximize (minimize)...?

What could be combined to improve (change)...?

Suppose you could _____ what would you do...?

Determine the value of _____.

How could you verify _____?

How would you determine which facts _____?

How would you grade _____?

Rank the importance of _____.

Rate the _____. Explain your rating.

What choice would you have made _____? Explain your reasoning.

What criteria would you use to assess _____?

What data was used to evaluate _____?

What information would you use to prioritize _____?

What is the most important _____? Tell me why.

Bloom's Level 6—- Creating Question Stems

Create a poem/riddle/song that explains...

What is your favorite _____? Create a _____.

What would you suggest _____?

What is your opinion of _____? Support your response by creating _____.

Write a thesis, drawing conclusions from multiple sources.

Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.

Write a research paper on a topic.

Can you invent _____?

Can you propose an alternative _____?

Can you formulate a theory for _____?

In what way would you design _____?

Can you construct a model that would change _____?

Can you think of an original way for _____?

4th Grade KSA Reading Question Stems

Students will see these examples on the KSA assessment.

- What is the purpose of paragraph __?
- How does the phrase “_____” help shape meaning in paragraph __?
- Which word **best** describes how ___ is likely feeling when he/she ___? Select **two** correct answers.
- The author **most likely** used the phrase “_____” and “_____” in paragraph _____ to let the reader know _____.
- Which detail from the paragraph **best** supports the idea that _____?
- Which detail from the passage **best** supports the theme, or moral, of the story?
- Complete the sentence by choosing the correct answers from the drop-down menus.
- Which detail from the story **best** reflects the theme that ___?
- What does the author reveal about _____ by using the phrase “_____” in paragraph _____?
- How is the theme _____ reflected in the passage?
- Directions: Move each answer into the correct box in the table. Select the purpose for each paragraph from the passage “_____.”
- When the _____ does _____ he puts events in motion that reflect his character. Select **two** excerpts from the text that **best** reflects his character.
- Describe how _____. Support your answer with evidence from the text. (short answer)
- (Poetry) What does the phrase “_____” suggest as used in line ____ of “_____”?
- Which theme is best reflected in the phrases “_____” (line __) and “_____” (line __)?
- Directions: Complete the sentence by selecting the correct answers from the drop down menus.
- Analyze how the theme of _____ is reflected in the poem by completing the sentence with evidence that supports the theme.
- The author repeats the words “_____” in every stanza of the poem to emphasize _____.
- What is the reader able to learn about _____ from the third-person narrators? Select **two** correct answers.
- Which sentence correctly describes the overall structure of “_____” and “_____”?
- Explain how the point of view in the passage and in the poem contribute to what the reader knows about the main characters, “_____ and _____.” Support your answer with evidence from **both** texts.
- Compare and contrast how the topic of _____ is developed over the course of the passage and the poem. Support your response with evidence from **both** texts.

**These would be great to use in daily exit slips or unit assessment questions.

RL.4.2 – Key Ideas and Details

Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories, and dramas.

DOK-1

What happened at the beginning, middle, and end of the story?

What does _____ represent in the story?

DOK-2

What is the lesson that you should learn from this text?

What is the story trying to teach you?

What does _____ represent in the story?

What is the theme of this story (text)?

What is the main lesson or moral of the story?

What message or ideas does the author want readers to take away from the story?

What implicit evidence did you find to support the theme?

What is a summary of this text?

What are the most important events in the text (poem, story, drama)?

Which of these is a good summary sentence?

Which of these does not support the theme?

DOK-3

How do the character's actions support the theme...?

How does the character's actions or choices contribute to the overall theme of the story?

What evidence from the text supports your understanding of the theme?

How do the events or conflicts in the story relate to the overall theme?

How does the setting or time period of the story contribute to the theme?

How does the author use symbols or recurring motifs to convey the theme?

How does the author's use of language or tone contribute to the theme?

DOK-4

How is the theme reflected in both _____ and _____?

RI.4.2 – Key Ideas and Details

Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence from the text.

DOK-1

How does the author organize the information in the text to help convey the central idea?

How do headings, subheadings, or other text features contribute to understanding the central idea?

DOK-2

What is the message of this text (poem, story, drama)?

What is the main idea/central idea of the entire passage? Which details tell you more about that idea?

What is the author trying to convey or teach about the topic?

What is the main idea of just this paragraph? What details support the main idea?

Why is _____ a good title for this article? How do the details support this being a good title?

What are the most important pieces of information the author includes to support the main idea?

How does the author organize the information in the text to help convey the central idea?

If you were going to make a new title, what would it be? What details gave you the idea for that title?

Which of these is a good summary sentence?

Which of these does not support the theme?

Summarize the information in a few sentences.

How do the key details in the text support the central idea, and what evidence supports this from the text?

How do the author's word choices or language contribute to the main idea?

DOK-3

What do you think the author wants the readers to know?

What implicit evidence from the text supports your ideas?

How do the author's use of facts, statistics, or evidence contribute to the main idea?

How does the author's tone or perspective relate to the central idea?

DOK-4

What information from other sources can you find to support the central idea of _____?

RL.4.3 – Key Ideas and Details

Describe in depth a character's thoughts, words, and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

DOK-1

What is the setting of the text?

What problem does (character) have in the story? How does he/she solve their problem?

DOK-2

How does (character) feel at this part of the story? How do you know?

How do (character) actions change what happens in the text?

What describes character _____?

How is the character different at the end of the story then at the beginning?

How does (character) react when _____? Why does he/she act this way?

How does (character) change throughout the text?

Why is the setting important to the text? Why does the author use this setting?

Why might _____ have happened?

How would you describe the main character?

What motivates the character to act in a certain way? How does this motivation impact the story?

How does the character's dialogue or thoughts reveal their personality or motivations?

How does the character's actions contribute to the overall theme of the text?

DOK-3

How would the story be different without them?

How does the character grow or change throughout the text? What events or experiences led to this change?

How does the character's background or experiences shape their behavior and choices?

How did the environment affect the outcome of the story?

What evidence supports your description of the character?

How do the character's actions or choices contribute to the events in the story?

How do the character's relationships with other characters influence their actions and decisions?

How does the author use descriptive language or figurative language to help readers understand the character?

Which of these details describes (character) and uses quotes to support your claim?

DOK-4

Create a scenario: How would you imagine the events from the text affecting you today?

RI.4.3 – Key Ideas and Details

Explain the individuals, events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information over the course of a text.

DOK-1

Which describes the setting (time, place, social environment)..?

What caused (event) in the text?

What effect did (event) have?

What happens right before _____?

What happens right after _____?

What is the first/second etc. step in the procedure?

What is the first, second, and third step in the procedure/process?

DOK-2

What are the most important events/ideas/steps to remember? Why are those the most important?

What was the effect of _____'s idea?

What is the effect of _____?

How did the (person/animal/item) change in the text?

What would happen if you left out this step?

How does the author use cause and effect relationships to explain ideas or concepts?

Did the environment affect the outcome of the text?

How did (experiences) lead to achievement?

How did (experiences) lead to demise?

How does the author use headings, subheadings, or other text features to guide readers through information?

How does the author use definitions or explanations of key terms to clarify understanding?

DOK-3

How are _____ and _____ the same? How are they different? What evidence from the text supports your answer?

How does the author explain the (individuals/events/procedures/ideas/concepts) in a (historical/scientific/technical) text? What details or examples does the author provide for support?

How does the author use compare and contrast to explain similarities and differences between ideas or concepts?

How does the author use diagrams, charts, or other visual aids to enhance understanding?

How does the author's tone contribute to the explanation of events, procedures, ideas, or concepts?

How does the author organize the information to help readers understand the sequence of events to steps in a (historical/scientific/technical) text?

How does the author use descriptive language or sensory details to help readers visualize or understand the events or concepts?

DOK-4

Create a scenario: How would you imagine the events from the text affecting you today?

Create a timeline illustrating _____.

RL.4.4 – Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

DOK-1

What does this word mean? How do you know?

What does _____ mean?

What does the word _____ mean in this sentence?

What does the word/phrase _____ mean in this sentence/paragraph?

Can you find a synonym/antonym for the word _____ in this passage?

DOK-2

What strategies can you use to help you find the meaning of the word?

What words in the text tell how (character) feels?

What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?

Can you think of another word to use instead of _____?

What is the tone of this writing? How do you know?

Why did the author choose this word?

Why do you think the author used this word (mythology term) to describe _____?

How does the author use the word/phrase _____ to convey a specific meaning?

What context clues can you use to determine the meaning of the word/phrase _____?

Why did the author choose to use the word/phrase _____ instead of a different word/phrase?

How does the word/phrase _____ help you understand the character's feelings/thoughts/actions?

What impact does the word/phrase _____ have on the tone or mood of the passage?

Can you identify any figurative language or idioms in the text? How do they contribute to the meaning?

DOK-3

Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?

Which of these words is closest to the meaning of the word _____? (in paragraph ___ and line __)?

How does the word/phrase _____ contribute to the overall meaning of the text?

How does the author's use of descriptive language enhance your understanding of the setting/characters/events?

Explain how the author's use of figurative language enhances your understanding of a character's emotions or experiences in the text.

Can you find any examples of symbolism in the text? Describe how these symbols add depth and layers of meaning to the story.

Choose a word or phrase that has multiple meanings in the text. How does the context help you determine the intended meaning? How does this contribute to the overall understanding of the passage?

DOK-4

Create a story using -----

Identify a metaphor or simile used in the text. How does this figurative language contribute to the overall meaning or theme of the passage?

Analyze the impact of a specific word or phrase in shaping the tone or mood of the passage. How does it contribute to the overall meaning?

RI.4.4 – Craft and Structure

Determine the meaning of general academic and domain-specific words or phrases in a grade-level text and describe and explain how those words and phrases shape meaning.

DOK-1

How do the words and images show (vocabulary word)?

Are there any words that confuse you?

What does the word _____ mean? How did other words help you figure out the meaning?

What does _____ mean as it is used here? What other meanings are there for the same word?

What does the word/phrase _____ mean in this paragraph/sentence?

Can you find a synonym/antonym for the word _____ in this text?

What context clues can you use to determine the meaning of the word/phrase _____?

How does the word/phrase _____ contribute to the overall understanding of the topic?

DOK-2

What strategies can you use to help you find the meaning of the word?

What helps you understand the meaning of _____?

What is a synonym for the word _____? How do you know?

Why do you think the author used this word _____ to describe _____?

How does the author use the word/phrase _____ to convey a specific meaning?

What impact does the word/phrase _____ have on the tone or purpose of the text?

Why did the author choose to use the word/phrase _____ instead of a different word/phrase?

How does the word/phrase _____ help you understand the main idea or key details in the text?

DOK-3

Can you identify any technical or domain-specific vocabulary in the passage? How does it contribute to your understanding?

How does the author's use of transitional words or phrases enhance the flow and organization of the information?

Explain how the author's use of general academic vocabulary enhances your understanding of the text. How do these words or phrases shape the meaning and convey specific ideas?

Can you find any examples of technical jargon or specialized terminology in the text? Describe how understanding these words or phrases is crucial for comprehending the context.

Choose a word or phrase that has multiple meanings in the text. How does the context help you determine the intended meaning? How does this contribute to the overall understanding of the passage?

Identify a domain-specific word or phrase in the text. How does understanding the meaning of this word or phrase contribute to your overall comprehension of the topic or subject matter?

DOK-4

Analyze the impact of a specific domain-specific word or phrase on the tone or perspective of the text. How does it shape the author's message or argument?

RL.4.5 – Craft and Structure

Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

DOK-1

In drama, how does this structure help you understand what is going on?

What happened first?

What is a verse in this poem ____?

Which of the following is an example of rhythm (verse, meter) in this poem ____?

How does the author use rhythm in this poem?

How does the author's use of a linear structure in the text contribute to the reader's understanding of the plot or main idea?

DOK-2

How are the parts of the text connected? How does this section/chapter help the reader understand the setting?

How does this scene build suspense?

In poetry what stanza is the most interesting to you? Why?

Why did the author organize the text like this? How would it be different if the order were changed?

What helps you picture the story?

What caused _____ to happen?

What was (could be) a result of _____?

Why do you think the author wrote this as a _____ (poem/story) instead of a ____?

What are some specific structural elements unique to poems? How do they contribute to the overall meaning or effect?

Can you identify any nonlinear elements in the structure of the text? How do they enhance the reader's experience or impact the flow of the story?

What effect does the author achieve by using a circular structure in the text? How does it contribute to the overall theme or message?

DOK-3

How would you summarize this text?

How is _____ character similar/different to _____ in the text?

Which is a possible solution to this drama's conflict?

How does the structure of a poem differ from that of a drama or prose?

Can you identify any structural elements in a drama that are different from those in prose? How do they impact the reader's experience?

What are some key differences in the way characters are portrayed in poems, dramas, and prose?

How does the structure of a text affect the reader's understanding or interpretation of the content?

Compare and contrast the use of dialogue in a drama versus the use of dialogue in prose. How does it impact the reader's understanding of the characters and their relationships?

How does the structure of the poem differ from that of a story or drama? How does this impact the reader's engagement with the text?

Can you find any examples of foreshadowing or flashbacks in the structure of the text? How do they add depth and complexity to the story?

DOK-4

Analyze the use of figurative language in a poem and explain how it enhances the reader's experience.

How is this different from the use of figurative language in prose?

Imagine if a poem you read was rewritten as a prose passage. How would the meaning and impact change? Why?

Choose a specific structural element (e.g., stanzas, acts, chapters) and explain how it helps to organize and convey the story or message in a text.

RI.4.5 – Craft and Structure

Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

DOK-1

How is the text arranged (time, order, compare/contrast, cause/effect, problem/solution)?

How is the information organized in this text? What are some main sections or headings that help you navigate through the content?

Can you identify any text features, such as headings, subheadings, or bullet points, that help organize the information and make it easier to understand?

In what order does the author present ideas (concepts/information)?

DOK-2

Why did the author use this structure?

What other ways could they have organized the information?

If you leave out this sentence/section how does it change the text?

What caused _____ to happen?

What was (could be) a result of _____?

What are the key ideas or main points presented in this text? How are they supported by specific details or evidence?

How does the author use transitional words or phrases to guide the reader through the text and show the relationships between ideas?

DOK-3

Evaluate how the idea develops.

What ideas (concepts/information) are being compared?

How is _____ similar/different to _____ in the text?

Explain how the overall structure of the text helps you comprehend and remember the information presented.

Identify any cause-and-effect relationships presented in the text. How does the author structure the information to clearly convey these relationships?

Describe how the author uses compare and contrast structures to organize the information.

How does this structure help you make connections and understand the similarities and differences between ideas or concepts?

Can you identify any problem-solution structures in the text? How does this structure help you understand the issue and proposed solutions?

Explain how the author uses a hierarchical or sequential structure to organize complex information or concepts. How does this structure help you navigate through the text and comprehend the content?

DOK-4

Analyze the structure of the text and explain how the author organizes the events or ideas chronologically. How does this chronological structure contribute to your understanding of the topic?

RI.4.8 – Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

DOK-1

Identify two points the author is trying to make about _____.

The author says _____. What evidence/reasons does the author give to support this idea?

Did the author use any facts (evidence) to support his/her thinking?

DOK-2

What does the author claim? What evidence supports this claim?

What evidence does the author present to support their claims? How does this evidence contribute to the overall message or purpose of the text?

Why did the author write this?

Is the author's claim supported? What other evidence would you like the author to include?

DOK-3

Could the author have added more evidence to make the points stronger? Provide examples from the text.

How does the author use evidence to strengthen their claims? Provide specific examples from the text.

Can you identify any logical or persuasive reasoning the author uses to support their claim? How does this reasoning enhance the author's argument?

How does the author use facts, statistics, or data to support their main point? How do these examples help the reader understand and connect with the author's argument?

How does the author use cause and effect relationships to support their main claim?

Can you provide specific examples from the text?

Can you identify any expert opinions or quotations the author includes to support their main point? How do these examples help the reader understand and connect with the author's argument?

What comparisons or analogies does the author use to support their main point? How do these comparisons help the reader understand the author's argument?

DOK-4

How does the author address counterarguments or opposing viewpoints? What evidence or reasoning does the author provide to refute these counterarguments?

RL.4.9– Integration of Knowledge and Ideas

Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.

DOK-1

What is the meaning of the word theme?

What is the theme of one story?

DOK-2

What theme or themes is evident in the text (stories, myths, literature from different cultures)?

How are ____ and ____ alike or different?

How does (version 1) differ from (version 2) of this story? How are the versions the same?

How are the themes in these stories the same?

How did the theme/setting/plot of the different stories stay the same? What is different?

How did the characters solve problems in the same way? How were they different?

How are the themes in these two stories similar or different?

What similarities and differences do you notice in the characters of these two stories?

What similarities and differences do you see in the plot structure of these two stories?

How does _____ from the ____ culture, compare to _____ from the ____ culture?

What similarities and differences do you notice in the tone or voice of the narrators?

Compare and contrast how different authors approach the topic of _____. What similarities or differences do you notice?

DOK-3

Which text was better at getting the point/lesson/theme across? Why did you like it better?

How do the characters in different stories respond to similar challenges or conflicts? How does this impact the overall theme?

How do the resolutions of different stories with similar themes differ? How does this impact the overall message?

Compare and contrast the character development in different stories that address the same theme. How do the characters change or grow?

How does the author's perspective influence the portrayal of similar themes or topics?

How do the different tones or moods in stories with similar themes contribute to the overall message?

Is there any information in text A that was not included in text B? Would you include it if you were to explain the topic to someone else?

How do the conflicts in these two stories compare and contrast with a cultural component?

How do the resolutions of these two stories differ or align? How are cultures represented in the text?

DOK-4

How do the authors use different literary devices or techniques to convey similar themes or topics?

RI.4.9 – Integration of Knowledge and Ideas

Integrate information from two or more texts on the same theme or topic.

DOK-1

Were there important details in one passage that were not in the other?

DOK-2

What was the theme from the text resources?

Which details were in both texts? How could you keep track of the information as you read?

Which of the following details is most important to the topic in text A (least important)?

Which of the following details is most important to the topic in text B (least important)?

What are the author's reasons for writing this text? How does the author support this with evidence?

How does the author use text features (headings, subheadings, captions, diagrams, etc.) to help convey information? Provide specific examples from the text.

How does the author organize the information in the text? Can you identify any text structures (cause/effect, compare/contrast, problem/solution) used by the author? How does this organization help the reader understand the information?

Can you identify any words or phrases the author uses to signal important information or transitions? How do these signal words help the reader navigate the text?

How does the author use illustrations, photographs, or other visual aids to enhance the reader's understanding of the text? What information do these visuals provide that is not explicitly stated in the text?

How is (text 1) like (text 2)? How are they different?

How is (picture/diagram) like (picture/diagram)? How are they different?

How are the important points in (text 1) the same as the important parts in (text 2)? How are they different?

DOK-3

How does the author use different types of evidence (facts, examples, statistics, expert opinions, etc.) to support their claims or arguments? How does this evidence contribute to the overall credibility of the text?

What key details or supporting information does the organization help the reader understand the information? How do these key details contribute to the overall understanding of the topic?

DOK-4

Can you identify any bias from the text? How does the author's perspective influence the information presented?

What connections can you make between the information presented in the text and your prior knowledge or personal experiences? How does this connection deepen your understanding of the topic?

RL.4.10 – Range of Reading and Level of Text Complexity

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

DOK-1

What have you read independently lately? Encourage students to select books at their appropriate reading level: help students choose books that are challenging but still within their reading abilities. This will allow them to build their skills and confidence as independent readers.

What genres have you read? Foster a love for reading: Instill a love for reading by sharing your own enthusiasm for books and stories. Celebrate students' reading achievements and provide opportunities for them to explore their personal interests through reading.

What genre did you enjoy the most? Monitor progress and provide feedback: Regularly assess students' reading comprehension skills and provide constructive feedback. Offer specific praise for their growth and provide guidance on areas for improvement.

Have you read multiple books by the same author? Encourage active reading: Teach students to actively engage with the text by highlighting or underlining important information, jotting down notes or questions in the margins, and using sticky notes to mark significant passages or ideas.

Who is your favorite author? Have you read any of his/her books lately?

While offering a choice of books ask, "Have you tried reading this type of book?" Encourage independent reading time: Set aside dedicated time for independent reading in the classroom. Create a comfortable and inviting reading environment with a variety of books and genres to choose from.

If you read that book by this author, you might enjoy his/her latest book.

Do you think you are ready to move to the next level? Scaffold comprehension with graphic organizers: Provide graphic organizers for reading response journals to help students organize their thoughts and track their understanding as they read. These tools can help them identify key details, make inferences, and analyze the text.

What strategies do you use to independently read and understand complex literary texts? Teach and model effective reading strategies: Teach students such as making predictions, visualizing, asking questions, making connections, and summarizing. Model these strategies during read-alouds and provide opportunities for students to practice them independently.

DOK-2

What evidence from the text supports your understanding of the characters, plot, or themes?

How do you identify the main idea or central message of a complex literary text?

How do you determine the author's purpose or point of view in a complex literary text?

DOK-3

How do you determine the meaning of unfamiliar words or phrases in a complex text?

How do you make inferences or draw conclusions based on the information in the text?

How do you connect the events or ideas in the text to your own experiences or prior knowledge?

How do you evaluate the author's choices in developing the characters or advancing the plot?

DOK-4

Analyze the author's use of figurative language or literary devices to enhance the text, what did you notice and how will this help you as a reader?

Reflect on your own reading strategies and adjust them when faced with challenges in a complex text, how will this help you as a learner?

RI.4.10 – Range of Reading and Level of Text Complexity

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

DOK-1

What have you read independently lately? Encourage students to select books at their appropriate reading level: help students choose books that are challenging but still within their reading abilities. This will allow them to build their skills and confidence as independent readers.

What genres have you read? Foster a love for reading: Instill a love for reading by sharing your own enthusiasm for books and stories. Celebrate students' reading achievements and provide opportunities for them to explore their personal interests through reading.

What genre did you enjoy the most? Monitor progress and provide feedback: Regularly assess students' reading comprehension skills and provide constructive feedback. Offer specific praise for their growth and provide guidance on areas for improvement.

Have you read multiple books by the same author? Encourage active reading: Teach students to actively engage with the text by highlighting or underlining important information, jotting down notes or questions in the margins, and using sticky notes to mark significant passages or ideas.

Who is your favorite author? Have you read any of his/her books lately?

While offering a choice of books ask, "Have you tried reading this type of book?" Encourage independent reading time: Set aside dedicated time for independent reading in the classroom. Create a comfortable and inviting reading environment with a variety of books and genres to choose from.

If you read that book by this author, you might enjoy his/her latest book.

Do you think you are ready to move to the next level? Scaffold comprehension with graphic organizers: Provide graphic organizers for reading response journals to help students organize their thoughts and track their understanding as they read. These tools can help them identify key details, make inferences, and analyze the text.

What strategies do you use to independently read and understand complex informational texts? Teach and model effective reading strategies: Teach students such as making predictions, visualizing, asking questions, making connections, and summarizing. Model these strategies during read-alouds and provide opportunities for students to practice them independently.

DOK-2

What evidence from the text supports your understanding of the main ideas or key details?

How do you identify the author's purpose or point of view in a complex informational text?

How do you determine the central idea or main argument of a complex informational text?

DOK-3

How do you determine the meaning of unfamiliar words or phrases in a complex text?

How do you make inferences or draw conclusions based on the information in the text?

How do you reflect on your own reading strategies and adjust them when faced with challenges in a complex informational text?

DOK-4

Analyze the author's use of text features, such as headings, subheadings, or graphics, to enhance the text, what did you notice and how will this help you as a reader?

Evaluate the credibility and reliability of the sources used in the text and write about how this will help you as a reader.

Synthesize information from multiple sources to deepen your understanding of the topic, how will this help you as a learner?

Reference Resources

<https://www.scholastic.com/content/dam/teachers/blogs/meghan-everette/2017-2018/parent/ME-Parent-4ela.pdf>

<https://www.mrsjudyaraujo.com/wp-content/uploads/Gr4-CCSS-RLRIQS.pdf>

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