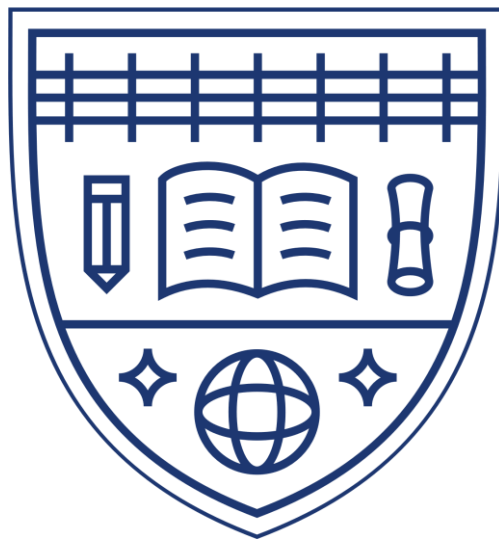


Question Stems

Kindergarten ELA

FCPS



P-12 Question Stems (pages 1-15)
Kindergarten ELA Question Stems (pages 16-25)
References (page 26)

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 questions into their instruction, teachers can challenge students to think critically, analyze information, and apply their knowledge in meaningful ways. These questions 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

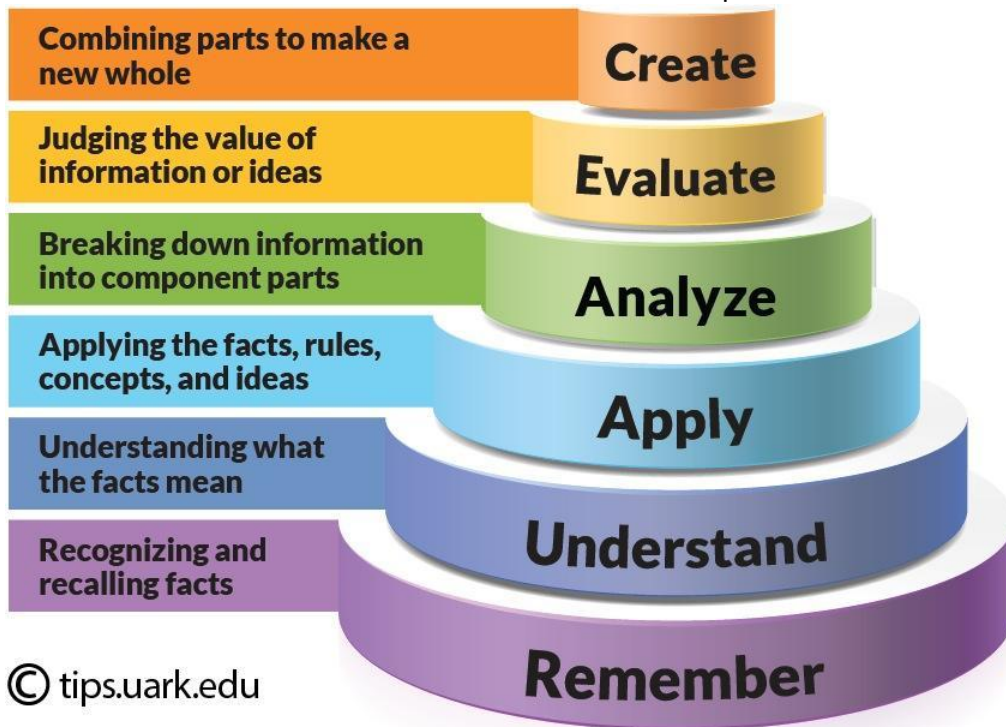
- Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
- Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and time for independent practice.

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.



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</u> Analyzing 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</u> Evaluating 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> Creating 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.

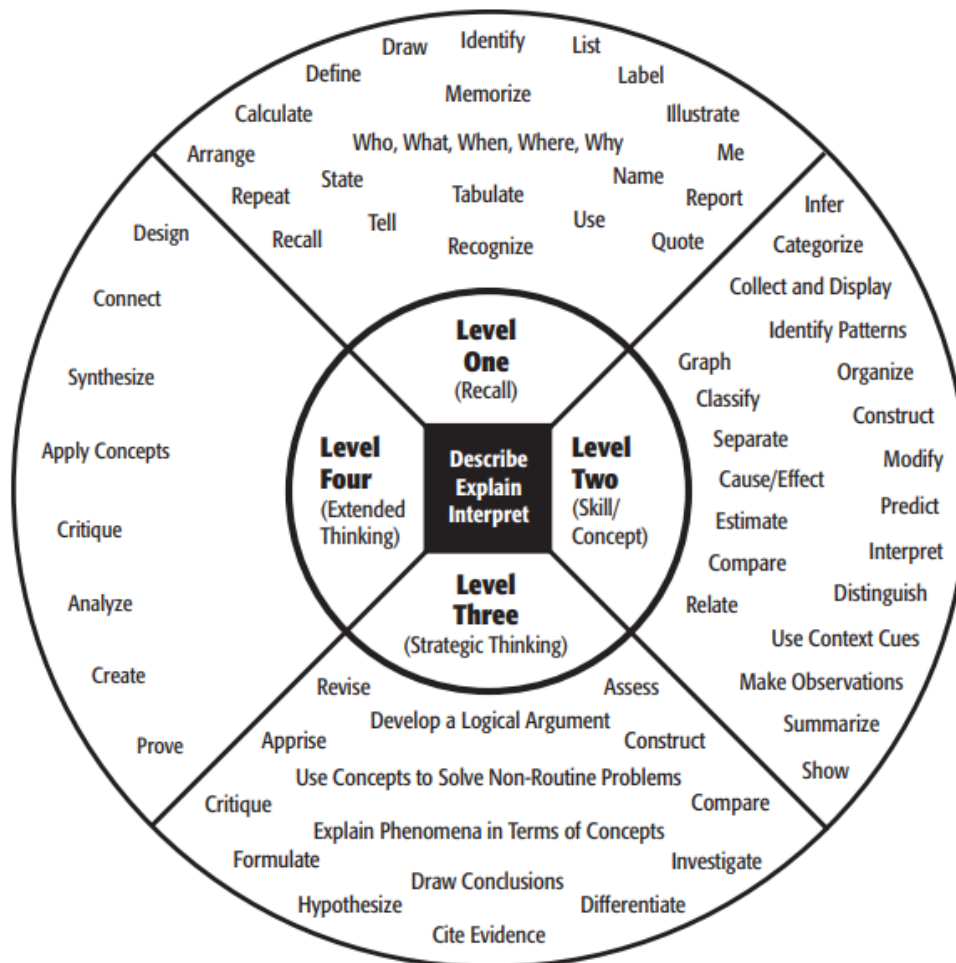
The Four Levels of Depth of Knowledge

- **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 _____?

3rd Grade KSA Reading Question Stems

Students may see these examples on the KSA assessment.

- How does the phrase ____ in paragraph __ help the reader understand ____?
- Which statement **best** reflects the lesson that the end of the story teaches?
- Which word **best** describes __ (character's name) __ character in paragraph ____?
- Which **two** sentences tell how paragraph ___ fits into the overall structure of the story?
- How does _____'s perspective shape the text?
- In paragraph _____, which word or phrase helps the reader better understand _____?
- Move **two** details into the correct boxes to show _____. (5 options given)
- Why is _____ so _____ in the (beginning, middle, end) of the story? Select **two** correct answers.
- Which evidence **best** supports the lesson that _____?
- How does paragraph __ fit into the structure of the story?
- What is the purpose of paragraph(s) _____?
- Why is the photograph of _____ included in the article?
- What does the author suggest by using the phrase “_____” in paragraph ___?
- Which detail in paragraph ___ **best** helps the readers understand the phrase “_____”
- The passage tells details about _____. Move the phrases to match the _____ with the _____.
- Which phrase **best** tells the purpose of paragraph(s) _____?
- Which details in paragraph ____ of the passage **best** show the main idea that _____? Select **two** correct answers.
- What happens **first** after _____?
- Which detail from paragraph _____ **best** helps the readers understand the phrase “_____”?
- How do both authors support the claim that _____? Support your answer with evidence from both texts. (short answer)
- Both passages are written about _____. How do the photographs in _____ contribute to the texts?
- What is the central idea in **both** passages?
- How is the information about _____ related in both passages?
- Explain how the two authors present different facts to support the idea that _____. Support your answer with evidence from both texts. (short answer)

****To use with advanced learners.**

RL.K.1 - Key Ideas and Details

With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.

DOK-1

Who was in the text?
Who was the story about?
Who did this (action) first?
What do we know about them?
Where does the story take place?
When did _____ happen (specific detail)?
What are some key ideas or details you can identify in the text?
Can you ask questions about specific information in the text?
How can you find evidence in the text to support your answers?
Can you summarize the main idea or main points of the text?
How can you use the information in the text to answer questions about it?

DOK-2

When did (event) happen? Where is that in the book?
Why did (event) happen? How do you know?
What does (character) think about (event)? How do you know?
What was the big problem or event in the text? How did they solve the problem?
Why did _____ happen?
Which one of the following is important from (key detail) the story?
What caused (key detail) to happen?
What can we learn from this text/story?
How do the key ideas or details in the text relate to each other?
Can you analyze the evidence in the text to support your answers?
What connections can you make between the information in the text and your prior knowledge?
How can you make logical inferences based on the information provided in the text?
Can you explain the significance or impact of specific details or ideas in the text?

DOK-3

What do you think (character) will do next time?
How do you know this is the main idea?
Why do you believe _____ (defend your position)?
Is there a better solution to the character's problem?
How can you evaluate the reliability or credibility of the information in the text?
Can you analyze how the key ideas or details in the text contribute to the overall meaning or purpose?
What connections can you make between the text and larger concepts or real-world applications?
How can you make logical inferences that go beyond the explicit information provided in the text?
Can you identify any underlying assumptions or biases in the text that may affect its meaning?

DOK-4

How might you extend or apply the information from the text to new situations or contexts?
Can you create a visual representation or model that illustrates the relationships between key ideas and details in the text?
What alternative interpretations or analyses can you propose based on the information in the text and additional research?
How can you develop a research-based argument or position about the significance of the information in the text using evidence from the text and other sources? Can you generate new insights or perspectives by synthesizing information from the text with other texts or real-world contexts?

RI.K.1 - Key Ideas and Details

With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.

DOK-1

Be the teacher! What questions would a teacher ask about this text?
What are some key concepts or details you can identify in the text?
Can you ask questions about specific information in the text?
How can you find evidence in the text to support your answers?
Can you summarize the main idea or main points of the text?
How can you use the information in the text to answer questions about it?

DOK-2

What is a different title for this text?
What facts did you learn about this topic?
How do the key concepts or details in the text relate to each other?
Can you analyze the evidence in the text to support your answers?
What connections can you make between the information in the text and your prior knowledge?
How can you make logical inferences based on the information provided in the text?
Can you explain the significance or impact of specific details or ideas in the text?

DOK-3

How can you evaluate the reliability or credibility of the information in the text?
Can you analyze how the key concepts or details in the text contribute to the overall meaning or purpose?
What connections can you make between the text and larger concepts or real-world applications?
How can you make logical inferences that go beyond the explicit information provided in the text?
Can you identify any underlying assumptions or biases in the text that may affect its meaning?

DOK-4

How might you extend or apply the information from the text to new situations or contexts?
Can you create a visual representation or model that illustrates the relationships between key concepts and details in the text?
What alternative interpretations or analyses can you propose based on the information in the text and additional research?
How can you develop a research-based argument or position about the significance of the information in the text using evidence from the text and other sources?
Can you generate new insights or perspectives by synthesizing information from the text with other texts or real-world contexts?

RL.K.2 - Key Ideas and Details

With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

DOK-1

What is a detail from the story?

Can you identify the main characters in the story?

What are some key events or details from the story?

Can you summarize the main idea or lesson learned in the story?

What are some important details that support the lesson learned?

How can you use the details from the summary to demonstrate your understanding of the lesson learned?

DOK-2

What happened at the beginning of the story?

What happened in the middle of the story?

What happened at the end of the story?

What lesson did (character) learn in the story?

How do the key details from the summary contribute to the overall understanding of the lesson learned in the story?

Can you analyze the cause-and-effect relationships between the events in the story and the lesson learned?

What connections can you make between the characters' actions and the lesson learned?

How can you explain the significance or impact of specific details or events in the story?

Can you provide evidence from the summary to support your understanding of the lesson learned?

DOK-3

If you tell a friend about this story, what will you say?

Retell this story to a friend.

How can you evaluate the relevance or importance of the lesson learned in the story?

Can you analyze how the characters' motivations or actions contribute to the development of the lesson learned?

What connections can you make between the lesson learned in the story and real-life situations or experiences?

How can you apply the lesson learned to other texts or contexts?

Can you identify any underlying themes or messages in the story that relate to the lesson learned?

DOK-4

How might you extend or apply the lesson learned in the story to new situations or challenges?

Can you create a visual representation or model that illustrates the relationship between the key details from the summary and the lesson learned?

What alternative interpretations or analyses can you propose based on the lesson learned and additional research?

How can you develop a research-based argument or position about the significance of the lesson learned using evidence from the story and other sources?

Can you generate new insights or perspectives by synthesizing the lesson learned with other texts or real-world contexts?

RI.K.2 - Key Ideas and Details

With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.

DOK-1

Look at the pictures to help tell what you learned.

What facts did you learn about (topic)?

What happens in this text?

Can you identify the main topic or subject of the text?

What are some key details or facts mentioned in the text?

Can you summarize the main idea or central point of the text?

What are some important details that support the central idea?

How can you use the details from the summary to demonstrate your understanding of the central idea?

DOK-2

How are _____ alike? How are _____ different?

Why did the author write this?

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

Retell this text to a friend.

What are the most important events (key details) in the text?

Is _____ a good title for the text?

How do the key details from the summary contribute to the overall understanding of the central idea?

Can you analyze the relationship between the details and the central idea?

What connections can you make between the details and your prior knowledge or experiences?

How can you explain the significance or impact of specific details in relation to the central idea?

Can you provide evidence from the summary to support your understanding of the central idea?

DOK-3

Which of these is a good summary sentence?

Which of these details does not support the central idea (message)?

How can you evaluate the relevance or importance of the central idea in the text?

Can you analyze how the details support or develop the central idea?

What connections can you make between the central idea and larger concepts or real-world applications?

How can you apply the central idea to other texts or contexts?

Can you identify any underlying themes or messages in the text that relate to the central idea?

DOK-4

How might you extend or apply the central idea to new situations or challenges?

Can you create a visual representation or model that illustrates the relationship between the key details from the summary and the central idea?

What alternative interpretations or analyses can you propose based on the central idea and additional research?

How can you develop a research-based argument or position about the significance of the central idea using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing the central idea with other texts or real-world contexts?

RL.K.3 -Key Ideas and Details

With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.

DOK-1

Who is a character in this story? What happened to her/him in this story?
Who are the main characters in the story?
Where does the story take place?
Can you identify any important events that happen in the story?
What are some key details or descriptions of the characters or settings?
How can you use the information about the characters, settings, and events to understand the story better?
What are the main events in the story?

DOK-2

How is (character 1) different from (character 2)? Where does the book show or say that?
How are (character 1) and (character 2) the same? Where does the book show or say that?
Where is this story happening? How do you know?
Who is talking in the story?
How do the characters in the story interact with each other?
Can you analyze the significance of the settings in relation to the story development?
What connections can you make between the events in the story and the actions of the characters?
How do the characters' actions or decisions impact the story development?
Can you explain the importance or impact of specific events in the story?
Describe the setting?

DOK-3

How can you evaluate the motivations or traits of the characters in the story?
Can you analyze how the settings contribute to the overall mood or tone of the story?
What connections can you make between the events in the story and larger themes or messages?
How do the characters' choices or conflicts contribute to the story development?
Can you identify any underlying symbols or metaphors in the story that enhance the story development?
Did _____ affect the outcome of the story?

DOK-4

How might you extend or apply the story development to new situations or contexts?
Can you create a visual representation or model that illustrates the relationships between the characters, settings, and major events in the story?
What alternative interpretations or analyses can you propose based on the story development and additional research?
How can you develop a research-based argument or position about the significance of the story development using evidence from the text and other sources?
Can you generate new insights or perspectives by synthesizing the story development with other texts or real-world contexts?

RI.K.3 - Key Ideas and Details

With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.

DOK-1

What is the same in all the pictures?

What are the main events in the text?

Who are the main individuals mentioned in the text?

What are some key events or incidents described in the text?

Can you identify any important ideas or concepts presented in the text?

What are some specific pieces of information that you can find in the text?

How can you use the information you identified to better understand the text?

DOK-2

What is the main idea of the text?

The words say _____. Where do the pictures show those words?

What is _____ doing in the pictures? What does the author say about (the action)?

How do the individuals mentioned in the text interact with each other?

Can you analyze the significance of the events or incidents in relation to the overall text?

What connections can you make between the ideas or concepts presented in the text and your prior knowledge?

How do the pieces of information you identified contribute to the overall understanding of the text?

Can you provide evidence from the text to support your identification of individuals, events, ideas, or information?

DOK-3

What if the events happened in a different order— would the information be the same?

How can you evaluate the motivations or perspectives of the individuals mentioned in the text?

Can you analyze how the events or incidents contribute to the development of the text?

What connections can you make between the ideas or concepts presented in the text and larger themes or issues?

How do the pieces of information you identified relate to the central message or purpose of the text?

Can you identify any underlying assumptions or biases in the text that may affect its meaning?

DOK-4

How might you extend or apply the individuals, events, ideas, or information presented in the text to new situations or contexts?

Can you create a visual representation or model that illustrates the relationships between the individuals, events, ideas, or information in the text?

What alternative interpretations or analyses can you propose based on the individuals, events, ideas, or information presented in the text and additional research?

How can you develop a research-based argument or position about the significance of the individuals, events, ideas, or information using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing the individuals, events, ideas, or information from the text with other texts or real-world contexts?

RL.K.9 - Integration of Knowledge and Ideas

With prompting and support, compare/contrast the adventures and experiences of characters in stories.

DOK-1

Can you identify the adventures or experiences of the characters in the stories?

What are some key details or events that happen to each character?

Can you describe the similarities or differences between the adventures or experiences of the characters?

How do the adventures or experiences contribute to the overall story?

How can you use the information about the characters' adventures or experiences to understand the stories better?

DOK-2

How is (character from book 1) like (character from book 2)?

How would (characters from a different story) have reacted if they were in this story?

What does (character) do that a real person/animal cannot?

How do the adventures or experiences of the characters in the stories compare or contrast with each other?

Can you analyze the significance of the events or challenges faced by each character?

What connections can you make between the characters' adventures or experiences and their motivations or character traits?

How do the characters' actions or decisions impact the outcomes of their adventures or experiences?

Can you explain the importance or impact of specific events or challenges in relation to the characters' development?

DOK-3

How is this character like you? How are they different?

Do you think (character from book 1) would be friends with (character from book 2)?

How can you evaluate the significance or meaning of the adventures or experiences in the stories?

Can you analyze how the characters' adventures or experiences contribute to their growth or transformation?

What connections can you make between the characters' adventures or experiences and larger themes or messages in the stories?

How do the characters' choices or conflicts during their adventures or experiences shape the overall story?

Can you identify any underlying symbols or metaphors in the stories that relate to the characters' adventures or experiences?

DOK-4

How might you extend or apply the adventures or experiences of the characters to new situations or contexts?

Can you create a visual representation or model that illustrates the relationships between the characters' adventures or experiences?

What alternative interpretations or analyses can you propose based on the characters' adventures or experiences and additional research?

How can you develop a research-based argument or position about the significance of the characters' adventures or experiences using evidence from the stories and other sources?

Can you generate new insights or perspectives by synthesizing the characters' adventures or experiences with other texts or real-world contexts?

RI.K.9 - Integration of Knowledge and Ideas

With prompting and support, identify information from two or more texts on similar themes or topics.

DOK-1

What is the same about both stories?

Can you identify the main themes or topics in each text?

What are some key details or information mentioned in each text?

Can you describe any similarities or differences between the information in the texts?

How does the information from each text contribute to your understanding of the theme or topic?

How can you use the information you identified to make connections between the texts?

DOK-2

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

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

How do you know _____ is a real person/animal?

How do the themes or topics in the texts compare or contrast with each other?

Can you analyze the significance of the details or information presented in each text?

What connections can you make between the information in the texts and your prior knowledge or experiences?

How do the details or information from each text contribute to a deeper understanding of the theme or topic?

Can you provide evidence from the texts to support your identification of information on similar themes or topics?

DOK-3

Why does the author say _____ is _____?

How are the items/information in both texts alike? Different?

How can you evaluate the relevance or importance of the information on similar themes or topics in the texts?

Can you analyze how the details or information contribute to the development of the themes or topics?

What connections can you make between the information in the texts and larger concepts or real-world applications?

How do the details or information from each text relate to the central message or purpose of the texts?

Can you identify any underlying assumptions or biases in the texts that may affect the interpretation of the themes or topics?

DOK-4

How might you extend or apply the information on similar themes or topics to new situations or contexts?

Can you create a visual representation or model that illustrates the relationships between the information in the texts?

What alternative interpretations or analyses can you propose based on the information on similar themes or topics in the texts and additional research?

How can you develop a research-based argument or position about the significance of the information using evidence from the texts and other sources?

Can you generate new insights or perspectives by synthesizing the information from the texts with other texts or real-world contexts?

RL.K.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

Can you identify the main comprehension strategies used when reading a complex literary text?

What are some key details or examples of each comprehension strategy?

Can you describe how each comprehension strategy helps with understanding the text?

How can you use comprehension strategies to independently read and comprehend grade-level appropriate, complex literary texts?

How can you determine which comprehension strategy to use based on the specific demands of the text?

DOK-2

How do comprehension strategies interact with each other when reading a complex literary text?

Can you analyze the effectiveness of each comprehension strategy in helping you understand the text?

What connections can you make between the comprehension strategies and your prior knowledge or experiences?

How do comprehension strategies contribute to a deeper analysis or interpretation of the text?

Can you provide evidence from the text to support your use of specific comprehension strategies?

DOK-3

How can you evaluate the effectiveness of comprehension strategies in comprehending and analyzing grade-level appropriate, complex literary texts?

Can you analyze how the comprehension strategies contribute to the overall meaning or themes of the text?

What connections can you make between the comprehension strategies and larger literary concepts or techniques?

How do comprehension strategies help you determine the importance or significance of specific details or events in the text?

Can you identify any underlying assumptions or biases in the text that may affect your use of comprehension strategies?

DOK-4

How might you extend or apply the use of comprehension strategies to new and unfamiliar literary texts?

Can you create a visual representation or model that illustrates the relationships between the comprehension strategies and the analysis of complex literary texts?

What alternative interpretations or analyses can you propose based on the use of comprehension strategies and additional research?

How can you develop a research-based argument or position about the effectiveness of comprehension strategies using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing the use of comprehension strategies with other texts or real-world contexts?

RI.K.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

Can you identify different comprehension strategies used when reading a complex informational text?

What are some examples of each comprehension strategy?

Can you describe how each comprehension strategy helps with understanding the text?

How can you use comprehension strategies to independently read and comprehend grade-level appropriate, complex informational texts?

How can you determine which comprehension strategy to use based on the complexity of the text?

DOK-2

How do comprehension strategies interact with each other when reading a complex informational text?

Can you analyze the effectiveness of each comprehension strategy in helping you understand the text?

What connections can you make between the comprehension strategies and your prior knowledge or experiences?

How do comprehension strategies contribute to a deeper analysis or interpretation of the text?

Can you provide evidence from the text to support your use of specific comprehension strategies?

DOK-3

How can you evaluate the effectiveness of the comprehension strategies in comprehending and analyzing grade-level appropriate, complex informational texts?

Can you analyze how the comprehension strategies contribute to the overall meaning or purpose of the text?

What connections can you make between comprehension strategies and larger informational concepts or structures?

How do comprehension strategies help you determine the importance or significance of specific details or ideas in the text?

Can you identify any underlying assumptions or biases in the text that may affect your use of comprehension strategies?

DOK-4

How might you extend or apply the use of comprehension strategies to new and unfamiliar informational texts?

Can you create a visual representation or model that illustrates the relationships between comprehension strategies and the analysis of complex informational texts?

What alternative interpretations or analyses can you propose based on the use of comprehension strategies and additional research?

How can you develop a research-based argument or position about the effectiveness of comprehension strategies using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing the use of comprehension strategies with other texts or real-world contexts?

Reference Resources

Kindergarten References

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