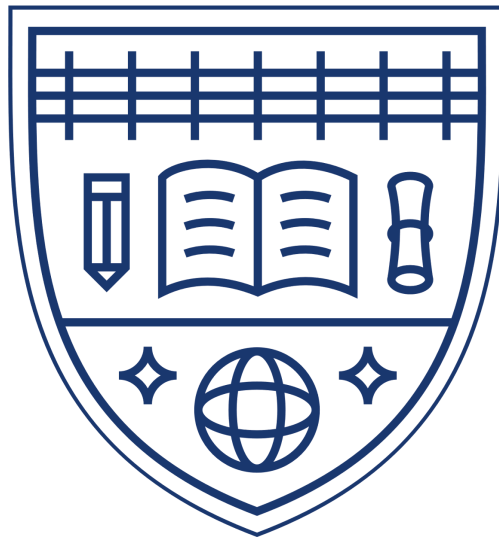


# Question Stems

## 4th Grade ELA

FCPS



**P-12 Question Stems (pages 1-15)**  
**4th Grade ELA Question Stems (pages 16-34)**  
**References (page 35)**

Revised 2024

# 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**

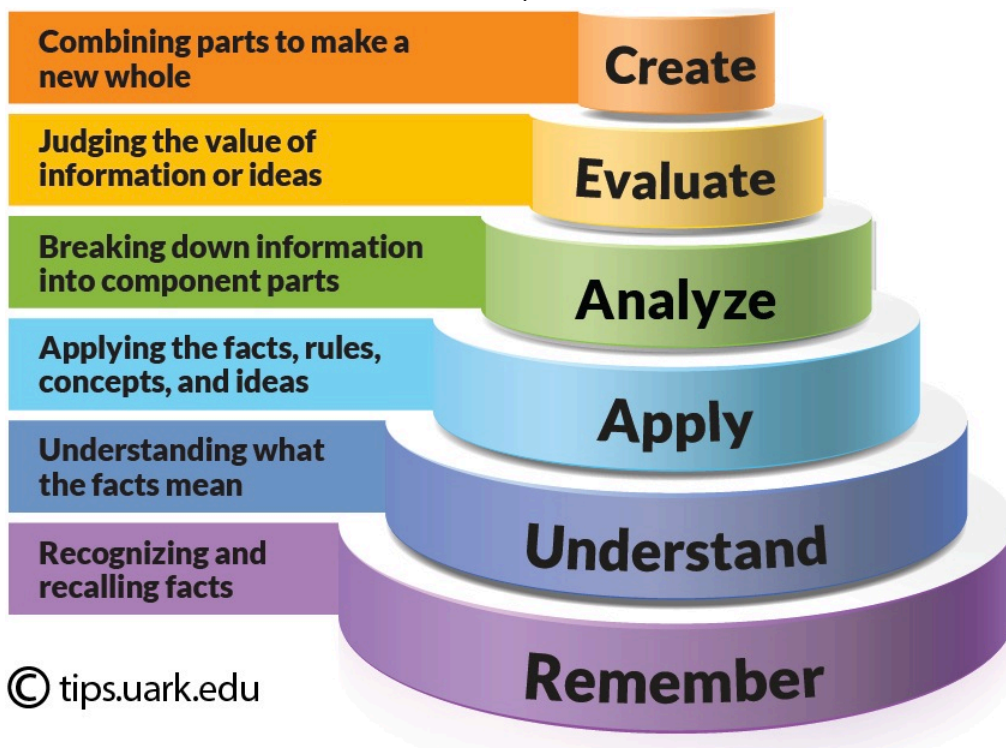
- Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
- Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and time for independent practice.

# 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, and 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><b><u>LEVEL 1</u></b> <b><u>Remembering</u></b> <b>Retrieval:</b> <b>Recognizing and</b> <b>Recalling</b></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><b><u>Level 2</u></b> <b><u>Understanding</u></b> <b>Comprehension:</b> <b>Integrating</b></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><b><u>Level 3</u></b> <b><u>Applying</u></b> <b>Analysis:</b> <b>Matching</b></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><b><u>Level 4</u></b>  <b><u>Analyzing</u></b>  <b>Knowledge Utilization:</b>  <b>Investigating</b></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><b><u>Level 5</u></b>  <b><u>Evaluating</u></b>  <b>Metacognition:</b>  <b>Monitoring Clarity</b></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><b><u>Level 6</u></b>  <b><u>Creating</u></b>  <b>Self-System:</b>  <b>Examining Motivation</b></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 Question Matrix

	<b>is are was</b>	<b>did do does</b>	<b>can</b>	<b>could should would</b>	<b>will</b>	<b>might</b>
	<b>Factual and Recall - DOK 1</b>			<b>Synthesis and Application - DOK 3</b>		
<b>Who</b>	Who is...? Who are...? Who was...?	Who did...? Who does...?	Who can...?	Who could...? Who should...? Who would...?	Who will...?	Who might...?
<b>What</b>	What is...? What are...? What was...?	What did...? What do...? What does...?	What can...?	What could...? What should...? What would...?	What will...?	What might...?
<b>Where</b>	Where is...? Where are...? Where was...?	Where did...? Where do...? Where does...?	Where can...?	Where could...? Where should...? Where would...?	Where will...?	Where might...?
<b>When</b>	When is...? When are...? When was...?	When did...? When do...? When does...?	When can...?	When could...? When should...? When would...?	When will...?	When might...?
	<b>Application and Analysis - DOK 2</b>			<b>Evaluating and Creating - DOK 4</b>		
<b>How</b>	How is...? How are...? How was...?	How did...? How do...? How does...?	How can...?	How could...? How should...? How would...?	How will...?	How might...?
<b>Why</b>	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 may 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.4.1 - Key Ideas and Details**

**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

### **DOK-1**

What is the best evidence to show \_\_\_\_\_?

What does (character) think about (event)? How do you know?

What is the main idea of the text?

Identify one key detail from the text that supports the main idea.

What is the setting of the text?

Who are the main characters in the text?

What happens at the beginning?

What is the problem or conflict that the characters face?

What is the resolution to the problem or conflict?

### **DOK-2**

Why did the author write this? What evidence supports your idea?

Why did \_\_\_\_\_? What examples from the text support the reason?

Why did (event) happen? How do you know?

What do you think (character) will do differently next time?

Explain why (character or object) is important to the story.

Explain how the main idea of the text is supported by key details.

Describe the relationship between two or more of the main characters in the story.

Summarize the sequence of major events that take place in the text.

Infer the character's motivations or feelings based on their actions and dialogue.

Explain how the setting influences the events or the characters' experiences.

Analyze how the problem or conflict in the story is resolved.

Compare and contrast the treatment of a theme or topic across two related texts.

### **DOK-3**

(Defend a position) Why do you believe...?

Is there a better solution to the character's problem...?

Draw conclusions on how the author's choice of language and literary devices contributes to the development of the text's key ideas and themes.

Evaluate the reliability and credibility of the narrator or central character's perspective.

Critique the effectiveness of the author's use of details and examples in supporting the main ideas of the text.

Investigate information from multiple texts to draw conclusions about a shared theme or topic.

Devise an alternative resolution to the central conflict or problem in the story.

Justify an interpretation of the text's ending or the author's intended message.

Predict how the characters or events might have unfolded differently based on changes to key details.

### **DOK-4**

Design an original text that explores similar themes, characters, or settings as the given text, incorporating lessons learned from the analysis.

Conduct research to investigate the historical, cultural, or social context that influenced the creation of the text, then evaluate its impact on the key ideas and themes.

Develop a multimedia presentation that compares and contrasts the treatment of a central idea across multiple related texts, drawing inferences and conclusions.

Propose an adaptation of the text for a different genre or medium, justifying how the changes would impact the portrayal of the key ideas and details.

Create an original literary analysis that examines the author's use of language, structure, and perspective to convey complex themes and ideas.

## **RI.4.1 - Key Ideas and Details**

**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

### **DOK-1**

What is the main idea of the informational text?

Identify one key detail from the text that supports the main idea.

What is the topic of the text?

Who is the author of the text?

When and where does the event or information described in the text take place?

What is the purpose of the text (e.g., to inform, persuade, explain)?

What is the meaning of a specific vocabulary word used in the text?

### **DOK-2**

What does the author mean by: "quote"...?

What is the purpose of this...?

What inferences can you make about...?

Which of these examples tells us why...?

Explain how the main idea of the text is supported by key details.

Describe the relationship between two or more key concepts or ideas presented in the text.

Summarize the sequence of events or steps described in the informational text.

Infer the author's purpose or perspective based on the content and language used in the text.

Explain how the text structure (e.g., comparison, cause/effect, problem/solution) contributes to the development of ideas.

Interpret the meaning of a figurative language or technical term used in the text.

### **DOK-3**

Compare and contrast the treatment of a topic across two related informational texts.

Investigate how the author's choice of language and text features (e.g., headings, images, captions) contribute to the development of key ideas in the informational text.

Evaluate the credibility and reliability of the information presented in the text based on the author's qualifications, sources cited, and supporting evidence.

Critique the effectiveness of the author's use of examples and details in supporting the central claims or arguments.

Explain information from multiple informational texts to draw conclusions about a shared topic or theme.

Devise an alternative way to organize or structure the information presented in the text to improve its clarity and coherence.

Justify an interpretation of the author's overall message or purpose based on an analysis of the text.

Predict how the information or ideas in the text might be applied or extended to a new context or scenario.

### **DOK-4**

Design an original informational text that explores a similar topic as the given text, incorporating lessons learned from the analysis of the author's techniques and strategies.

Conduct research to investigate the historical, cultural, or scientific context that influenced the creation of the informational text, then evaluate its impact on the key ideas and content.

Develop a multimedia presentation that compares and contrasts the treatment of a central topic or theme across multiple related informational texts, drawing inferences and conclusions.

Propose an adaptation of the informational text for a different audience or purpose, justifying how the changes would impact the portrayal of the key ideas and details.

Create an original analytical essay that examines the author's use of rhetoric, organizational structure, and evidence to convey complex information and persuade the reader.

Devise an original experiment or investigation to test and validate a key claim or finding presented in the informational text. Formulate a hypothesis about a potential limitation or bias in the information provided in the text, then design a research plan to gather evidence to support or refute the hypothesis.

## **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?  
What is the main theme or central message of the literary text?  
Identify one explicit detail from the text that supports the main theme.  
Who are the main characters in the story, poem, or drama?  
Where does the story, poem, or drama take place?  
When does the story, poem, or drama take place (e.g., time period, season, etc.)?  
What is the genre of the literary text (e.g., fiction, poetry, drama)?  
What is the meaning of a specific word or phrase used in the text?

### **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 is the theme reflected in both \_\_\_\_\_ and \_\_\_\_\_?  
How do the character's actions support the theme...?  
How do 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?  
Investigate how the author's use of literary devices (e.g., symbolism, metaphor, personification) contributes to the development of the central theme.  
Evaluate the effectiveness of the author's use of evidence, both implicit and explicit, in supporting the theme of the literary text.  
Critique the plausibility of the characters' actions and motivations in relation to the development of the central theme.  
Explain information from multiple texts by the same author to draw conclusions about their treatment of a common theme.  
Devise an alternative interpretation of the central theme based on a close analysis of the text's structure, language, and narrative techniques.  
Justify a personal interpretation of the author's overall message or purpose in the literary text.  
Predict how the theme might be expressed or explored differently in a modern adaptation or retelling of the story, poem, or drama.

### **DOK-4**

Evaluate the significance of the theme in the text and how it is developed throughout the work, citing both implicit and explicit evidence.  
Create an original interpretation of the theme that goes beyond the information directly stated in the text, using inferences and higher-level thinking.  
Develop a detailed plan to rewrite a section of the text in order to highlight the theme more effectively, considering how changes to the plot, characters, or setting would impact the theme.  
Assess the effectiveness of the author's use of literary devices (e.g., symbolism, metaphor, imagery) in conveying the theme, and propose alternative approaches the author could have taken.  
Formulate a hypothesis about how the text's theme would change if certain elements of the work (e.g., point of view, genre) were altered, and provide a detailed explanation supported by evidence.  
Critique the authenticity and plausibility of the theme in the context of the text's historical, cultural, or social setting, and suggest ways the author could have strengthened the theme's relevance.

## **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?  
What are the central ideas presented in the text?  
Who or what are the key elements (individuals, events, ideas, etc.) mentioned in the text?  
When do the central ideas appear in the text?  
Where in the text can you find explicit evidence supporting the central ideas?  
Which specific words or phrases in the text directly relate to the central ideas?  
Can you identify any facts, definitions, or details in the text that are relevant to the central ideas?  
What are the key supporting details that help develop the central ideas in the text?  
How do the titles, headings, or other text features relate to the central ideas?  
Can you list the main points or important information conveyed by the central ideas?  
What is the overall purpose or message communicated by the central ideas in the text?

### **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?  
What information from other sources can you find to support the central idea of \_\_\_\_\_?  
Analyze how the central ideas are developed and refined throughout the text, citing specific evidence to support your analysis.  
Evaluate the significance and implications of the central ideas in the context of the overall text and its purpose.  
Compare and contrast how the central ideas are conveyed in different sections or passages of the text, and explain the impact on the reader's understanding.  
Critique the effectiveness of the author's use of language, structure, and rhetorical devices in communicating the central ideas.  
Formulate a hypothesis about how the central ideas would be impacted if certain elements of the text (e.g., point of view, genre, tone) were altered, and provide a detailed explanation.

### **DOK-4**

Synthesize the central ideas with information from other sources to develop a more comprehensive understanding of the topic or issue.  
Assess the reliability and credibility of the central ideas in the text, considering the author's perspective, potential biases, and the available evidence.  
Propose an alternative interpretation of the central ideas that goes beyond the information directly stated in the text, supported by inferences and higher-level reasoning.  
Plan a response or argument that challenges or extends the central ideas presented in the text, using relevant evidence to justify your position.  
Devise a strategy to rework a section of the text to more effectively communicate the central ideas, considering changes to the organization, language, or supporting details.

## **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?  
Who are the main characters in the story or drama?  
What are the key events or settings that take place in the text?  
When do specific actions or events occur in the story or drama?  
Where do the majority of the events in the text take place?  
Which words or phrases from the text directly describe a character's thoughts, words, or actions?  
Can you identify the specific details in the text that provide information about the setting or events?  
What are the basic facts or details about the characters, settings, or events presented in the text?  
How do the characters' names, physical descriptions, or dialogue help establish their identities?  
Which textual evidence directly supports the description of a particular character, setting, or event?  
What are the key pieces of information that reveal the interaction between the characters, settings, and events?

### **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?  
How do the character's thoughts, words, actions develop and change over the course of the story or drama?  
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?  
What inferences can you make about a character's motivations, personality traits, or internal experiences based on the textual evidence?

### **DOK-3**

How would the story be different without the main character?  
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?  
Explain the relationship between the characters and how their interactions influence the events that take place.  
Describe how the setting or environment affects the characters' behaviors, emotions, or decision-making.  
Compare and contrast the behaviors, perspectives, or roles of two or more characters in the text.  
Explain how the sequence or chronology of events impacts the overall development of the story or drama.  
Interpret the meaning or significance of a character's words, actions, or internal thoughts in the context of the larger narrative.

### **DOK-4**

Create a scenario: How would you imagine the events from the text affecting you today?  
Analyze how the author's use of descriptive language, dialogue, or other literary devices contributes to your understanding of the characters, settings, or events.  
Construct a well-reasoned argument that challenges or extends the significance and relevance of the characters, settings, and events, using a variety of relevant evidence and logical reasoning to support your position.

## **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?  
Who are the key individuals mentioned in the text?  
When do the key events or procedures take place in the text?  
Which words or phrases from the text directly describe the key individuals, events, or procedures?  
Which textual evidence directly supports the description of a particular individual, event, procedure, idea or concept?

### **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?  
Summarize the main ideas conveyed through the key individuals, events, procedures, ideas or concepts in the text.

### **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?  
How do the key individuals, events, procedures, ideas or concepts in the text relate to one another?  
Explain the sequence or chronology of the key events, procedures, or ideas presented in the text.

### **DOK-4**

Create a scenario: How would you imagine the events from the text affecting you today?  
Create a timeline illustrating \_\_\_\_\_.  
Design an original product or solution that addresses a problem or challenge related to the individuals, events, procedures, ideas or concepts, drawing upon the knowledge and insights gained from the text and other relevant sources.  
Develop a detailed plan to revise or rewrite a section of the text in order to more effectively convey the key individuals, events, procedures, ideas or concepts, considering changes to the structure, language, or overall organization.

## **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?

What is the definition of a metaphor as used in the text?

Identify a simile from the text and explain what it compares.

What are some specific words or phrases in the text that convey strong emotions or imagery?

Can you find a word in the text that has multiple meanings? What are those meanings?

What does the author mean by a specific word or phrase used in the text?

List examples of figurative language found in the text.

What is the literal meaning of a particular phrase or expression used in the text?

How does the author use descriptive language to create a mood or feeling in the text?

Identify a word in the text that you do not know. What is its meaning based on the context?

What phrases or words in the text help you understand the main idea or theme?

### **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?

Compare and contrast the impact of two different similes used in the text. How do they each contribute to the reader's understanding of the characters or setting?

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

### **DOK-4**

Create a story using \_\_\_\_\_

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?

Create an original poem or short story that incorporates various forms of figurative language. Explain how your word choices shape meaning and evoke emotions in your writing.

Propose alternative word choices for a passage in the text that uses figurative language. Discuss how these changes would alter the meaning and emotional resonance of the text.

Develop a multimedia project that illustrates how specific words and phrases in the text contribute to the overall theme. Include examples of figurative language and their interpretations.

## **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?  
What is the definition of a specific academic or domain-specific word used in the text?  
Find a phrase in the text that describes a key concept. What does that phrase convey?  
What is the literal meaning of a specific word used in the text?  
Identify a word in the text that you learned and define it based on how it is used.  
What context clues can you find in the text that help you understand the meaning of a particular word or phrase?  
How do specific words in the text help you understand the topic being discussed?  
What is a synonym for a word used in the text? How does this synonym relate to the overall meaning?

### **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?  
Generate a creative project that illustrates how the meaning of the text would change if key academic or domain-specific words were replaced with more general language. Explain your reasoning.  
Collaborate with peers to create a presentation that explores the relationship between vocabulary choices and the development of key concepts in the text. Include an analysis of how these choices affect the reader's interpretation.



## **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?  
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?  
What type of structure does the author use in this poem, story, or drama (e.g., linear, nonlinear, circular)?  
Identify the main events or sections of the text. How are they organized?  
What is the first event that happens in the text? What is the last event?  
How do the paragraphs or stanzas in the text connect to each other?  
What words or phrases help you understand the structure of the text?  
Describe how the text begins and ends. Are there any similarities or connections?  
What are some key features of the text's structure (e.g., chapters, stanzas, acts)?  
Can you identify any repeated patterns or themes in the structure of the text?

### **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 \_\_\_\_\_?  
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/linear/non-linear structure in the text? How does it contribute to the overall theme or message?  
How does the author's choice of structure (e.g., linear, nonlinear, circular) affect the way the story is told?  
Identify and explain a key event in the text. How does it relate to the overall structure?  
Compare the beginning and the end of the text. How does the structure contribute to the overall message or theme?  
How do the transitions between different sections or events in the text help to create meaning or maintain the flow?

### **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?  
Explain how the author uses repetition or circular structure to emphasize particular ideas or themes in the text.  
Analyze how the structure of the poem or story contributes to the development of the characters or the plot.  
What strategies does the author use to connect different parts of the text? How do these strategies impact your understanding of 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**

What type of structure does the author use in this informational text (e.g., chronological, cause/effect, compare/contrast)?

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)?

What is the first idea or concept presented in the text? What is the last one?

How do the headings or subheadings in the text help you understand the structure?

What are some key features that show the organization of the text (e.g., bullet points, lists, diagrams)?

Describe how the information is grouped in the text. Are there any patterns you notice?

Can you list the main ideas from each section of the text?

How does the author use paragraphs to organize information in the text?

### **DOK-2**

Why did the author use this structure?

How does the author use a specific structure (e.g., chronological, cause/effect, compare/contrast) to present the information? Provide examples from the text.

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 \_\_\_\_\_?

Identify a key event or idea in the text. How does its placement within the structure affect its importance or meaning?

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's choice of structure impact your engagement or interest in the text? Provide specific examples.

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

Describe how transitions between different sections or ideas enhance the reader's comprehension of the text.

### **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.

Explain how the organization of ideas in the text helps you understand the main concept or argument being 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?

Compare two sections of the text. How does the structure in each section contribute to the overall message or theme?

Analyze how the use of visual elements (e.g., charts, graphs, images) supports the organizational structure of the text.

Evaluate the effectiveness of the structure used by the author. What are its strengths or weaknesses in conveying the information?

### **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?

Collaborate with peers to create a visual representation (e.g., a flowchart or diagram) that maps out the structure of the text and explains how it contributes to the overall meaning.

## **RL.4.6 - Craft and Structure**

### **Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.**

#### **DOK-1**

What is the point of view used in this text (first person or third person)?  
Identify a sentence or phrase that shows the first-person point of view. What words indicate this?  
Identify a sentence or phrase that shows the third-person point of view. What words indicate this?  
Are the narrator and the author the same person? How do you know?  
How many characters' thoughts or feelings are presented in the first-person narrative?  
Can you list some pronouns that are commonly used in first-person point of view?  
Can you list some pronouns that are commonly used in third-person point of view?  
Describe how the first-person narrator shares experiences with the reader.  
Describe how the third-person narrator shares information about the characters or events.

#### **DOK-2**

How does the first-person point of view affect your understanding of the main character's thoughts and feelings compared to the third-person point of view?  
Identify a moment in the text where the first-person narrator provides personal insight. How does this differ from the perspective offered by a third-person narrator?  
Discuss how the third-person point of view allows for a broader understanding of the story. What information does it provide that first-person narration might miss?  
How does the author's choice of point of view affect the tone of the text? Provide specific examples from both first and third-person narratives.  
How does the first-person narrator's use of personal pronouns (like "I" and "my") create a different experience for the reader compared to the third-person narrator's use of pronouns (like "he," "she," or "they")?  
How do the descriptions of settings differ between first-person and third-person points of view? What effect does this have on the reader's visualization of the story?  
Evaluate how the first-person narrator's biases or limited perspective can affect the reliability of the story. How does this compare to the perceived reliability of a third-person narrator?

#### **DOK-3**

Identify a key event in the story. How would the portrayal of this event differ if it were narrated from a first-person point of view instead of a third-person point of view?  
In what ways does the first-person point of view provide unique insights into the character's motivations that might be missing in a third-person narrative?  
Analyze how the emotions conveyed in a first-person narrative might differ from those in a third-person narrative. What effect does this have on the reader's engagement?  
Compare the way events are described in the first person versus the third person. How does each point of view influence the reader's connection to the story?  
Explain how the first-person point of view might limit the information available to the reader  
Compare the emotional impact of a scene described from a first-person perspective versus a third-person perspective.  
How does the narrator's point of view shape the reader's feelings?  
Compare how suspense is built in a first-person narrative versus a third-person narrative. Which point of view do you think is more effective for creating tension, and why?  
Discuss how the author's choice of point of view can influence the reader's perception of other characters in the story.  
How does this differ between first and third-person perspectives?

#### **DOK-4**

Create a detailed presentation that examines how the use of first and third-person narrators in two different texts impacts the overall themes and messages. Use specific examples to support your analysis.  
Develop an original narrative that incorporates both first-person and third-person points of view. Discuss how each perspective influences the reader's understanding of the characters and events.  
Construct a written response that critically evaluates the effectiveness of the first-person versus third-person point of view in conveying emotional depth. Use examples from the texts to support your conclusions.  
Collaborate with peers to design a visual project (e.g., a poster or infographic) that illustrates the strengths and weaknesses of first and third-person narration, highlighting how each affects the reader's interpretation.

## **RI.4.6 - Craft and Structure**

### **Compare/contrast a firsthand and secondhand account of the same event or topic.**

#### **DOK-1**

Who is providing the information?

What is a firsthand account? Can you provide an example?

What is a secondhand account? Can you provide an example?

Identify one difference between a firsthand account and a secondhand account.

What types of sources typically provide firsthand accounts?

What types of sources typically provide secondhand accounts?

Can you list some key characteristics of firsthand accounts?

Can you list some key characteristics of secondhand accounts?

Identify a specific event or topic you have learned about. Which accounts (firsthand or secondhand) have you encountered?

How can you tell if an account is firsthand? What clues should you look for?

How can you tell if an account is secondhand? What clues should you look for?

#### **DOK-2**

The author describes \_\_\_\_\_ as \_\_\_\_\_. What is another way to describe the same thing?

How does the perspective of the author in a firsthand account differ from that in a secondhand account? Provide examples from specific texts.

Compare the details presented in a firsthand account to those in a secondhand account of the same event. What are some similarities and differences you notice?

Identify a specific event or topic you have studied. How does the firsthand account provide unique insights that the secondhand account may lack?

Discuss how the credibility of a firsthand account might be perceived compared to a secondhand account. What factors contribute to these perceptions?

Examine the language used in a firsthand account versus a secondhand account. How does the choice of language affect the reader's understanding of the event?

Compare the level of detail in a firsthand account to that of a secondhand account. How does this difference influence your understanding of the event or topic?

How does the context in which a firsthand account is created influence its content compared to a secondhand account?

Provide specific examples to support your answer.

#### **DOK-3**

How is the firsthand account different from the secondhand account of the same event? Which account do you think is more reliable? Why?

Analyze how the emotions expressed in a firsthand account might differ from those conveyed in a secondhand account. What impact does this have on the reader?

Evaluate the impact of the author's background and experiences on the perspectives presented in a firsthand account versus a secondhand account. How does this influence the narrative?

Compare and contrast how the firsthand account and the secondhand account approach the same event. What insights can you draw about the reliability of each account based on their differences?

Investigate the effects of time on the quality and detail of firsthand versus secondhand accounts. How might the passage of time influence the way these accounts are perceived?

Formulate an argument regarding which type of account (firsthand or secondhand) provides a more accurate representation of an event. Use evidence from specific texts to support your position.

Reflect on a specific historical event you have studied. How do firsthand and secondhand accounts complement or contradict each other in the understanding of that event?

Assess how the medium through which the firsthand and secondhand accounts are presented (e.g., written, oral, digital) affects the reader's or viewer's interpretation of the information.

#### **DOK-4**

Analyze how the purpose of the authors (one writing a firsthand account and the other a secondhand account) shapes the information presented in their narratives. What biases might emerge as a result?

Design a project that illustrates the differences between firsthand and secondhand accounts using examples from current events. How do these accounts shape public perception of the events reported?

## **RL.4.7 - Integration of Knowledge and Ideas**

**Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.**

### **DOK-1**

What does this illustration show?

What was different when you read the drama and when you saw the drama (either live or video)?

The text says (insert quote). Where do you see that happening in the illustrations?

What is a visual presentation? Can you give an example?

What is an oral presentation? Can you give an example?

Identify one element from the text that you can see in a visual presentation. What is it?

What is one sound or audio element you might hear in an oral presentation that relates to the text?

List two ways a visual presentation can represent the main idea of a story.

What are some characteristics of a story that can be shown in a visual format?

How does listening to a story differ from reading it?

Can you name a text or drama you have read that was also presented visually or orally? What was it?

What is one feeling or emotion you can identify in a text that might be enhanced by a visual or oral presentation?

How do pictures or images in a visual presentation help you understand the text better?

### **DOK-2**

How is the story the same as the film? How is it different? Which do you prefer and why?

Compare the emotions conveyed in the text and the visual presentation. How do they enhance each other?

How does the imagery in the visual presentation reflect the themes or events described in the text? Provide specific examples.

Identify a specific scene from the text and describe how it is represented in a visual or oral presentation. What differences or similarities do you notice?

Discuss how the use of colors and images in a visual presentation helps to illustrate key ideas or characters from the text. What impact does this have on your interpretation?

How can the pacing of an oral presentation change your perception of the events in the story? Provide examples from a specific text.

Consider a character from the text. How might the actor's portrayal in a visual or oral presentation change your understanding of that character?

### **DOK-3**

Explain how the tone of the narrator in an oral presentation affects your understanding of the story compared to reading the text silently.

Analyze how sound effects in an oral presentation contribute to the atmosphere of the story. What would be different if you were only reading the text?

Evaluate how the themes of the text are enhanced or altered by the visual and oral presentations. What elements from the presentations support or contradict the text's themes?

Formulate an argument about how the visual imagery in a presentation can change a reader's interpretation of a character's motivations or actions in the text. Use examples to support your argument.

Compare how the pacing and tone in an oral presentation affect the audience's emotional response to the events in the story versus reading the text. What insights do you gain from this comparison?

Investigate how different audiences might interpret the same story through text and visual/oral presentations. What factors could influence these varying interpretations?

Reflect on a specific character's development in the story. How do visual and oral elements contribute to your understanding of that character's growth compared to the text alone?

Assess the effectiveness of a particular visual or oral presentation in conveying the author's intended message. What aspects of the presentation align or conflict with your understanding of the text?

### **DOK-4**

Analyze how the choice of medium (text versus visual/oral presentation) impacts the audience's understanding of the story. Which medium do you think conveys the message more effectively? Why?

Design a project that combines elements of both text and visual/oral presentations to retell a story. How would you ensure that both mediums effectively communicate the same key ideas?

Formulate a plan for a classroom discussion or debate on the advantages and disadvantages of storytelling through text versus visual/oral presentations. What key points will you include to support your position?

## **RI.4.7 - Integration of Knowledge and Ideas**

**Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.**

### **DOK-1**

What is information presented in print formats? Can you give an example?

What is information presented in non-print formats? Can you give an example?

Identify one piece of information from a print source (like a book or article) and describe what it is.

Identify one piece of information from a non-print source (like a video or infographic) and describe what it is.

How does a photograph or illustration in a text help you understand the content better?

What is the purpose of a caption in a non-print format? How does it relate to the image it describes?

Can you name a type of non-print format (like a chart or graph) and explain its purpose?

What is one way that the layout of a printed text (like headings or bullet points) helps you find information?

How does listening to an audio version of a text differ from reading it on paper?

What are some features of a text that can help you understand the main idea, such as bold words or highlighted sections?

### **DOK-2**

Compare how information presented in a graph relates to the information in the text. What does the graph add to your understanding of the text?

Explain how the images or illustrations in a text help clarify the main idea. Can you provide specific examples from the text?

Describe how a chart included in the text enhances your understanding of a specific topic. What key details does it highlight?

Discuss how the layout of a magazine article (like headings, subheadings, or bullet points) helps you better understand the information. What specific features stand out to you?

Identify a piece of non-print information (like a map or infographic) related to a text and explain how it contributes to your understanding of the topic.

Explain how different types of print formats (like essays versus reports) present information differently and how that affects your understanding of the same topic.

How does the tone of a spoken presentation (audio or video) influence your interpretation of the information compared to reading it in print? Provide specific examples.

Discuss how captions and labels in a non-print format help clarify the information presented. Can you give an example from a specific text?

### **DOK-3**

Analyze the relationship between a video segment and the written text. How does the video support or expand upon the information found in the text?

Summarize how the combination of print and non-print formats in a resource can provide a more comprehensive understanding of a subject. What do you gain from this combination?

Evaluate how the visual elements in a text (such as graphs or charts) enhance or alter the reader's understanding of the written information. What specific aspects of the visuals contribute to this understanding?

Compare and contrast the information presented in a video with the same information found in a written article. How do the differences in presentation affect your understanding of the topic?

Investigate how the author's choice of print versus non-print formats influences the way information is conveyed. In what ways do they complement or contradict each other?

Formulate an argument about the effectiveness of using multiple formats (print and non-print) to convey complex information. How does this approach enhance overall comprehension?

Examine a specific example where a non-print format (like a podcast or video) adds depth to the understanding of a text. What insights are gained from this combination?

Discuss how the context provided by non-print elements (such as audio clips or interviews) contributes to a richer interpretation of the text. Can you provide examples from a specific resource?

Create a concept map that illustrates the relationships between the information presented in a text and its accompanying visuals or audio. How do these elements work together to support the main ideas?

Reflect on a time when the combination of print and non-print formats changed your perspective on a topic. What elements contributed to this shift in understanding?

Assess the effectiveness of using non-print formats in a presentation to summarize or explain the main ideas of a text. What are the strengths and weaknesses of this approach?

### **DOK-4**

Analyze how the use of colors and design in an infographic influences the interpretation of the data presented. What impact does this have on a reader's understanding of the main ideas?

Synthesize information from multiple sources (both print and non-print) to create a comprehensive report on a current event. How do the different formats contribute to the overall understanding of the event?

Design a multimedia project that combines print and non-print information on a specific topic. How will you ensure that each format enhances the audience's understanding of the content?

## **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?

What is a claim made by the author in the text? Can you identify it?

List one reason the author gives to support their claim.

What type of evidence does the author use to back up their claims (such as facts, statistics, or examples)?

Identify a specific example from the text where the author provides evidence. What is the evidence?

How does the author explain their claim in the text? What words or phrases do they use?

What is the main idea of the text? How does the author's claim relate to that main idea?

Can you name one part of the text where the author talks about reasons? What does it say?

What do you think is the purpose of the author's claim? Why do they make it?

How many reasons does the author provide for their claim? Can you list them?

What is one way the author connects the claim to the evidence in the text?

#### **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?

How does the author connect the reasons provided to the main claim? Can you explain this relationship with examples from the text?

Identify two pieces of evidence the author uses to support a specific claim. How do these pieces of evidence enhance the author's argument?

Compare the effectiveness of two different pieces of evidence used by the author. Which one do you think is stronger, and why?

Explain how the author's choice of reasons influences your understanding of the claim. What impact do the reasons have on your perception of the argument?

Describe a situation in the text where the author anticipates counterarguments. How does this strengthen their claim?

What role do specific facts or statistics play in supporting the author's claims? Provide an example from the text to illustrate your point.

Discuss how the author's tone affects the presentation of their claims and evidence. How does the tone influence your interpretation of the argument?

Explain how the organization of the text helps to support the author's claims. What structural elements contribute to the clarity of the argument?

How does the author use language and word choice to enhance the reasons provided for their claims? Can you provide a specific example from the text?

#### **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?

Analyze how the author uses examples to clarify their reasons. How do these examples help you better understand the claim being made?

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

#### **DOK-4**

Design a presentation that critiques the effectiveness of the author's claims and the supporting evidence used in the text. What criteria will you use to evaluate the strength of the arguments?

Propose a new claim based on the information in the text and provide your own reasons and evidence to support it.

How does your claim relate to the author's original claims?

## **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?

What is a theme found in one of the stories you have read? Can you name it?

Identify two characters from different stories. What are their names and what roles do they play?

List one topic that is common in both stories or myths you have read.

What event happens in one story that is also found in another story? Describe it briefly.

Can you name two different cultures represented in the stories you have read?

What is one similarity between the settings of the stories you have compared?

Identify a specific pattern of events in a myth. What happens first, second, and last?

What is the main idea of one of the stories? How does it relate to another story you have read?

Name one way the characters in different stories respond to a similar problem.

What is one difference in the endings of two stories from different cultures?

#### **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?

How do the themes of courage in two different myths compare? Provide examples from each story to support your answer.

Compare the main characters in two traditional tales. How do their motivations and actions reflect the values of their respective cultures?

#### **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?

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

Discuss the significance of a recurring topic, such as heroism, in two stories from different cultures. How do the authors use this topic to convey distinct messages?

Examine the patterns of events in both stories. How do these patterns contribute to the overall themes or messages of each narrative?

#### **DOK-4**

Create a multimedia presentation that compares the representation of a specific topic (e.g., family, bravery) across multiple cultures. How will you illustrate the similarities and differences in your analysis?

Develop a creative retelling of a myth that incorporates elements from multiple cultures' interpretations of a similar theme. How will you weave these elements together to create a cohesive narrative?

Construct a detailed Venn Diagram that not only compares themes and topics from two stories but also incorporates historical and cultural contexts that influence these elements. What insights do you gain from this comparison?



## **RI.4.9 - Integration of Knowledge and Ideas**

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

#### **DOK-1**

How is (text 1) like (text 2)? How are they different?  
How is (picture/diagram) like (picture/diagram)? How are they different?  
Were there important details in one passage that were not in the other?  
What is the main topic discussed in both texts?  
Identify one fact from each text related to the same theme.  
List one similarity in the information presented in both texts.  
Can you find a common theme in both texts? What is it?  
What type of text is each of the two texts (e.g., article, report, essay)?  
Identify one key detail from each text that relates to the same topic.  
What is the main idea of one of the texts?  
How does the information in one text support or relate to the information in the other text?

#### **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 are the important points in (text 1) the same as the important parts in (text 2)? How are they different?  
How do the authors of the two texts present the same theme differently? Provide examples from each text.  
Compare the key details from both texts. What are two similarities and two differences you can identify?  
Identify a specific topic discussed in both texts. How does each author approach this topic?  
Discuss how the tone or perspective of each text influences the way the theme is presented. What are the key differences?  
How do the details provided in one text enhance your understanding of the theme in the other text?  
What questions do you have after reading both texts? How might those questions help you further understand the theme?  
Summarize the main ideas of both texts and explain how they relate to each other.

#### **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?  
Analyze how each text presents the same theme. What insights can you draw from their different perspectives?  
Evaluate the effectiveness of the arguments made in each text regarding the common theme. Which text do you think makes a stronger case, and why?  
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?  
Discuss the implications of the findings in both texts. How do they enhance your understanding of the theme?  
Compare and contrast the authors' purposes in writing their texts. How do their purposes influence the way they approach the same topic?  
Analyze the credibility of the sources used in each text. How does the reliability of the information affect your understanding of the theme?  
Discuss how the historical or cultural context of each text influences the information presented. What does this context reveal about the theme?  
Formulate a hypothesis about how the information in these texts could impact readers' perceptions of the common theme. What evidence supports your hypothesis?  
Explain how the information in one text supports or contradicts the information in the other text. What evidence can you provide?  
Analyze the use of evidence in both texts. How do the authors use facts or examples to support their main ideas?  
Compare the conclusions drawn by each author regarding the same topic. How do their conclusions differ?

#### **DOK-4**

Create a concept map that illustrates the relationships between the main ideas and supporting details from both texts. What connections can you identify?  
Synthesize information from both texts to create a summary that highlights the common theme. What key points from each text contribute to this summary?  
Design a debate where one text supports a particular viewpoint on the theme, while the other text opposes it. What arguments would each side present?

## **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 is the title of the text you just read?  
Who is the main character in the story?  
Where does the story take place? Can you name the setting?  
What is one important event that happened in the story?  
Can you list three key details from the text?  
What is the main idea of the text?  
Who are the major characters in the story?  
What problem does the main character face?  
Identify one feeling the main character experiences throughout the story.  
What happens at the beginning of the story?

### **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?  
Compare the main character's motivations in the story to another character. How do their goals differ?  
What inferences can you make about the character's feelings based on their actions in the text? Provide examples.  
Summarize the main events of the story in your own words. How do these events contribute to the overall theme?  
Identify a significant turning point in the story. How does this moment affect the characters and the plot?  
How does the author use descriptive language to create imagery in the story? Provide specific examples from the text.  
Discuss how the setting influences the characters' decisions or actions. What details from the text support your ideas?  
Explain how the author develops the theme throughout the text. What evidence can you find to support your explanation?  
How do the events in the story connect to the characters' development? Provide examples of how a character changes over time.  
What strategies did you use while reading to help you understand the text better? Which were the most effective?  
Identify a conflict in the story. How is it resolved, and what impact does that have on the overall message of the 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?  
Analyze how the author's choice of narrative perspective affects the reader's understanding of the story. What insights do you gain from this perspective?  
Evaluate the effectiveness of the different comprehension strategies you used while reading. Which strategies helped you the most in understanding complex themes?  
Discuss the relationship between the plot and the theme. How do specific events in the story illustrate the theme?  
Create a character map that shows the relationships and conflicts between characters. How do these dynamics drive the plot forward?  
Compare the themes found in this text with those in another text you've read. How are they similar or different? What conclusions can you draw from this comparison?  
Reflect on how your prior knowledge or experiences influenced your understanding of the text. How did this background shape your interpretation?  
Formulate a thesis statement that encapsulates the main message or argument of the text. What evidence from the text supports your thesis?  
Discuss how the historical or cultural context of the story influences its themes and characters. What connections can you make to broader societal issues?

### **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?  
Synthesize the character arcs of two main characters in the text. How do their developments reflect the story's central themes?  
Analyze how the author uses literary devices (such as symbolism, foreshadowing, or metaphor) to enhance the story. Provide examples and explain their significance.

## **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 is the title of the informational text you just read?  
Who is the author of the text?  
What is the main topic discussed in the text?  
Can you list two key facts presented in the text?  
What are some important terms or vocabulary words found in the text?  
Identify one graphic or visual element used in the text. What information does it provide?  
What is the purpose of the text? Is it to inform, persuade, or explain something?  
Describe the structure of the text. Does it have headings, bullet points, or sections?  
What is one question you have after reading the text?  
Can you summarize the main idea of the text in one sentence?

### **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?  
Compare the main ideas presented in this text with another informational text you have read. How are they similar or different?  
What inferences can you make about the author's perspective based on the information provided? Support your inference with evidence from the text.  
Summarize the key points of the text in your own words. How do these points relate to the overall topic?  
Identify a cause-and-effect relationship described in the text. How does this relationship contribute to the overall understanding of the topic?  
How does the author use examples or anecdotes to clarify complex ideas? Provide specific instances from the text.  
Discuss how the visuals (charts, graphs, images) in the text support the information presented. What additional insights do they provide?  
Explain how the author organizes the text. What patterns or structures (e.g., compare and contrast, problem and solution) do you notice?  
How does your prior knowledge of the topic help you understand the information in the text? Provide specific examples from your own experience.  
Identify a key term or concept in the text. How does understanding this term enhance your comprehension of the overall message?

### **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?  
Evaluate the effectiveness of the arguments made in the text. What evidence does the author provide to support their claims?  
Evaluate the strengths and weaknesses of the evidence provided in the text. How does this impact your understanding of the topic?  
Discuss how the topic of the text relates to real-world issues or events. What connections can you draw, and how do they affect your perspective?  
Reflect on the methods used by the author to engage the reader. What techniques are effective, and how do they enhance the overall message?  
Formulate a thesis statement based on the main ideas of the text. What supporting details from the text affirm your thesis?  
Consider the implications of the information presented in the text. How might this knowledge affect future decisions or actions related to the topic?  
Discuss how you would apply the information and strategies learned from the text to a new context or situation. What steps would you take?

### **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?  
Synthesize information from this text with other sources you have read. How do these texts collectively enhance your understanding of the subject?  
Create a concept map that illustrates the key ideas and supporting details presented in the text. How are these elements interconnected?  
Analyze how different perspectives on the topic are addressed in the text. How does the author acknowledge or refute these perspectives?  
Analyze how the author's use of language and style contributes to the effectiveness of the argument presented in the text.  
Provide specific examples.

## 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>

<https://www.redhookcentralschools.org/cms/lib/NY01000233/Centricity/Domain/3/Bloom.pdf>

<https://earth.callutheran.edu/archived-sites/institutional-research/documents/MarzanoandKendall2007Taxonomy.pdf>

<https://www.state.nj.us/education/AchieveNJ/resources/DOKWheel.pdf>

<https://paperzz.com/doc/9079758/marzano-taxonomy---question-stems--products--terms--and-p...>

<https://www.wisconsinrticenter.org/wp-content/uploads/2019/03/Webbs-Depth-of-Knowledge-Handout.pdf>

[https://www.fortheteachers.org/Printables/Webb\\_Depth\\_of\\_Knowledge.pdf](https://www.fortheteachers.org/Printables/Webb_Depth_of_Knowledge.pdf)

<http://dodgecitymiddleschool.pbworks.com/w/file/attach/56537656/DOK%20OVERVIEW%20INFORMATION.pdf>

<https://www.evelynlearning.com/gauging-student-knowledge-using-blooms-taxonomy-and-dok/>

Kentucky Department of Education (n.d.) *Test preparation*. <https://ky.mypearsonsupport.com/practice-tests/>

Kentucky Department of Education (n.d.) *Released items*. <https://ky.mypearsonsupport.com/released-items/>