**Questioning Strategies That Provoke HOT**

• Require students to manipulate prior information:

“Why do you suppose.....?”

“What can you conclude from the evidence?

• Ask students to state an idea or definition in their own words.

• Ask questions that require a solution to a problem. Involve students in observing and describing an event or object:

“What do you notice?”

“Tell me about this.”

“What do you see?”

•Ask students to compare or contrast.

**Tips for Creating High-Level Questions**

The following simple tips can get ALL students involved in the lesson and help them gain a deeper understanding of the content by challenging them to think critically.

1. Create a “HOT” Question for Each Lesson
2. Require ALL students to answer the question (“all-write” strategy).
3. Require students to defend answers.
4. Differentiate questions as appropriate.
5. Promote examination of new and different perspectives.

***DOK Question Stems***

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| **DOK 1**   * Can you recall\_\_\_\_\_\_? * When did \_\_\_\_ happen? Who was \_\_\_\_? * How can you recognize\_\_\_\_? What is\_\_\_\_? * How can you find the meaning of\_\_\_\_? * Can you recall\_\_\_\_? Can you select\_\_\_\_? * 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\_\_\_? | **DOK 2**   * 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\_\_\_\_? * 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\_\_\_? |
| **DOK 3**   * 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\_\_\_? * Can you elaborate on the reason\_\_\_? | **DOK 4**   * 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. * Apply information from one text to another text to develop a persuasive argument. * What information can you gather to support your idea about\_\_\_? * DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. * DOK 4 requires time for extended thinking. |

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins