**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\_\_\_?
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| **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.
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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