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## The DOK Wheel Is Inacourate!



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## What Evacily Is Depili of Knowledge?

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| Factual | Who? | What? | Where? | When? | (How?) | (Whe) |
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DOK 2: Kinowledge Application
How or mhy can the linowledso be understood and used?

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## DOK 3: Kmouledge Amalysis

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## DOK 4: Knouledge Augimentation <br> What clse could be dome mith the finowfedsee


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## What Evacily Is Depilh of Knowledge?

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$\qquad$ testing starts and stops with the DOK level of the standard. (practice)

- Socially and Emotionally Supportive: All students will be expected $\qquad$ and encouraged to achieve and surpass the DOK level of the standard. (philosophy) $\qquad$
- Student Responsive: All instruction and learning begins at the DOK level where students are and build upon their strengths and successes so they can rise to, reach, and go beyond the DOK Bar. (personal) $\qquad$
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## The Rigor is in the Response (DOK)


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How to Deconstruct Slandards for DOK


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Good Questioning for DOK


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## DOK 2 in Mathematios


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## DOK in Malliematios (Sample Items Grade 7)*


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## DOK in Mathematios (Samplo Items Grade 7)


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## DOK in Mathematios (Sample Items Grade 8)


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## DOK in Mathematios (Sample Items Geometry)


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Becognining and Understanding Literary Elements

| Theme <br> The big message or life lesson in the story | Conflict <br> The struggle between characters in a story | Character <br> Who the story is about, it could be people or animals | Literary Elements All the different pieces that make up a good story |
| :---: | :---: | :---: | :---: |
| Narrator's Point of View | Plot | Resolution | Setting |
| Who is telling the story or giving the information | The series of events that take place in a story | How the problem or conflict is solved | The setting is when and where a story takes place |
| sources Available: iontree.com/TrueDOK verikeducation.com | $\stackrel{4}{ }{ }^{\text {Solut }}$ | Tree |  |

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## DOK 2: Kinowledge Applicalion

Eyplaining Key Details and Ideas or Craft and Strueture

| Cite examples or quote accurately from the text to support responses. | - Determine the meaning of words and phrases as they are used in a text using context clues. |
| :---: | :---: |
| Determine the main idea or the explicit theme of of a text. | - Describe the overall format and structure of the text. |
| Provide an objective summary of the text. | - Identify and use text features to locate and explain key details or information. |
| Describe literary elements, drawing on specific details or information in the text. | - Explain how literary devices are used in a text or by an author. |
| Compare literary elements in a text, drawing on specific details. | - Identify and explain the point of view or main purpose of a text or author. |

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## DOK 2: Kmowledse Applicaliom Opinfon initing and Personal Eypressfon (SEU)

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    how to teach OPINION WRITING

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## DOK 3: KnouTedge Analysis

Literary and style Amalisis

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## DOK 3: Knouledge Analysis

Arsimmentalion
Analyze \& Evaluate Arguments $\qquad$
7) Summarize the REASONS.

Explain the author"s reasons and decide if they make sense. $\qquad$
2| Assess the EVIDIENCE. Describe the quantity and quality of the proof. $\qquad$
$3 \mid$ Identify $P=R S P E C T V I S S$. Evaluate the level of balance within the argument. $\qquad$
4 Investigate the $A U L H O R$. $\qquad$ Free Resources Avaliable
ww.solutiontree. com/True Solution Tree $\qquad$
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DOK 4: Knowledge Augimentation
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|  | The Rigor Is in the Response |  |  |
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| Teacher Expectation | Student Goal | Good Overarching Question |  |
| answer correctly | answer it | What is the knowledge? | DOK 1 |
| establish and explain answers with examples | use it to explain it Can you explain it? | How and why can the knowledge be understood and used? | DOK 2 |
| examine and explain with evidence | use it to prove it Could y ou defend justify, or refute it? | How and why could the knowledge be understood and used? | DOK 3 |
| explore and explain with examples and evidence (over an extended period) | $\|$connect and extend it <br> (go for it) <br> How could you connect and <br> extend it? | What else could be done with the knowledge? | DOK 4 |

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|  | The Rigor Is in the Response |  |  |
| :---: | :---: | :---: | :---: |
| DOK Response | DOK It | DOK Skill | DOK Level |
| answer correctly | answer it | recall information recall how to | DOK 1 |
| establish and explain answers with examples | use it to explain it | apply knowledge, concepts and skills use information and basic reasoning | DOK 2 |
| examine and explain with evidence | use it to prove it | think strategically use complex reasoning supported by evidence | DOK 3 |
| explore and explain with examples and evidence (over an extended period) | connect and extend it (go for it) | think extensively use extended reasoning supported by examples and evidence | DOK 4 |
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