

# DOK 1

## Routine Thinking

- Can you recall \_\_\_\_\_?
- Can you identify \_\_\_\_\_?
- How would you describe \_\_\_\_\_?
- What might you include on a list about \_\_\_\_\_?
- Can you select \_\_\_\_\_?
- How can you find the meaning of \_\_\_\_\_?

|            |           |           |
|------------|-----------|-----------|
| arrange    | calculate | memorize  |
| measure    | name      | recognize |
| recall     | repeat    | identify  |
| illustrate | match     | label     |
| state      | list      | state     |

# DOK 2

## Conceptual Thinking

- Can you explain how \_\_\_\_\_ affected \_\_\_\_\_?
- How would you apply what you learned to develop \_\_\_\_\_?
- How would you summarize \_\_\_\_\_?
- What do you notice about \_\_\_\_\_?
- How would you estimate \_\_\_\_\_?
- How could you organize \_\_\_\_\_?

|           |                   |             |
|-----------|-------------------|-------------|
| compare   | classify          | categorize  |
| measure   | graph             | distinguish |
| predict   | modify            | construct   |
| organize  | infer             | summarize   |
| interpret | make observations |             |

# DOK 3

## Strategic Reasoning

- How is \_\_\_\_\_ related to \_\_\_\_\_?
- What conclusions can be drawn?
- Can you elaborate on \_\_\_\_\_?
- How would you test \_\_\_\_\_?
- What evidence supports \_\_\_\_\_?
- What would happen if \_\_\_\_\_?
- Why is that the best answer?

|                            |             |             |
|----------------------------|-------------|-------------|
| assess                     | compare     | construct   |
| apprise                    | revise      | hypothesize |
| critique                   | investigate |             |
| draw conclusions           |             |             |
| develop a logical argument |             |             |

# DOK 4

## Extended Reasoning

- Write a research paper.
- What information can you gather to support your idea about \_\_\_\_\_?
- Write a thesis, drawing conclusions from multiple sources.
- Apply information from one text to another to develop an persuasive argument.

|         |                |            |
|---------|----------------|------------|
| design  | connect        | prove      |
| analyze | critique       | synthesize |
| create  | apply concepts |            |

# Using Dok In Kindergarten

**S Ashworth**



## **Using Dok In Kindergarten:**

**Guided Math Lessons in Kindergarten** Nicki Newton, 2021-11-29 Guided Math Lessons in Kindergarten provides detailed lessons to help you bring guided math groups to life Based on the bestselling Guided Math in Action this practical book offers 16 lessons taught in a round of three concrete pictorial and abstract The lessons are based on the priority standards and cover fluency word problems counting and cardinality and place value Author Dr Nicki Newton shows you the content as well as the practices and processes that should be worked on in the lessons so that students not only learn the content but also how to solve problems reason communicate their thinking model use tools use precise language and see structure and patterns Throughout the book you ll find tools templates and blackline masters so that you can instantly adapt the lesson to your specific needs and use it right away With the easy to follow plans in this book students can more work effectively in small guided math groups and have loads of fun along the way Remember that guided math groups are about doing the math So throughout these lessons you will see students working with manipulatives to make meaning doing mathematical sketches to show what they understand and can make sense of the abstract numbers When students are given the opportunities to make sense of the math in hands on and visual ways then the math begins to make sense to them

**Using Quality Feedback to Guide Professional Learning** Shawn Clark, Abbey Duggins, 2015-09-23 Professional development just got more effective To help teachers make positive changes for their students transform your feedback With this guide to quality feedback you ll promote professional growth clearly and successfully with lasting results Whether you work with novices struggling teachers or good teachers with potential for greatness this book helps you give feedback that s both heard and understood Features include Research based ideas aligned with the Learning Forward Standards for Professional Learning Structures for offering feedback on teacher created assessments in observations and through videos Advice that fits seamlessly into existing initiatives Tools artifacts and examples of quality feedback in action *Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work®* Erica Martin, Lisa May, 2020-06-16 Part of the Every Teacher Is a Literacy Teacher series Building a solid literacy foundation is of paramount importance during a learner s early school years Closely aligned to the PLC at Work process this practical resource outlines how collaborative teams can fully support and encourage literacy development in preK through first grade Readers will discover a variety of tools and strategies to design standards aligned instruction develop quality assessments provide timely interventions and more Teachers can use this resource to address specific literacy challenges and situations found within their grade band Understand the role PLCs and collaborative teams play in literacy development Obtain strategies and tools such as the Pre Unit Protocol for unpacking and clarifying literacy standards Explore adaptable strategies and learn how to plan high quality literacy instruction Observe how to collaboratively score assessments and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and equity Contents Books in the Every Teacher Is a Literacy

Teacher series Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work Reading and Writing Instruction for Second and Third Grade Classrooms in a PLC at Work Reading and Writing Instruction for Fourth and Fifth Grade Classrooms in a PLC at Work Reading and Writing Strategies for the Secondary English Classroom in a PLC at Work Reading and Writing Strategies for the Secondary Science Classroom in a PLC at Work      **Moral Culture of Infancy, and Kindergarten Guide ...** Mary Tyler Peabody Mann, Elizabeth Palmer Peabody, 1870      *A Local Assessment Toolkit to Promote Deeper Learning* Karin Hess, 2018-02-28 For years educators have turned to the Hess Cognitive Rigor Matrices CRM when it comes to assessment Now for the first time the modules are packaged into one resource to help teachers evaluate the quality and premise of their current assessment system      **The Kindergarten-primary Magazine** Bertha Johnston, E. Lyell Earle, 1921      *Adults in Play with Children* Niklas Pramling, Ann Farrell, Cecilia Wallerstedt, Malin Nilsen, 2025-09-30 This is an Open access book This work addresses the presence and participation of adults in play with children Rather than discussing this issue on ideological ground the international contributions build on empirical data and report research conducted in many different contexts and settings around the world Responding to the many forms it takes play is defined from different theoretical points of view Amongst the topics addressed in the chapters are the ethics of participation play with refugee children democracy and play multilingualism in play development of play and imagination For knowledge building on children's lives childhoods and early childhood education and care it is important to develop empirically and theoretically what processes come into play when children and adults play together whether in play initiated and framed by adults or play initiated by children and to which adults try to gain entry Primarily intended for researchers interested in play and intergenerational communication the book is also valuable for professionals working with children in different kinds of early childhood settings      Culturally Responsive Assessment in Classrooms and Large-Scale Contexts Carla M. Evans, Catherine S. Taylor, 2025-03-10 Culturally Responsive Assessment in Classrooms and Large Scale Contexts explores how scholars and professionals in educational measurement and assessment can use the unique cultural and social identities of students to shape assessment purpose design implementation use and validation processes Despite the sheer diversity of student populations in the United States the tools used to understand their performance and progress have not substantively changed in decades Large scale testing and related policies still privilege culturally neutral test content standardization and comparability Classroom assessments often mimic these procedures even though rich tasks and activities could easily be incorporated into curriculum and instruction to allow students to see themselves their interests communities beliefs and backgrounds represented and valued This book collects the theory research and best practices that are essential to ensuring cultural responsiveness in classroom assessment and standardized testing procedures policies and practices Chapters by assessment and measurement experts along with scholars who are experts in sociocultural learning theory philosophy of education critical theories multilingual education and Indigenous education summarize findings from existing research and

suggest how future research can move classroom and industry practice as well as federal state and local policy forward

*Coping With Life Stress* Alexander V. Libin, Walter Erich Penk, Elena V. Libin, 2022-09-14      **The World's Children**, 1987      **The State of the World's Children 1999** Carol Bellamy, UNICEF., 1999 The international community is increasingly defining education as an essential human right a force for social change and a path towards international peace and security This report on the well being of the world s children focuses on the efforts of the international community to ensure that all children enjoy their human right to a high quality education Chapter 1 of the report explores the historical context in which children s right to education has been repeatedly affirmed discusses the elements integral to the success of the worldwide movement of Education for All and argues that in spite of a dearth of resources and growing indebtedness in the developing world education remains one of the best investments a country can make in order to prosper Chapter 2 provides statistical profiles for 193 countries based on basic indicators such as infant mortality rate nutritional status health status educational levels demographics economic indicators the status of women and the rate of progress on major indicators since 1960 This chapter also lists countries in descending order of their estimated 1997 under 5 mortality rates Included throughout the report are panel sections highlighting specific educational initiatives Seven Spotlights present regional information on school enrollment gender equity in access to education school effectiveness constraints to providing education and educational innovations Contains approximately 70 references KB      **Common Formative Assessment** Kim Bailey, Chris Jakicic, 2023-01-24 In the second edition of this pivotal work by Kim Bailey and Chris Jakicic you will discover updated and improved resources to use formative data to support higher levels of student learning Data driven techniques and new tools will guide you in improving collaboration and student engagement throughout the assessment process Teams can use the ideas templates and protocols in this practitioner friendly resource K 12 educators will Identify successful assessment tools for implementation Understand the role of assessments in advancing student learning Reflect on assessment processes and the standards driving instruction Access a wide variety of assessment designs and strategies for guiding collaboration Utilize data driven jump start resources and templates that suit their teams needs Contents Foreword by Robert Eaker Introduction Chapter 1 Getting Started as a Collaborative Team Chapter 2 Setting the Stage for Common Formative Assessments Chapter 3 Essential Standards Determining Priorities for Student Learning Chapter 4 Achieving Collective Clarity With the Unwrapping Process Chapter 5 Designing Quality Common Formative Assessments Chapter 6 Going Deeper Advanced Processes for Designing Assessments Chapter 7 Now What Using Data to Make a Difference Chapter 8 Building Student Self Efficacy in Learning Chapter 9 Strengthening and Sustaining the Work Appendix Tools for Teams References and Resources Index      **El-Hi Textbooks in Print**, 1984      **The World Language Teacher's Guide to Active Learning** Deborah Blaz, 2018-05-01 Enhance your students success and improve the likelihood of retention with the easy to implement activities and strategies in this book Bestselling author Deborah Blaz shows how to create a classroom in

which students can actively experience experiment with and discover a world language The new edition features updated strategies based on brain based research and new ideas for using technology and personalized learning In addition the book has been reorganized to help you easily find and pull activities you want to use in your classroom the very next day You ll learn how to mix up your repertoire of activities games and exercises to keep students engaged introduce students to the culture of the language you teach by hosting parties and celebrations overcome some of the biggest obstacles in the path to fluency including verb conjugation using object pronouns and the subjunctive mood customize your teaching strategies to accommodate a broader range of talents skills and intelligences implement new assessment strategies to improve verbal skills and reading comprehension and more Bonus Downloadable versions of some of the resources in this book are available on the Routledge website at [www.routledge.com](http://www.routledge.com) 9781138049574 so you can print and distribute them for immediate classroom use

**Using Formative Assessment to Support Student Learning Objectives** M. Christina Schneider, Robert L. Johnson, 2018-08-06 As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential Using Formative Assessment to Support Student Learning Objectives introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms

No Fear Coding Heidi Williams, 2021-02-17 This new edition of the popular book No Fear Coding offers current research updated tools and more cross curricular connections for K 5 teachers to integrate into their classes Coding has become an essential skill for finding solutions to everyday problems while computational thinking CT teaches reasoning and creativity and offers an innovative approach to demonstrating content knowledge and seeing mathematical processes in action No Fear Coding introduced many K 5 educators to ways to bring coding into their curriculum by embedding computational thinking skills into activities for different content areas This second edition features updated tools including programmable robots and other physical computing devices as well as new activities aligned to the ISTE Standards for Students and Computational Thinking Competencies Also new in this edition New tools for teaching coding including physical computing devices block based programming and AR VR along with methods for introducing tutorials and lesson plans Teachable examples and activities that illustrate CT concepts decomposition pattern recognition abstraction and algorithmic thinking Resources for deeper understanding and discussion questions for professional development and reflection on the practice of teaching coding and CT Tips on demystifying basic coding concepts so that teachers are comfortable teaching these concepts to their students No Fear Coding Second Edition will help build students coding and CT knowledge to prepare them for the middle grades and beyond Audience K 5 classroom teachers

Rigor in Your Classroom Barbara R. Blackburn, 2022-12-27 How can you ensure

students are engaged and learning at deeper levels This book from bestselling author Barbara R Blackburn is a treasure chest of more than 250 practical and effective tools that can be used across grade levels and subject areas to increase rigor leading to higher levels of learning and success Topics include scaffolding differentiation higher level questions high expectations gradual release of responsibility and more This essential second edition offers more than 50 additional tools updated research and new topics such as teaching academic discourse creating an environment of respect and building students social and emotional learning Rigor in Your Classroom will be your go to resource throughout the school year as you continually use new tools with your students Bonus The tools are accompanied by graphic organizers charts templates and reproducibles for easy implementation *Illustrated Guide to Individualized Kindergarten Instruction* Mary Boone Oxley,1976 **Catalog of Copyright Entries** Library of Congress. Copyright Office,1977 **Catalogue of Title-entries of Books and Other Articles Entered in the Office of the Librarian of Congress, at Washington, Under the Copyright Law ... Wherein the Copyright Has Been Completed by the Deposit of Two Copies in the Office** Library of Congress. Copyright Office,1976

## Whispering the Techniques of Language: An Mental Journey through **Using Dok In Kindergarten**

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web oct 26 2023 lunar new year is a festival that marks the first new moon of the lunisolar according to the moon and sun calendars traditionally used in many east asian countries the festival signals the beginning of spring and it is a time to bid farewell to the old year and usher in a new year 2 lunar new year isn t exactly the same as chinese new year

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web the lunar new year is an event celebrated by millions of people across the world on the first new moon of their calendar although often referred to as lunar new year in english this is a misnomer as it refers to both celebrations based on a lunar calendar as well as a lunisolar calendar

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web chinese new year also known as lunar new year or spring festival is the most important festival in china and a major event in some other east asian countries chinese new year is the festival that celebrates the beginning of a new year on the traditional chinese lunisolar calendar

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web jan 31 2022 tuesday 1 february marks the lunar new year for 2022 celebrated in china east asia and across the world the celebrations see people feast with relatives watch parades and pray for good