

# Higher Order Thinking Question Stems

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## Remember (Level 1)

How would you define \_\_\_\_\_?  
What do you remember about \_\_\_\_\_?  
What is (are) \_\_\_\_\_?  
What would you choose \_\_\_\_\_?  
When did \_\_\_\_\_?  
Where is (are) \_\_\_\_\_?  
Which one \_\_\_\_\_?  
Who was (were) \_\_\_\_\_

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## Understand (Level 2)

How can you describe \_\_\_\_\_?  
How would you compare/contrast \_\_\_\_\_?  
How would you differentiate between \_\_\_\_\_  
and \_\_\_\_\_?  
What can you infer from \_\_\_\_\_?  
What did you observe \_\_\_\_\_?  
What is the main idea of \_\_\_\_\_?  
What would happen if \_\_\_\_\_?

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## Apply (Level 3)

How would you develop \_\_\_\_\_?  
How would you change \_\_\_\_\_?  
How would you demonstrate \_\_\_\_\_?  
What examples can you find that \_\_\_\_\_?  
What other way would you choose to \_\_\_\_\_?  
What would the result be if \_\_\_\_\_?  
Why does \_\_\_\_\_ work?

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# Higher Order Thinking Questions For Fourth Grade

**Dayna Laur**



## **Higher Order Thinking Questions For Fourth Grade:**

**Promoting Literacy Development** Patricia A. Antonacci, Catherine M. O'Callaghan, 2011-05-02 Fifty research based literacy strategies designed for busy K 8 classroom teachers Organized around 10 key areas for teaching and learning literacy phonemic awareness phonics reading fluency vocabulary story comprehension comprehension of informational text questioning for understanding discussion for understanding narrative writing and writing to learn Promoting Literacy Development offers 50 clearly written step by step strategies for developing proficient readers and writers The authors also include suggestions for differentiating instruction for English language learners and for students with special needs

Connecting Content and Academic Language for English Learners and Struggling Students, Grades 2-6 Ruth Swinney, Patricia Velasco, 2011-05-11 In this supremely practical book award winning principal Ruth Swinney and college professor Patricia Velasco focus on the careful planning needed to develop the academic language of all students For English learners especially it is critically important to integrate language development with the content that the curriculum demands What makes this book unlike any other is the detailed guidance it provides to help students advance from social to academic language encourage verbal expression in the classroom plan language arts social studies and science lessons that connect language and content and use shared reading and writing read alouds and conversation to teach language skills Hands on tools include graphic organizers sample lesson plans concept maps semantic webbing word walls and worksheets and everything teachers need to help emergent bilingual and struggling students master the academic language they need to excel in school

**Your Science Classroom** M. Jenice Goldston, Laura Downey, 2012-01-18 Your Science Classroom Becoming an Elementary Middle School Science Teacher by authors M Jenice Dee Goldston and Laura Downey is a core teaching methods textbook for use in elementary and middle school science methods courses Designed around a practical practice what you teach approach to methods instruction the text is based on current constructivist philosophy organized around 5E inquiry and guided by the National Science Education Teaching Standards

Literacy Strategies for Grades 4-12 Karen Tankersley, 2005-06-15 It's tough to teach students science math or social studies when they have a hard time reading the textbook But now every teacher in grades 4-12 can use the ideas and classroom exercises from this practical guide to help students read for accuracy extract meaning from text and interpret their subject area readings An experienced teacher and author describes everyday classroom practices from 15 minute projects to semester long whole grade assignments that motivate struggling students rescue poor readers and teach reading skills to English language learners Get lots of easy to use teaching strategies while you explore the basics about reading that every teacher needs to know Why adding a before during and after reading strategy to assignments builds your students comprehension and understanding of texts How to expand your students content specific word knowledge with vocabulary webs and games word walls and word learning strategies Why reading aloud to your students improves their reading fluency How to ensure students get more out of texts by using

creative writing assignments discussions and other strategies for extending their thinking Note This product listing is for the Adobe Acrobat PDF version of the book **How to Design Questions and Tasks to Assess Student Thinking** Susan M. Brookhart, 2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures But what s the best way for teachers to ensure that students have such skills In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels Aided by dozens of examples across grade levels and subject areas readers will learn how to Take a student perspective and view assessment questions and tasks as problems to solve Design multiple choice questions that require higher order thinking Understand the difference between open and closed questions and how to use open questions effectively Vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills Manage the assessment of higher order thinking within the larger context of teaching and learning Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments Timely and practical How to Design Questions and Tasks to Assess Student Thinking is essential reading for 21st century teachers who want their students to excel in the classroom and beyond *Mathematics the Write Way* Marilyn S. Neil, 1996

**Authentic Project-Based Learning in Grades 4-8** Dayna Laur, 2019-08-21 Authentic Project Based Learning in Grades 4 8 provides a clear guide to design develop and implement real world challenges for any middle school subject The author lays out five clear standards based stages of assessment to help you and your learners process the what how and why of authentic project based experiences You ll learn how to create projects that Align with your content standards Integrate technology effectively Support reading and writing development Utilize formative assessment Allow for multiple complex pathways to emerge Facilitate the development of essential skills beyond school Each chapter includes a variety of practical examples to assist with scaffolding and implementation The templates and tools in the appendix are also provided on our website as free eResources for ease of use [Assessing Higher Order Thinking Skills](#) C. Philip Kearney, 1986 **Getting to the Common Core** Sharon L. Spencer, Sandra Vavra, 2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how

different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually focuses on practice We begin by laying out a rationale in our first chapter The Core Value s of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research

**The Transparent Teacher** Trent Kaufman, Emily Grimm, 2013-02-15 A new paradigm for teachers to open their classrooms and cultivate deep professional learning Teaching is an isolating profession Most educators receive minimal feedback on their craft typically limited to one or two short visits from the administrator each year While some schools do encourage their teachers to observe peers the usual protocol is for new teachers to watch the veteran exemplary educators but those less experienced educators could benefit immensely from having peers observe them in action Teacher Driven Observation is unique in that it places the observed teacher as leader of the work the one who identifies a personal area for development engages her colleagues in the collection of classroom data and utilizes the data collected to inform her ongoing instruction Offers a new model for collecting data to inform and improve individual instruction Includes a step by step process for implementing Teacher Driven Observations Contains a comprehensive case study that clearly demonstrates the value of the Teacher Driven Observation model This book outlines and illustrates a step by step process for breaking down professional isolation and cultivating opportunities for meaningful learning through the Teacher Driven Observation process

**The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major

world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

**Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources

**Exemplary Literacy Teachers, Second Edition** Cathy Collins Block, John N. Mangieri, 2009-04-22 Identifying what exemplary teachers know and do to promote literacy achievement at every grade level this highly motivating book provides step by step guidance for professional development It helps teachers assess their strengths and build their competencies in six key domains of literacy instruction directly linked to student success Featuring skills building exercises sample lesson plans book lists and over a dozen reproducibles the book illustrates specific actions that teachers can take to emulate their most effective colleagues in school districts around the country New to This Edition Revised and updated based on the authors professional development work with over 20 000 educators Expanded to cover K 12 prior edition covered K 5 Now includes material for literacy coaches and administrators as well as teachers Teacher in Action cases offer vivid snapshots of exemplary practices Many of the activities and reproducibles are new or revised

**Teaching a Child with Special Needs at Home and at School** Judith B. Munday M.A. M.Ed., 2016-04-28 Have you been searching for help as you try to teach a struggling learner This is the book you have been looking for Judi Munday draws from what she has learned in 30 years of teaching exceptional students and shares that practical knowledge with you in Teaching a Child with Special Needs at Home and at School Strategies and Tools that Really Work This is a highly readable and helpful guide for anyone who teaches a child with learning disabilities or high functioning autism or Asperger s Judi has packed it full of easy to use instructional strategies and advice about what works for both parents who homeschool and for teachers who work with students with special needs Since it is always difficult to find enough time to individualize Judi makes sure that her teaching recommendations require little extra work or advance planning She shows you how easy it is to modify or adapt textbooks

and instructional materials You will also learn about evidence based instructional tools such as graphic organizers and rubrics Chapter topics include high functioning autism Asperger s and specific learning disabilities along with a generous supply of specific teaching strategies that apply to them You can also learn more about effective instruction assistive technology and student education plans Judi has the heart to share her wisdom to educate encourage and equip you to be a more effective teacher of your special learner

**How to Teach Balanced Reading and Writing** Bonnie Burns,2006-05-16

Any teacher can use this book regardless of the reading program a district may be using It brings the various practices of reading and writing together in a practical and useful way Betty Ann Collinge Kindergarten First Grade Teacher Green Acres Elementary School North Haven CT This book s major strengths include straightforward writing clear discussion of topics excellent graphic samples strong attention to a balanced perspective and practical ideas Jennifer Trujillo Assistant Professor Teacher Education Fort Lewis CollegeThe book is easy to follow and very accessible It is not too esoteric or philosophical yet includes important theory and knowledge about learning The suggestions are excellent relevant and inclusive Karen Heath Literacy Coordinator Barre Schools VT Use these practical strategies to help students develop strong reading and writing skills Reading is a complex process And in today s increasingly diverse classrooms each student has unique learning needs In the face of these challenges how can teachers ensure that all students develop essential literacy skills How to Teach Balanced Reading and Writing provides practical research based strategies for all aspects of literacy education Presenting best practices in an easy to use format literacy expert Bonnie Burns supplies guidance for providing direct instruction in phonics using authentic texts building word recognition strengthening comprehension and implementing writing across the curriculum Aligned with the National Reading Panel Report 2000 and Reading First legislation this book offers strategies to use with students at all developmental levels This second edition has been extensively revised to include A discussion of language acquisition Strategies for assessing phonemic awareness Techniques for developing fluency Increased attention to the needs of diverse learners Additional instructional activities in every chapter Because of its flexibility this book is suitable for both novice and experienced teachers Its friendly accessible format also makes it an ideal text for preservice teachers and students in education courses

*Tech Tally* National Research Council,National Academy of Engineering,Committee on Assessing Technological Literacy,2006-07-27 In a broad sense technology is any modification of the natural world made to fulfill human needs or desires Although people tend to focus on the most recent technological inventions technology includes a myriad of devices and systems that profoundly affect everyone in modern society Technology is pervasive an informed citizenship needs to know what technology is how it works how it is created how it shapes our society and how society influences technological development This understanding depends in large part on an individual level of technological literacy Tech Tally Approaches to Assessing Technological Literacy determines the most viable approaches to assessing technological literacy for students teachers and out of school adults The book examines opportunities and obstacles to

developing scientifically valid and broadly applicable assessment instruments for technological literacy in the three target populations The book offers findings and 12 related recommendations that address five critical areas instrument development research on learning computer based assessment methods framework development and public perceptions of technology This book will be of special interest to individuals and groups promoting technological literacy in the United States education and government policy makers in federal and state agencies as well as the education research community

Preparing to Teach Texas Content Areas Janice L. Nath, John M. Ramsey, 2007-09 Connect History an innovative online assignment and assessment platform which combines a fully integrated eBook with powerful learning and teaching tools Tools that make assessment easier learning more engaging and studying more efficient For example within Connect History engaging interactivities such as Critical Missions immerse students in pivotal historical events ask them to explore these situations and then make recommendations based on their findings Connect History sharpens students analytical skills increases historical understanding and improves overall course success

*The Brain-Targeted Teaching Model* Mariale M. Hardiman, 2015-04-08 The ultimate guide to creating environments for optimal learning With all the recent updates and advances in education and the cognitive sciences it is crucial that we update and advance how we teach It is time for our practices to reflect a focus on the way people think and learn rather than solely on the product of that learning This new edition of the bestselling *The Brain Targeted Teaching BTT Model* effectively bridges science and practice by providing educators and other professionals with a cohesive six step pedagogical framework of effective and practical instruction informed by the latest research Ideal for any setting where learning is a priority inside you will discover A step by step process for designing learning units that integrate the acquisition of content and skills like creative thinking problem solving and real world applications An in depth exploration of the vital relationship between mind and body with a special focus on the role of the arts in cognition and learning Work samples lesson plans and expert practitioner tips from educators and other professionals who have used the BTT model in their classrooms or workspace New chapters on culturally relevant pedagogy parenting and homeschooling technology and virtual reality and the use of the BTT Model in research studies worldwide Easily applicable to all age levels and content areas *The Brain Targeted Teaching Model* helps you focus on what is proven to work and provides you with the tools and examples you need to apply it with confidence

Teach Them ALL to Read Elaine K. McEwan-Adkins, 2009-07-15 Featuring vignettes graphic organizers instructional strategies up to date research and more this updated bestseller helps educators understand the most effective ways to teach all students to read

Effective Questioning Strategies in the Classroom Esther Fusco, 2015-04-17 This practical guide provides teachers with a step by step process for implementing a set of questioning strategies known as the Questioning Cycle This strategy supports teachers in planning and asking questions assessing students responses and following up those responses with more questions to extend thinking from publisher description



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