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Practical tools.  
Deeper thinking.  
Stronger students.

# CLASSROOM THINKING

## *Prompt Toolkit*

Simple prompts that  
move students from  
answering to **thinking**.



Deeper thinking does  
not always require a  
new lesson.

**Sometimes it starts  
with a better question.**



### DEEPER THINKING

Prompts that build  
reasoning, evidence,  
and real understanding.



### EASY TO USE

Ready-to-go questions  
you can use  
tomorrow.



### CLASSROOM READY

Designed for busy  
teachers and  
real classrooms.



### BETTER OUTCOMES

Stronger student thinking.  
Stronger discussions.  
Stronger learning.

Better questions change what students do with what they know.



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# THE 60-SECOND DOK RESET

*Rigor is not about making the work harder.  
It is about changing the thinking.*



## DOK 1



### RECALL & REPRODUCTION

Remember it.  
Identify it.  
Use a known procedure.

## DOK 2



### SKILLS & CONCEPTS

Compare it.  
Organize it.  
Explain relationships.  
Make decisions.

## DOK 3



### STRATEGIC THINKING

Reason through it.  
Defend it.  
Justify it with evidence.  
Evaluate alternatives.

## DOK 4



### EXTENDED THINKING

Investigate it.  
Connect ideas.  
Synthesize multiple sources.  
Apply learning over time.



### A HARDER QUESTION IS NOT AUTOMATICALLY A DEEPER QUESTION.

DOK measures the complexity of thinking required by the task—  
not how difficult the content feels.



### BEFORE ASKING A QUESTION, ASK YOURSELF:

*What thinking do I actually want students to do?* \_\_\_\_\_



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Better questions *change* what students  
do with what they *know*.

NEXT:

DOK 1: Build  
the Foundation





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**DOK**  
**1**

## BUILD THE FOUNDATION

### RECALL & REPRODUCTION

Use when students need to retrieve knowledge, identify information, demonstrate a basic skill, or follow a known procedure.



### READY-TO-USE PROMPTS



What do you remember about \_\_\_\_\_?



What is the definition of \_\_\_\_\_?



Identify the \_\_\_\_\_.



List the key characteristics of \_\_\_\_\_.



Where in the text do you find \_\_\_\_\_?



What happened first?



Label the parts of \_\_\_\_\_.



What formula or rule applies here?



Calculate \_\_\_\_\_ using the procedure we practiced.



Who, what, when, or where \_\_\_\_\_?



*Bridge to  
Deeper Thinking:*

Now that we know \_\_\_\_\_,  
what can we do with that  
information?



DOK 1 is necessary.  
It just should not  
always be the final  
destination.



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DOK  
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# MAKE STUDENTS PROCESS

## SKILLS & CONCEPTS

Use when students need to compare, classify, summarize, interpret, organize, connect ideas, or select an approach.



## READY-TO-USE PROMPTS



How are \_\_\_\_\_ and \_\_\_\_\_ alike? Different?



What pattern do you notice?



How would you classify \_\_\_\_\_? Why?



What is the relationship between \_\_\_\_\_ and \_\_\_\_\_?



Summarize the most important idea.



What caused \_\_\_\_\_?



What effect did \_\_\_\_\_ have?



What is likely to happen next based on what you know?



How could you organize this information differently?



Which strategy would you use? Why?



What evidence supports the pattern you identified?



What information is most relevant?

*Turn a DOK 1 question  
into DOK 2*

### INSTEAD OF:

What are the three  
branches of government?

### TRY:

How are the responsibilities  
of the three branches  
different, and where do  
they overlap?



DOK 2 moves students  
from remembering to  
processing—making  
meaning, connections,  
and decisions.



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students do with what they know.

NEXT:

DOK 3: Make Students  
Defend Their Thinking





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DOK  
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## MAKE STUDENTS DEFEND THEIR THINKING

If students can answer without explaining why, there may be an opportunity to push the thinking further.



### READY-TO-USE PROMPTS

- What evidence best supports your conclusion?
- Why is that evidence stronger than another example?
- What makes your reasoning valid?
- What assumptions are you making?
- What is another possible interpretation?
- Which solution is strongest? Defend your choice.
- What would someone who disagrees with you say?
- How would you respond?
- What information would change your conclusion?
- What strategy did you choose, and why?
- Where could your reasoning break down?
- How can you prove your answer?
- What is the strongest counterargument?
- Which detail matters most to your conclusion?
- What can you infer that is not directly stated?



### *The DOK 3 Test*

Could two capable students reach different defensible answers?

If yes—and both must use evidence and reasoning—you may be moving into **strategic thinking**.



### *Why it matters*

DOK 3 tasks require students to justify, evaluate, and support their thinking with evidence not just give an answer.

**This is where learning becomes reasoning.**



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NEXT:

DOK 4: Extend the Thinking





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## EXTEND THE THINKING

### EXTENDED THINKING

Use when students investigate, connect ideas, synthesize information, and apply learning over time in authentic ways.



#### 4 READY-TO-USE PROMPTS

- 1 How could you investigate \_\_\_\_\_?
- 2 What evidence would you need from multiple sources?
- 3 How could ideas from \_\_\_\_\_ and \_\_\_\_\_ be connected?
- 4 Design a solution to \_\_\_\_\_ and test its effectiveness.
- 5 What new conclusion can you develop after examining multiple perspectives?
- 6 How might this concept apply in a different context?
- 7 What information is still missing?
- 8 Develop a model that explains \_\_\_\_\_.
- 9 How could you test whether your conclusion remains true under different conditions?
- 10 What patterns emerge across the sources?
- 11 How would you revise your solution after receiving new evidence?
- 12 Create a product, argument, model, or solution that demonstrates your learning.

#### + Go Beyond

DOK 4 invites students to go deeper - to explore, connect, and create.

It's where ideas come together in new and meaningful ways.

#### Remember:

- 1 Time alone does not create DOK 4.
- 2 More work does not automatically mean deeper thinking.
- 3 Authentic tasks + sustained thinking = real learning.

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Better questions **change** what students  
do with what they know.

**NEXT:****Everyday  
Thinking Bank**



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# Quick Guide TO DOK IN ACTION

Match the complexity of your question to the goal of your lesson. **Climb the ladder of thinking!**



### DOK 1 RECALL & REPRODUCTION



- ✓ Recall facts
- ✓ Identify
- ✓ List
- ✓ Define
- ✓ Follow procedures

#### Example Question:

What is the capital of France?

### DOK 2 SKILLS & CONCEPTS



- ✓ Compare
- ✓ Classify
- ✓ Summarize
- ✓ Organize
- ✓ Explain relationships

#### Example Question:

How are a plant cell and an animal cell similar?

### DOK 3 STRATEGIC THINKING



- ✓ Analyze
- ✓ Evaluate
- ✓ Justify
- ✓ Use evidence
- ✓ Consider different perspectives

#### Example Question:

Do you agree with the author's claim? Why or why not?

### DOK 4 EXTENDED THINKING



- ✓ Investigate
- ✓ Synthesize
- ✓ Design
- ✓ Create
- ✓ Apply learning over time

#### Example Question:

Design a solution to reduce plastic waste in your community.



## Build the Climb

Good lessons move students from lower to higher levels of thinking.



#### START SIMPLE

Begin with DOK 1 or 2 to build understanding.



#### CHALLENGE DEEPER

Push into DOK 3 to analyze and justify.



#### GO BEYOND

Invite DOK 4 for real-world connections and creation.



*The Goal:* NOT MORE QUESTIONS. BETTER QUESTIONS.



Choose questions that align with your learning goal.



Intentionally increase thinking demand as learning builds.



Give students time to think, discuss, and defend.



Celebrate thinking—not just correct answers.



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*“Better questions change what students do with what they know.”*

NEXT:

Putting It All  
Together





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## Put It All Together

### ACTION STEPS FOR EDUCATORS

-  **1 IDENTIFY THE GOAL**  
Clarify what you want students to know and be able to do.
-  **2 CHOOSE THE RIGHT DOK LEVEL**  
Match the depth of thinking to your learning objective.
-  **3 SELECT & USE PROMPTS**  
Use the ready-to-use prompts—or adapt them to fit your lesson.
-  **4 LISTEN & RESPOND**  
Listen to student responses and ask follow-up questions.
-  **5 REFLECT & ADJUST**  
Reflect on student thinking and refine your next steps.



#### PRO TIPS

- ✓ Start every lesson with intention.
- ✓ Normalize productive struggle.
- ✓ Encourage student-student questioning.
- ✓ Celebrate deep thinking, not just correct answers.
- ✓ Use visuals, models, and real-world connections to spark thinking.

*Better questions change everything.*

#### DIFFERENTIATE THE THINKING

Support every learner at every level.



Provide sentence stems or frames

Support confident participation.



Offer choice in how students respond

Empower ownership and voice.



Scaffold the challenge

Meet students where they are, and stretch them from there.



#### Reflection for Students

- What did I learn today?
- What was easy? What was challenging?
- What question do I still have?
- How did my thinking change?
- What can I apply this to outside of class?



“ The depth of your questions determines the depth of your students' learning. ”



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When we ask better questions,  
we build **better thinkers**.

NEXT:

Thinking Bank:  
By DOK Level





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# One Question, Many Paths

## ADAPT, DIFFERENTIATE, ELEVATE

Use the same thinking prompt across grade levels by adjusting the complexity, support, and expectation.



### ADAPT YOUR PROMPTS



#### EMERGING LEARNERS

Build understanding and confidence.

- **Simplify:** What is this about?
- **Focus:** What is important here?
- **Support:** What do you notice?



#### DEVELOPING LEARNERS

Build skills and make connections.

- **Guide:** How are these ideas connected?
- **Compare:** How are these alike or different?
- **Explain:** Why do you think that?



#### PROFICIENT LEARNERS

Deepen analysis and reasoning.

- **Analyze:** What patterns do you see?
- **Evaluate:** What is the best solution? Why?
- **Justify:** What evidence supports your idea?



#### ADVANCED LEARNERS

Extend thinking to new levels.

- **Synthesize:** How can these ideas create something new?
- **Design:** How would you solve this problem?
- **Innovate:** What would you change or create?



### SENTENCE STEMS THAT STRENGTHEN THINKING

- I think \_\_\_\_\_ because \_\_\_\_\_.
- One reason is \_\_\_\_\_.
- I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.
- What if \_\_\_\_\_?
- I agree with \_\_\_\_\_ because \_\_\_\_\_.
- I would like to add \_\_\_\_\_.
- Can you explain how you got that?
- What makes you say that?



These stems build confidence and support deeper discussions.



### BRING IT TO LIFE IN YOUR CLASSROOM

- ✓ Post thinking prompts by your DOK level anchor chart.
- ✓ Add one *better question* to every lesson.
- ✓ Use exit tickets to check for depth of thinking.
- ✓ Encourage students to ask their own questions.
- ✓ Celebrate curiosity and risk-taking.

*Small shifts lead to big thinking.*



## Your Questions Shape Their Future

When we ask better questions, we give students the tools to think critically, solve problems, and lead with purpose—in and out of the classroom.



Better questions today.  
Stronger leaders tomorrow.



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Great questions spark  
*Unlimited Potential.*

NEXT:

Thinking Bank  
By DOK Level  
(Reference Pages)





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# Better Questions. BETTER LEARNING.

At EduQuencher, we believe learning never runs dry when curiosity flows and thinking goes deep.



Your **questions** shape the culture.  
Deep **thinking** shapes the future.  
Together, they **change lives**.



### THE IMPACT OF POWERFUL QUESTIONS



Ignite curiosity and deeper exploration.



Build critical thinking and real-world problem solving.



Increase engagement and student ownership.



Improve reasoning, communication, and academic success.



Prepare students to lead, innovate, and thrive in the future.

### MAKE IT PART OF YOUR CLASSROOM CULTURE



Post your DOK anchor chart.



Keep this toolkit visible and accessible.



Model thinking out loud.



Encourage productive struggle and curiosity.



Use prompts across subjects and grade levels.



Reflect often and refine continuously.



Small, intentional questions every day create a culture of big ideas.

### KEEP THE THINKING GOING WITH EDUQUENCHER



#### RESOURCES

Explore 700+ courses, tutoring, test prep, and skill-building tools.



#### AI-POWERED TOOLS

Support learning with storytelling, feedback, and real-time practice.



#### PROFESSIONAL LEARNING

Equip educators with strategies, training, and ready-to-use resources.



#### FAMILY SUPPORT

Help learners thrive with engaging, affordable programs.

*Where learning never runs dry—  
we're here to keep it flowing.*



## YOU ASK. THEY THINK. THEY GROW.

Better questions unlock potential.  
Stronger thinking builds brighter futures.  
That's the **EduQuencher** difference.



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