**Hess Cognitive Rigor Matrix Question-Planning Template**

**Grade Level: ­­1    Unit of Study:  Independent Readers Explore Their Interests**

(Sample developed by Muskego-Norway, WI teachers, 2013, using the Hess CRM)

**List Major Standard/s:**

Literature Standards

* **Key Ideas and Details--Standards** 1,2,3
* **Craft and structure**--Standards 4,5,6
* **Integration of Knowledge and Ideas--Standards** 7,9
* **Range of Reading and Level of Text Complexity**--Standard 10

Informational Text Standards

* **Key Ideas and Details--Standards** 1,2,3
* **Craft and Structure**--Standards 4,5,6
* **Integration of Knowledge and Ideas--**7,8,9
* **Range of Reading and Level of Text Complexity--**Standard 10

Speaking and Listening

* **Comprehension and Collaboration**--Standards 1a,b,c, 2, 3
* **Presentation of Knowledge and Ideas**--Standards 4, 5, 6

Language Standards

* **Vocabulary Acquisition and Use**--Standards 4a, 5c,d, 6

Plan for questions that require a range of depth of knowledge.& text-based evidence

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| **Depth &**  **Thinking** | **D.O.K. Level 1**  **Recall &**  **Reproduction** | **D.O.K. Level 2**  **Skills & Concepts** | **D.O.K. Level 3**  **Strategic Thinking/**  **Reasoning** | **D.O.K. Level 4**  **Extended**  **Thinking** |
| **Remember** | What new reading strategies did I learn & practice this month? |  |  |  |
| **Understand** | How do I think about myself as reader? Do I enjoy reading? Why/why not? | Why is it good to have different strategies? | Is my identity as a reader changing? In what way(s)? (give specific examples to explain why) |  |
| **Apply** | What is one way I used a new reading strategy with a specific text? | How do I independently use strategies to help me understand what I read? (give specific examples) |  |  |
| **Analyze** |  | Is there a book I can read now that I couldn’t read easily before? Describe what helped. | Can I describe a time when I made a personal and interesting connection to what I was reading? | How do I put ideas in 2 texts together to make my reading and learning more meaningful? |
| **Evaluate** |  |  | What kind of thinking helps me make books come alive, as a reader? |  |
| **Create** |  | How would I teach a friend a strategy I’m good at? | I can create \_\_\_to show my new knowledge or a new perspective. |  |

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