6 Hour GT Update: Depth & Complexity Framework Part 1

CURRICULUM DIFFERENTIATION THROUGH DEPTH AND COMPLEXITY

PRESENTED BY Sunny Bonnecarrere, ETAGS at RRISD sunny.skb@gmail.com
## Framework Overview

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<tr>
<th>Depth &amp; Complexity</th>
<th>Other Components</th>
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<tr>
<td>1. Creating an Environment</td>
<td>1. Differentiated Task Statements</td>
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<td>2. Differentiation: What it is &amp; What it isn’t</td>
<td>2. Becoming an Expert</td>
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<td>3. Thinking Tools: ICONS</td>
<td>3. Individualized Learning</td>
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<td>4. Implementing ICONS</td>
<td>4. Universal Concepts</td>
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<td>1. Depth and Complexity</td>
<td>5. Generalizations</td>
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<td>2. Content Imperatives</td>
<td>6. Other</td>
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<tr>
<td>3. Lessons/Task Statements</td>
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</table>
Why Use Depth & Complexity

Depth & Complexity’s foundation, the “Differentiation Equation” already accounts for Bloom’s varied thinking skills as well as DOK’s four levels.

\[ T/S + C (D/C) + R + P \]

Depth & Complexity creates a renewed excitement in the classroom. It’s the “how to” for eliciting complex thinking and applying knowledge to real-world experiences.

Depth & Complexity bridges the gap between describing levels of cognitive rigor (DOK) and designing appropriately differentiated instruction that demands and ensures challenging, rigorous learning experiences.

As DOK is a tool to ensure teachers are teaching to certain levels of cognitive demand, Depth & Complexity is a conceptual “toolbox” that prompts students to think in abstract, high-level ways similar to disciplinarians.

The Depth & Complexity “toolbox” extends through and across all four levels of Depth-of-Knowledge (DOK).
Depth and Complexity and the Content Imperatives

- Dr. Sandra Kaplan, Bette Gould, Sheila Madsen
- CA Golden State Exam, AP and IB Programs
- Inherent in all disciplines of study
- Increases sophistication of content
- Fosters the skills necessary to think critically, analytically and creatively
- Positively impacts gifted and non-gifted student understanding across disciplines
Create a Differentiated Learning Environment

**Practice**

**Goals: A Vision**

willingness to actively participate

**Risk Taking**

thirst for knowing

**Perseverance: sticking to the task**

**Curiosity**

**Developing Scholars:**
A Parent/Child Learning-Together Activity
Academic Rules

- We respect individuality.
- Everyone gets an equal opportunity.
- Everyone is expected to be challenged.
- Everyone is expected to improve.
- Everyone is expected to do his/her best.
Academic Rules

- Everyone is expected to improve.
- Everyone is expected to be challenged.
- Everyone is expected to do his/her best.
- Everyone gets an equal opportunity to learn.
## Depth & Complexity

<table>
<thead>
<tr>
<th>Name</th>
<th>Icon</th>
<th>Definition</th>
<th>Curricular Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of the Discipline</td>
<td><img src="image1" alt="Icon" /></td>
<td>What is the specific vocabulary terminology for the content or discipline?</td>
<td>Identify the author's use and purpose of figurative language.</td>
</tr>
<tr>
<td>Details</td>
<td><img src="image2" alt="Icon" /></td>
<td>What are the features, attributes, factors, or characteristics?</td>
<td>Compare and contrast the details of the plant and animal cells.</td>
</tr>
<tr>
<td>Patterns</td>
<td><img src="image3" alt="Icon" /></td>
<td>What elements repeat? What is the sequence or order of events? What predictions can be made based on past events?</td>
<td>Discuss the patterns that exist in different genres.</td>
</tr>
<tr>
<td>Unanswered Questions</td>
<td><img src="image4" alt="Icon" /></td>
<td>What is still uncertain? What is unexplained?</td>
<td>Infer the possible daily activities of an Egyptian trader.</td>
</tr>
<tr>
<td>Rules</td>
<td><img src="image5" alt="Icon" /></td>
<td>What are the rules, structures, relationships, organizational elements?</td>
<td>Use the properties and rules in solving equations.</td>
</tr>
<tr>
<td>Trends</td>
<td><img src="image6" alt="Icon" /></td>
<td>How do political, social, economic, or religious factors affect/create a pattern?</td>
<td>Investigate the trends in the use of natural resources.</td>
</tr>
<tr>
<td>Ethics</td>
<td><img src="image7" alt="Icon" /></td>
<td>What moral values are involved? What biases exist?</td>
<td>Discuss the biases/prejudice present in a particular event.</td>
</tr>
<tr>
<td>Big Ideas</td>
<td><img src="image8" alt="Icon" /></td>
<td>What theory or general statement applies? What generalizations can be made? What is the main idea?</td>
<td>Examine the characters, setting, and conflict to determine the theme of the story.</td>
</tr>
<tr>
<td>Across the Disciplines</td>
<td><img src="image9" alt="Icon" /></td>
<td>How do area of study relate to other subjects within, between, and across disciplines.</td>
<td>Examine the Gold Rush across disciplines from multiple perspectives, such as an economist, an environmentalist, a sociologist, and a political scientist.</td>
</tr>
<tr>
<td>Changes Over Time</td>
<td><img src="image10" alt="Icon" /></td>
<td>What can be learned by looking at past, present, and future? What change is noted?</td>
<td>Examine how the character learns a lesson. Discuss how the actions of the past influence the beliefs/laws of today.</td>
</tr>
<tr>
<td>Different Perspectives</td>
<td><img src="image11" alt="Icon" /></td>
<td>How does point of view affect perception of reality? What are the opposing views?</td>
<td>Examine the multiple perspectives of the encounter of Christopher Columbus and the Tainos.</td>
</tr>
</tbody>
</table>
## Content Imperatives

<table>
<thead>
<tr>
<th>Name</th>
<th>Icon</th>
<th>Definition</th>
<th>Curricular Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
<td><img src="origin_icon.png" alt="Icon" /></td>
<td>What are the beginnings, roots, foundations, causes?</td>
<td>Research why your community was established.</td>
</tr>
<tr>
<td>Contribution</td>
<td><img src="contribution_icon.png" alt="Icon" /></td>
<td>What are lasting affects? How did a topic, event, people influence?</td>
<td>Explain is the significance of Greek mythology to everyday life of people in the region.</td>
</tr>
<tr>
<td>Convergence</td>
<td><img src="convergence_icon.png" alt="Icon" /></td>
<td>What events merged or happened concurrently in order for a particular result?</td>
<td>Argue the convergence of events, ideas, or people that led to the resolution of the conflict in the story.</td>
</tr>
<tr>
<td>Paradox</td>
<td><img src="paradox_icon.png" alt="Icon" /></td>
<td>What is contradictory regarding an opinion, statement, or event?</td>
<td>Discuss the paradox related to the American colonists’ quest for independence from Britain.</td>
</tr>
<tr>
<td>Parallel</td>
<td><img src="parallel_icon.png" alt="Icon" /></td>
<td>What are the similarities? How do events, people, problems, principles compare or correspond?</td>
<td>Identify the parallels in the class systems of ancient civilizations.</td>
</tr>
</tbody>
</table>
Depth

- Refers to approaching or studying something from the **concrete to the abstract**, from the **known to the unknown**.

- Requires students to examine topics by determining the **facts, concepts, generalizations, principles and theories** related to them.
Complexity

- Relate concepts and ideas at a more sophisticated level
- See associations among diverse subjects, topics or levels
- Find multiple solutions from multiple perspectives
Start With Your Curriculum

THE FRAMEWORK ALLOWS FOR A DIFFERENTIATED EXPERIENCE FOR ALL LEARNERS, FROM ALL AGES AND ALL SUBJECTS.
D&C/TEKS Connection

**Figure 19**

**ELA TEKS**

**Math Process TEKS**
Teach the Icons

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<td><img src="image17.png" alt="Icon" /></td>
<td><img src="image18.png" alt="Icon" /></td>
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</tbody>
</table>
The Big Orange Splot

by Daniel Manus Pinkwater
Remember, the icons are tools to challenge learners to venture deeper and to broaden their understanding of the areas of study.

Post all of the icons in your room to show that you value the icons as intellectual tools.
ICONS: An Environment for Differentiation

Look for appropriate icons within your lessons and integrate 1 or 2 icons.
ICONS: An Environment for Differentiation

Add icons to worksheets or use icons as graphic organizers.
Add icons to worksheets or use icons as graphic organizers.
ICONS: An Environment for Differentiation

- When you “brainstorm” during a lesson, use the icons to label the information on the chart.

**Features of a Great Persuasive Article**

- Strong introduction that states an opinion or position
- Clear reasons and evidence to support the opinion or position
- Words and phrases that connect facts to opinions and reasons
- Powerful, persuasive language
- A convincing conclusion that restates or summarizes the opinion or position and calls readers to action
ICONS: An Environment for Differentiation

Use the Big Idea icon to summarize or end lessons.
ICONS: Ideas for Integration

- Allow the students to choose their own icons to develop their own questions for study.
- Use the icons in center activities and to differentiate the tasks at the centers.
- Frame anything: teacher, student, story, concept, chapter, lesson, poem, art, etc. (this will be covered later on today)
- Use icon cards/blocks for discussion purpose.
- Use Unanswered Questions icon ??? for the “W” part of a “K, W, L” chart.
Q^3 CARDS
Quick, Quality, Question Cards for Differentiating Content with Dimensions of Depth & Complexity

BIG IDEA
What are some of the theories that have been proposed to explain the issue?

MULTIPLE PERSPECTIVES
Research the issue from both sides of the debate.

ACROSS THE DISCIPLINES
Find examples of ________ in science, social studies, math, and language arts.

LANGUAGE OF THE DETAILS
How might a ________ describe/explain ________?

What distinguishes ________ from ________?
Iconic Prompts / Q-3 Cards

- Use your grade level content (What are you teaching next week?)
- Each person needs a Q3 card and/or Iconic Prompt
- Take some time to develop a question related to your standard/content from your content
- Beginning with the person at the table who traveled the shortest distance today, ask the table group your question.

(10 - 15 minutes)

- Discussion regarding of using the Iconic Prompts/Q3 cards
But remember,

We are not teaching the icons; we are teaching concepts to new levels of depth and complexity using pictures to stand for the thinking strategies. Depth and complexity in NOT a program.
Depth & Complexity - prompts (icons) that help students better understand the curriculum by eliciting levels of reasoning as a means to acquire and apply knowledge. This repetitive reasoning creates patterns in the brain where children make and understand deep and complex connections.

These prompts were defined as the common features to each discipline. (Bruker, 2003)

Referred to as “Thinking Curriculum” because it increased the level of challenge for all students. (CDE, 2005)

Academic Discipline: Fields with departments, graduate programs, and professional associations (Burker, 2003).
Depth and Complexity represented an approach to curriculum differentiation for gifted students, that originated from a California Department of Education document in 1994. (CDE, 2005)

Derived from 3 sources

1) A review of Advanced Placement curriculum and assessment
2) A study of California Golden State Exam requirements
3) Conventional wisdom about the accelerated needs of gifted students and the nature of academic disciplines

(Experts’ perspectives on the Application and Relevancy of Depth and Complexity to Academic Disciplines of Study; Lauer, Joanna
L. A Dissertation Presented to the Faculty of the USC Rossier School of Education, University of Southern California, August 2010.)
At its foundation the TEKS demand students to think in deeper ways about content.
21st Century Skills focus on critical thinking & problem solving skills, collaboration, effective communication, imagination, technology skills, and ability to adapt.
Universal Design for Learning (UDL) was developed to counteract the “one size fits all” learning approach pervading US Schools over the past several years.
INTEGRATING THE PROMPTS INTO GRADE LEVEL LESSONS—ONE AT A TIME

11.3 \textbf{Triangles}

You can identify triangles by the length of their sides:
- Equilateral: all 3 sides are the same length
- Isosceles: at least 2 sides are the same length
- Scalene: all sides are different lengths

You can also classify triangles by the measure of their angles:
- Right triangle: one right angle

Acute triangle: all 3 angles are acute
- Obtuse triangle: one obtuse angle

The sum (+) of interior angles of any triangle is always 180°

To find a missing angle:
1. Find the sum of the known angles
2. Find the difference (-) between that sum and 180°
INTEGRATING THE PROMPTS INTO GRADE LEVEL LESSONS– ONE AT A TIME

1. People can use the power of the environment to survive.

2. Competition for natural resources can lead to conflict between groups of people.

3. Shifts in power can lead to change.

4. The rules for gender in a society influence the power people have.
INTEGRATING THE PROMPTS INTO GRADE LEVEL LESSONS– ONE AT A TIME

Native American Group

Yurok
(1800s)
- ceremonies
- small doors in plank houses
- women collected
- men = hunt
- used every part of buffalo
- berries to preserve meat
- mostly did one job

Lakota
(1500-1800)
- rectangular houses
- crops
- brush dance
- language
- strings = money
- made teepees
- language: French
- Winter Count
- calendar: 365 days using stars & planets
- crops
- writing system
- pyramids
- have enough food for all
- 1st in Americas

Maya
(-909)
- ate squash, corn, nut, berries, fish
- pyramid shaped mounds
- traded
- Palenque, Mexico
- invented “0”
- Tikal
- Mississippi River
- Ohio River
- barter
- earth structure to celebrate religion

Klamath River
- Pacific Coast
- Northwest CA
- Yurok = “down river”
- uses materials found in environment (ocean & woods)
- named people for what they do
- 20 different languages

Plants to heal
- burned (land - fertility)
- burial
- ceremonials
- winter count
- medicines
- worship Corn God
- buried in temp
The food chain is a system.

Fact family:
- Addition and subtraction are related.
- "big daddy"/
- subtract - minus
- add
- equal sign
- plus sign
- number sentence
- same
- sum
- part-part-whole

Mathematician:
- Uses symbols
- Has numbers
- Follows patterns
- Has special words
- Is like science
- Can be easy/hard
- Can be fun/boring

Math is in everything!
In Isolation: Details and Patterns

While reading, listen for details that impact the story, such as characters, setting, problem and solution.

While reading, listen for patterns that occur over and over. Listen for the events or behaviors that repeat and can be predicted.

Identify the pattern of events and character behavior by listening to a picture book read aloud. Participate in a group discussion to share your understanding and create a visual using pictures and words to share your findings with the group.
Kindergarten Read and Respond Log

- Students should be reading one book each night (or one chapter if they are reading a chapter book). It is okay to take turns reading independently and letting a parent read aloud. Write responses using complete sentences.

- **Monday**  Title of my book ___________________________________
  In your story, what details 🌸 do you see? Look for details about a character or a setting.

- **Tuesday**  Title of my book ___________________________________
  What is the big idea 🏡 of your story? Is there a theme, such as friendship or loyalty? How do you know?

- **Wednesday**  Title of my book ___________________________________
  Think of one thing that happened in your story. Now look at it from a different perspective 🎨. How would a different character feel?

- **Thursday**  Title of my book ___________________________________
  Are there any unanswered questions 🎈 in your story? Is there something that you don’t find out about? Does the character have any unanswered questions?
## Lesson Plans

### Week of [Specify Week]

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Opening</th>
<th>Language Arts</th>
<th>Reading Groups</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8:45</td>
<td>9:00 - 9:50</td>
<td>10:00 - 10:50</td>
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</tr>
</tbody>
</table>

#### Monday

- **Attendance:** Spelling p. 411
- **Lunch Count:** Bobby 10:00 - 10:30

<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
<th>Activities</th>
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#### Tuesday

- **Attendance:** Review Homographs
- **Lunch Count:** Finish Comp Map

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<thead>
<tr>
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<th>Activities</th>
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#### Wednesday

- **Attendance:** Antonyms R.1.3
- **Lunch Count:** Writing Literature Response

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<th>Class</th>
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<th>Activities</th>
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#### Thursday

- **Attendance:** PE 9:00 - 9:40
- **Lunch Count:** Morning, English

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<thead>
<tr>
<th>Class</th>
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#### Friday

- **Attendance:** Spelling Test

<table>
<thead>
<tr>
<th>Class</th>
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<th>Activities</th>
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</tbody>
</table>

- **Lunch Count:** Music 9:30 - 10:10
- **Lunch Count:** Coffee House 10:15 - 10:50
<table>
<thead>
<tr>
<th>Big Ideas:</th>
<th>Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Bear = Goldilocks</td>
<td></td>
</tr>
<tr>
<td>- Same size (bed, chair)</td>
<td></td>
</tr>
<tr>
<td>- Both children</td>
<td></td>
</tr>
</tbody>
</table>

- Bears don't talk |
- Bears don't live in houses |
- "..." sleep in beds |
- "..." eat porridge |

- The Bear kept looking at stuff that shouldn't be there |
- Baby Bear = Goldilocks |
- Hungry |
- Sleepy |
- Exclaimed |
- Porridge |
- "Oh!" |
- "..." |
<table>
<thead>
<tr>
<th>What is being asked?</th>
<th>What are the conditions? What do we know?</th>
<th>What questions do you have?</th>
</tr>
</thead>
<tbody>
<tr>
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<td><img src="image5.png" alt="Icon" /></td>
<td><img src="image6.png" alt="Icon" /></td>
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</tbody>
</table>
# Reading Response Rubric

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>FORMAT</th>
</tr>
</thead>
</table>
| ★★★★   | • Polished and error free  
          | • Follows requested organization and format for the question/prompt (paragraph, essay, letter, etc.) |
| ★★★     | • Nearly error free  
          | • Meets elements of the question/prompt  
          | • Mostly organized |
| ★★       | • Many errors  
          | • Attempts to meet elements of the question/prompt  
          | • Some organization |
| ★         | • Many Errors  
          | • Does not meet elements of the question/prompt  
          | • Unorganized |

- Complex, extended response demonstrates thorough understanding of topic.
- All connections are made using Depth and Complexity icons and are proven using Text evidence.
- Demonstrates an understanding of the text.
- Most connections are made using Depth and Complexity icons and are proven using Text evidence.
- Some demonstration of understanding of the text.
- Some connections are made using Depth and Complexity icons and are proven using Text evidence.
- General or generic response that could apply to any text.
- Little thought or connections are made using Depth and Complexity icons.
- Little to no Text evidence given.
s/Ella

Done (See history)

I think the theme is to have courage because Jonas is trying hard not to get worried about the Ceremony of Twelve. If I told him to have courage he would feel a tiny bit better because it is pretty hard to reassure him. Some main events are when, he was worried to tell his parents about him feeling apprehensive about the Ceremony and when Jonas told his parents about his feelings they wanted to have a private discussion without Lily. As good parents should they tried to reassure Jonas to make him feel better.

s/Heidi

Returned (See history)

I think that the conflict Jonas is facing is worry. For example, during the end of the ceremony, Jonas was zoning out because of his worry and stress of what had happened. On the last page of chapter eight, it said "What had he done wrong?", I believe this indicates that he is very stressed out about why the Chief Elder had skipped over him. I also think that he is extremely paranoid of what happened. He could have been thinking that he did not do his community hours or maybe the Chief Elder made a mistake. Multiple people in the audience were worried that the Chief Elder made a mistake as well. He did not look at his family because he was thinking of the disappointment and worry on their faces. The Chief Elder continued with the ceremony like nothing was wrong, nobody knew what was going on until after the ceremony when Chief Elder called him up to the stage. For sure, Jonas was very stressed out and worried that day.
Yertle is a turtle that is not very nice and always wants more.

In the beginning Yertle was king of all turtles. In the end Yertle was no longer king.

A discrepancy I noticed is turtles can't talk and rule as King.

The genre is fantasy. The story is in third person.

Character's Name: Yertle

Your Name: Sabrina
<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Climax:</td>
</tr>
<tr>
<td>Protagonist:</td>
<td>Resolution:</td>
</tr>
<tr>
<td>Conflict:</td>
<td>Falling Action:</td>
</tr>
<tr>
<td>Antagonist:</td>
<td>Theme:</td>
</tr>
<tr>
<td>Wish:</td>
<td>Point of View:</td>
</tr>
</tbody>
</table>
Definition: the habit of things following one after the other, like a cycle or a sequence.

Examples:
- Recipes
- Binder
- Periodic Table
- Ant Colony
- Calendar
- Books
- Graphs
- Tables
- Building
- Travel
- History
- Schedule
- Learning
- Timeline

Parts of informational text: text features, such as table of contents and index, come in a specific ORDER.

Poetry: narrative poetry follows a sequence, poems that rhyme have a certain order.
Frames
Math
Petronski - funny name

Wanda is quiet - absent - sat in the back
- no friends - wore a blue dress

Does Wanda have pets?
- lived on Boagin Heights - didn't talk much - poor
- brother named Jake - tracks in dirt/mud - courted
- desk dusty - poor - Billy Byron sits - dresses

- lonely - no one noticed absent - behind her - derisively

- what is family like? - Old Man Svenson's 100 Dresses - shoes

- Why does she always wear blue? - Maggie's poor - 60 shoes - all color - Boggin's Heights dress
- Why doesn't she wear 100?
- How old? - Not ironed?
- How old? - How old?

- Why is she poor? - Why is Svensen? - No God?
- What grade?
- How tall?
- Where's her Mom?
- Dad's name?

- Why does she put up with stuff?
- Did mom die?
- Hurts my feelings
- When's B-day?
- Judging

- Why doesn't she talk much?
- Doesn't like attention
- Wants to be noticed a little
- Wants friends

- Does she wear 100?
The Sunset Towers faced east even though the sunset was in the west. Barney Northrup lied to Sydelle Blaski that about 20 people wanted the apartment that was reserved for Sydelle. Grace Wexler was really impressed with Sunset Towers while her husband, Jake Wexler, didn't like his room in Sunset Towers.

An unusual chain of events happens when sixteen heirs are gathered together at the death of Sam Westing. The heirs compete for Sam Westing's fortune and, although Sam Westing may be dead, that won't stop him with his fists.

Why does Sunset Towers face east? Why did Barney Northrup choose those particular people? Who was the mistake? Was Grace Wexler as enthusiastic about her apartment afterward? How does Barney Northrup know the price of the heirs' previous houses?
Captain John Smith's ship crashed into some rocks and they try to get as close as possible to the shore because they are sinking.

I could relate this book to reading about social studies. I talk about early man kind and a John Smith men.

When the Susan Constant carrying Captain John Smith and Samuel, terrible heads there day. Why because they were going it to there taritory.

Why are the indians raiding John Smith's force? Why do the indians treat visitors in their area like kings? Will Captain New port find...
Whole Class Example

- shape repeat in different colors
- "sideways" space
- overlapping layers
- different style to grab attention
- "No more portraits!"
- people like the vibrant colors
- people would buy it because of the ocean
- all different people like it because it is not limited (like portraits)

Beasts of the Sea
Henri Matisse

- people wanted something new
- represent a big thing using many colors and shapes (Ocean)
- fauvism: an art movement noted for the use of flamboyant, bold colors, distorted forms
- words on painting are French: complimentary colors
- water "abstract" unique: sea creatures, sea eagle
Dramatic Structure

**Exposition**
Illustrate three ways the exposition contributes to our understanding of the characters' traits.

The Onceler was traveling and found trufala trees. And barbaloons suite there are swimming places. And humming fish.

He chopped down a tree. He knotted a Thneed. The Lorax told the Onceler he can't cut down trees. A man buys the Thneed. A factory is built and the family is working. And the animals have to leave because there is nothing to live.

**Rising Action**
Illustrate three adventures the characters go on as they approach the climax. How will these adventures contribute to the characters' change over time?

The last tree is cut down. Everyone is left. The LoraxSeed so lifted himself the Lorax and left the word unless and his friends can come back.

**Climax & Falling Action**
Illustrate the climactic scene and the immediate effects on the characters.

**Dénouement**
Illustrate how the dénouement shows how the characters have changed.

trees
Dramatic Structure

Explosion
Illustrate three ways the explosion contributes to our understanding of the characters' traits.

Rising Action
Illustrate three adventures the characters go on as they approach the climax. How will these adventures contribute to the characters' change over time?

Climax & Falling
Illustrate the climactic scene and the immediate effects on the characters.

Denouement
Illustrate how the denouement shows how the characters have changed.

Dramatic Structure

Explosion
Illustrate three ways the explosion contributes to our understanding of the characters' traits.

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Climax & Falling
Illustrate the climactic scene and the immediate effects on the characters.

Denouement
Illustrate how the denouement shows how the characters have changed.
<table>
<thead>
<tr>
<th>Idea</th>
<th>Reaction/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vigyn</td>
<td>Wrex</td>
</tr>
<tr>
<td>Home</td>
<td>Serek</td>
</tr>
<tr>
<td>Diee (crystals)</td>
<td>Eet Codun (drown)</td>
</tr>
<tr>
<td>Coffee (coffee)</td>
<td>Sleep</td>
</tr>
<tr>
<td>fly Home</td>
<td>brown (drown)</td>
</tr>
<tr>
<td>Seek Loti Life</td>
<td>Home</td>
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<tr>
<td>Idea</td>
<td>Reaction/Reflection</td>
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<td>Wacking</td>
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<tr>
<td>House</td>
<td>Stay</td>
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<td>Coffee</td>
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<tr>
<td>Bread</td>
<td>Pung</td>
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<td>Sink</td>
<td>Dran</td>
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<tr>
<td>Electric</td>
<td>Antenna</td>
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<tr>
<td>Ant hill</td>
<td>Sticking</td>
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<tr>
<td></td>
<td>Out</td>
</tr>
<tr>
<td></td>
<td>House</td>
</tr>
</tbody>
</table>
## Double Entry Journal

<table>
<thead>
<tr>
<th>Idea</th>
<th>Reaction/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;a bad ant&quot;</td>
<td>I think these two bad ants should have been more careful.</td>
</tr>
<tr>
<td>the scout found a crystal for the queen and left.</td>
<td>I think it was very thoughtful for the scout to bring a crystal for the queen because he knew they would need it later.</td>
</tr>
<tr>
<td>the other ants found the crystal.</td>
<td>After they have journey they decide to find the crystal again.</td>
</tr>
<tr>
<td>a bad ant stayed while the other ants went back home.</td>
<td>I think that was a very bad idea because they could be in danger.</td>
</tr>
<tr>
<td>the two bad ants decided to go through these dangerous situation.</td>
<td>I think the two bad ants decided to go through these dangerous situation because they knew they had no choice.</td>
</tr>
<tr>
<td>they were biten into coffee, a tazer, a rope, and a electricity plug.</td>
<td>These were really dangerous situations for the ants and I think the bad ants were wrong because it was not the ants' fault.</td>
</tr>
<tr>
<td>the two ants soon learned their lesson and they lived in their home with peace.</td>
<td>I think it was really good that the ants learned their lesson. Hopefully, they won't do it again. Also, they got to go home after their dangerous journey.</td>
</tr>
</tbody>
</table>
Frayer Model

Frayer Model
Of Concept Attainment

**Definition**
- I think that the definition of a thesis statement is the main idea of a story, the lesson the author is trying to give.

**Characteristics**
- A thesis statement is the main idea of the story.
- It needs to be supported in the essay.
- It should be specific.
- It is a complete sentence.

**Examples**
- Bobby learns how to survive while being invisible.
- Kira learns how to survive with a twisted leg.

**Non-Examples**
- I think...
Frayer Model
Fostering Critical Thinking: integrating Critical Thinking Skills and The Prompts of Depth and Complexity

1st Read: Describe the Big Idea
2nd Read: Prove with evidence how the author feels about the topic
3rd Read: Explain the influence of the author’s point of view
Reason for Reading/Ponder
The Differentiation Equation for all Levels of Learners

- Thinking Skills - T/S
- Depth & Complexity - D/C
- Content - C
- Research/Resources - R
- Product - P

\[ T/S + (D/C) C+ R + P \]
**Differentiation Equation = Task Statement**

**To develop learning objectives for individualized instruction**

<table>
<thead>
<tr>
<th>Thinking Skills</th>
<th>+</th>
<th>Differentiation of Content</th>
<th>+</th>
<th>Resources/Research Skills</th>
<th>+</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T/S</strong></td>
<td></td>
<td><strong>C + D/C &amp; C/I</strong></td>
<td></td>
<td><strong>R/S</strong></td>
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<td><strong>P</strong></td>
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<tr>
<td>Identify</td>
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<td>Reading</td>
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<tr>
<td>List</td>
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<td>Observing</td>
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<td>Brochure</td>
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<tr>
<td>Define</td>
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<td></td>
<td>Writing</td>
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<tr>
<td>Describe</td>
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<td>Solving</td>
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<td>Compare</td>
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<td>Diary entry</td>
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<td>Categorize</td>
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<tr>
<td>Design</td>
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<td>Glossary</td>
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<td>Judge with Criteria</td>
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<td>Journal</td>
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<td>Prove with Evidence</td>
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<td>Multimedia</td>
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<td><strong>• Sequence of Events</strong></td>
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<td><strong>• Author’s Point of View</strong></td>
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<td><strong>• Culture</strong></td>
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<td><strong>• Human Body</strong></td>
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<td><strong>• Electricity</strong></td>
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<td><strong>• Magnetism</strong></td>
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<td><strong>• Fractions</strong></td>
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<td><strong>• Decimals</strong></td>
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</tbody>
</table>

**• Reading**
**• Observing**
**• Writing**
**• Solving**
**• Listening**
**• Textbook**
**• Scope/Story Works**
**• Primary Document**
**• Article**
**• Video**
**• Book on Tape**
**• Internet**
**• Discover Education**
**• interview**

**• Advertisement**
**• Brochure**
**• Chart**
**• Comic book**
**• Commercial**
**• Diary entry**
**• Discussion**
**• Display**
**• Graph**
**• Game**
**• Glossary**
**• Journal**
**• Model**
**• Mobile**
**• Multimedia**
**• Presentation**
**• Newspaper Article**
**• Philosophical Chair**
**• Report**
**• Timeline**
Differentiation Equation = Task Statements

\[ \text{T/S} + (\text{D/C}) \cdot \text{C} + \text{R} + \text{P} \]
Students will analyze the American Revolution through Change Over Time and Ethics through the use of the textbook and primary sources to take a position on how revolutionary the American Revolution actually was in a debate.
Differentiated Task Statements

Task Statement \[T/S + (D/C + C) + R/S + P\]

Students will ________ the _________
(thinking skills - T/S) (dimension of differentiation - D/C)
related to the study of ____________________________.
(content - C)

Students will get/organize information by ________
(resources/research skills - R/S)
and share their findings by/in _____________________.
(product - P)
CCSS Math Content 4.OA.B  Solve multistep word problems posed with whole numbers and having whole number answers using the four operations including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies. CHANGE TO TEKS – elementary and middle

Justify the reasonableness of solutions to multi step problems by working with a classmate to evaluate each other’s solutions. Use details and the language of the discipline to construct a viable argument.
Describe the patterns within multiplication. Use manipulatives to create models to help you understand the concept of multiplication. Research with a partner to find evidence of multiplication in the real world. Share your findings with the class.
Our Differentiation Equations
Creating a Tiered Lesson

- Identify the subject for the lesson
- Identify the objective that you are targeting
- Identify the key concept and generalization
- Determine the area you will tier:
  - the content – what you want the students to learn
  - the process – the way the students make sense of the content
  - the product – the outcome of the lesson
- Determine how many tiers you will need
- Tier according to readiness (below, at, above grade level)
- Create on-level task first then adjust up and down
Example

- Determine what characters are like by what they say and do and how the author portrays them...

**Task Statement** \([\text{T/S} + (\text{C + D/C}) + \text{R/S} + \text{P}]\)

<table>
<thead>
<tr>
<th>Level</th>
<th>T/S</th>
<th>C + D/C</th>
<th>R/S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>Comp/Contrast</td>
<td>main characters</td>
<td>text w/partner</td>
<td>graphic organizer</td>
</tr>
<tr>
<td>Core</td>
<td>Comp/Contrast</td>
<td>main character</td>
<td>text w/partner</td>
<td>graphic organizer</td>
</tr>
<tr>
<td>Below</td>
<td>Comp/Contrast</td>
<td>main character</td>
<td>text w/small group</td>
<td>graphic organizer</td>
</tr>
</tbody>
</table>
**Standard:** 3.5 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and (B) compare and contrast the settings in myths and traditional folktales.

<table>
<thead>
<tr>
<th>Content</th>
<th>Thinking Skill</th>
<th>Differentiation</th>
<th>Resources/Process</th>
<th>Product</th>
</tr>
</thead>
</table>
| **Above Level** | - Analyze  
- Make Inferences  
- Paraphrase (theme and supporting details)  
- Compare/Contrast (setting)  
- Draw Conclusions (genre in different cultural, historical, and contemporary contexts)  
Choose 2:  
- Identify point of view and/or perspectives, analyze vocabulary, infer character changes, draw conclusions on bias |  | Process:  
1. Students will participate in steps 1-5 below.  
2. Introduce project: Students will read three Cinderella tales from different cultures, either picture books or online. They will respond to their reading by filling out the Details, Patterns, Disciplines, and Big Idea slides. They will also choose to complete at least two of the optional slides (Multiple Perspectives, Ethics, Language of the Discipline, Relate Over Time) Students will then use LucidChart or a poster to create a Triple Venn Diagram to compare and contrast the story's settings.  
8. Students will refer to the checklist to ensure that all areas of the project are complete to the best of their abilities.  
Resources: Assorted Cinderella picture books, cross-cultural Cinderella story pdfs, slides, various apps on Chromebooks | Completed slides (Details, Patterns, Across Disciplines, Big Idea, plus two of the following: Multiple Perspectives, Ethics, Language of the Discipline, Relate Over Time)  
Triple Venn Diagram with at least 6 icons to include theme and supporting details, culture, parallels in settings, etc.  
- Poster  
- LucidChart  
- RWT |
| **Grade Level** | Unit 5 - Traveling Through Traditional Tales | - Analyze  
- Make Inferences  
- Paraphrase (theme and supporting details)  
- Compare/Contrast (setting)  
- Draw Conclusions (genre in different cultural, historical, and contemporary contexts) |  | Process:  
1. Begin by giving small groups of students a reason for reading (analyzing Details/Patterns/Disciplines helps us to understand the Big Idea) to jot notes while teacher reads aloud from Cinderella retold by Barbara Karlin.  
2. After the read aloud, individuals will share out ideas jotted for Details/Patterns/Disciplines. Teacher will model how to add this information into Depth and Complexity slides, asking clarification questions as necessary to ensure that students are giving specific text evidence. | Completed slides (Details, Patterns, Across Disciplines, Big Idea)  
Double Venn Diagram with at least 4 icons to include theme and supporting details, culture, and parallels. |
Create Your Own Tiered Lesson

- Determine the area you will tier:
  - the content – what you want the students to learn
  - the process – the way the students make sense of the content
  - the product – the outcome of the lesson
Several Prompts are used to provide a pathway that fosters critical and analytical thinking which ultimately yields increased understanding of the study.
Combining the Icons: Sets and Intersections

Who can **elaborate** and describe the details of the pattern?

How do the details of the pattern **relate** to the big idea “One change leads to another?”

Details of the Pattern
Iconic Pathway

Reason For Reading

Use the following to frame your iconic statement.

Examining  
Changing  
Understanding  
Analyzing  

(thinking tool)

helps us:  
understand  
realize  
change  
see  

(thinking tool)
# Iconic Pathway

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject/Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tool</th>
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<tbody>
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<table>
<thead>
<tr>
<th>My</th>
<th></th>
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<table>
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<tr>
<th>Register</th>
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</tbody>
</table>
**Objective:** Increase our Understanding of Literature Through *Meaningful, Interpretive, and Evaluative Analysis, Discussion, and Presentation*

<table>
<thead>
<tr>
<th>ROLE</th>
<th>TASK [a brief overview of each role]</th>
<th>THINKING SKILLS</th>
<th>PATHWAY [suggested]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFILER</strong></td>
<td>After careful <em>analysis</em> of the selected text and the character, the Profiler can present a profile of the plot, conflict, character, and or setting in a FRAME. Also, <em>multiple perspectives</em> may be considered regarding the plot or conflict of the selected text. <strong>OVERALL</strong>, the Profiler is responsible for <em>tracking the changes in the character</em> with her/his presentation of the graphic organizer WITH a <strong>FRAME</strong>.</td>
<td>Identify, Consider, Compare, Speculate, Prove with Evidence</td>
<td>![Pathway Icon]</td>
</tr>
<tr>
<td><strong>WORD FINDER</strong></td>
<td>As you read, Identify 5-8 words [nouns, verbs, adjectives, adverbs, metaphors, similes]. □ Select the top 4 words of the selected text to highlight. □ She/he will <em>note the definition, location, reason for the selection, and why the words are important to the text.</em> □ Present the four words with the completed task in a FRAME.</td>
<td>Identify, Define, Consider Impact/Significance</td>
<td>![Pathway Icon]</td>
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<tr>
<td><strong>CONNECTOR</strong></td>
<td>The Connector will consider possible similarities or differences of the literature to the real world. □ Connect with any of the characters, events, conflict, setting, etc. □ Relate with anything from the story to world events, moments in history, personal experiences, other stories/characters/events.</td>
<td>Determine, Relate, Compare, Make Analogies, Differentiate</td>
<td>![Pathway Icon]</td>
</tr>
<tr>
<td><strong>DISCUSSION DIRECTOR</strong></td>
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<td>opens, facilitates, and closes the Discussion.</td>
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<tr>
<td>☐ Helps Circle consider multiple perspectives, connections, interpretation of theme, etc.</td>
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<td>☐ After leading the discussion, the Director will summarize the <strong>highlights of the group’s discussion</strong>. The Director is responsible for <strong>stating the big idea</strong>.</td>
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<td>☐ Use a Frame to develop your questions [interpretation &amp; evaluation]</td>
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<thead>
<tr>
<th><strong>LITERARY LUMINARY</strong></th>
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<tr>
<td>The Literary Luminary will select a <strong>quote or a short passage that best represents the big idea</strong> of the selected text. The L.L. is the resource for textual evidence to support any interpretation the group may have.</td>
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<td>☐ Present passages, based on what you find interesting and/or helpful using a FRAME</td>
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<tr>
<th><strong>ILLUSTRATOR</strong></th>
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<tbody>
<tr>
<td>Present to your Lit. Circle your “visualization” of the selected reading. Illustrate based on what <strong>inspires</strong> you.</td>
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<td>☐ Present your Illustration with a quote or exposition</td>
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<tr>
<td>☐ Consider the theme, characters, key events, or literary devices</td>
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<tr>
<td>☐ Design and plan your final illustration using a FRAME</td>
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<th><strong>OTHER OPTIONS</strong></th>
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<tr>
<td>Using the <strong>TASK CARD for Role EXTENSIONS</strong> [or Lit. Circle Pathways] you can combine/modify some of the elements of any of the roles listed above and create/synthesize your own tasks for appreciating the selected literature.</td>
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</tbody>
</table>

|  | Interpret, Summarize, Re-state, Infer, Determine Cause/Effect |  |
| |  | Identify, Consider Influence, Evaluate, Judge with Criteria |  |
|  |Synthesize, Relate, Generalize, Note Ambiguity, Redesign |  |
|  | You choose | You choose |
It is concluded from myriad specific purposes that the disciplinarians communicated in this study that Depth and Complexity is a conceptual ‘toolkit.’*

...when applying concepts of Depth and Complexity to the study of disciplines, students are being prompted to think in similar ways that disciplinarians do when engaging in research and scholarly work.*

Paivio’s “dual-coding” (1991), which states that pictures hold an advantage over words because they can be encoded using both verbal and visual pathways...

* from Lauer, Joanna, Experts’ Perspectives on the Application and Relevancy of Depth and Complexity to Academic Disciplines of Study, c 2010
Now What?

- Integrate at least 1 or 2 icons into your lessons daily.

- Understand that the Depth & Complexity icons are only part of the Depth & Complexity Framework.