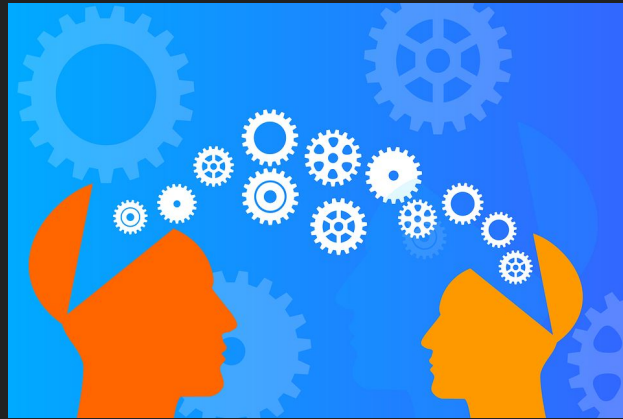


# Integrating Depth & Complexity Into Your Classroom Using Frames





*11 essential elements needed to master a subject & understand a concept  
in a deeper, more complex way.*

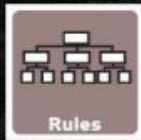
Depth: Language of the Discipline, Details, Patterns, Rules, Trends,  
Unanswered Questions, Ethics, & Big Idea

Complexity: Change Over Time, Multiple Perspectives, & Across the  
Disciplines

# 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, generalization, principles and theories** related to them.



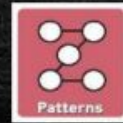
Rules



Language  
of the  
Discipline



Trends



Patterns



# Complexity encourages students to

---

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



# Introducing the Elements & Their Icons

How do I teach my students the elements & icons?

- **Rapid fire lessons (a few days)**
- **Over the course of several weeks**
- **As it fits into your curriculum**
- **Up to you!**



# Elements vs. Icons

---

- There are 11 elements of Depth & Complexity.
- Each element is represented by an icon.
- We are not teaching the icons. We are teaching the elements to be used as thinking tools.
- The icons are to help us remember the elements.



## Important First Step:

- ✓ Post the icons in your classroom.
- ✓ This shows students that you value the elements of **Depth & Complexity** as learning tools.



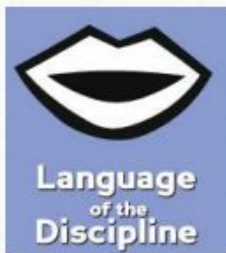


# Language of the Discipline

## specialized language related to a discipline or topic

- Why lips?
- Think like... a biologist, an archaeologist, a mathematician
- What words would students need to know to master/discuss: addition... multiplication... the Great Depression
- School subjects
  - ✓ Science, Social Studies, Math journals
- Careers/fields/disciplines
- Words associated with a period in history
- Multiple meaning words
- Preview text to predict word meanings





# Language of the Discipline

## Mini-Lesson

---

- On a post-it note, draw the icon for Language of the Discipline.
- Label it with a career (i.e. doctor, firefighter, lawyer)
- List specialized language associated with the career, which may include:
  - ✓ Words
  - ✓ Phrases
  - ✓ Abbreviations
  - ✓ Symbols
- Share out! See if the group can guess your field/discipline!

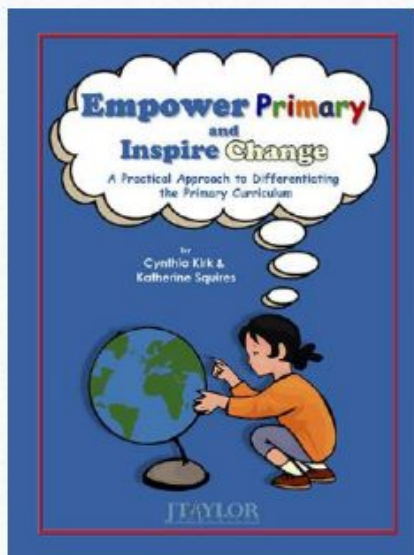




Language  
of the  
Discipline

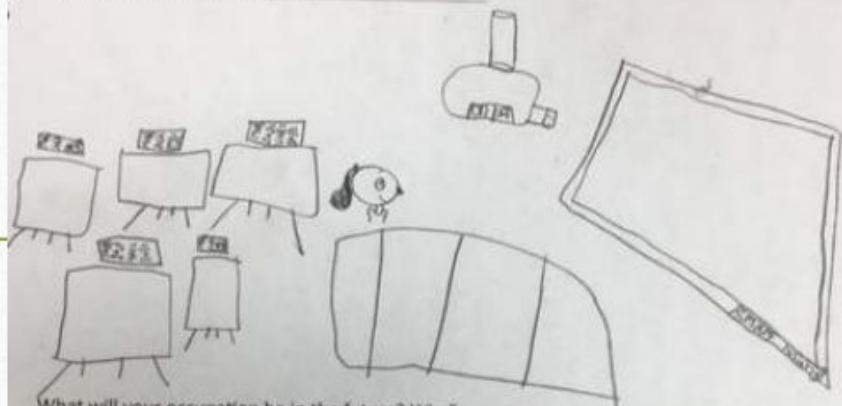
# Language of the Discipline Mini-Lesson (Primary)

Page 93



## Future Occupation

Name: Kalia Cifado



What will your occupation be in the future? Why?



I want to be a Teacher and  
teach 1st grade.



What are some special words that you will use?



Smart board, good morning, class,  
clipboard, pen, Show and tell,  
Math, Writing, Science, Reading, Go home



# Curriculum Connection

Ideas:

## Word Walls or Lists for Content

### Areas:

Math	Science
Social Studies	ELA...

### Topics:

Matter	Reptiles
Multiplication	



## MATH

<u>Words</u>	<u>Symbols</u>
Add	+
Subtract	-
Equals	=



## MATTER

solid  
liquid  
gas  
container  
mass



**Details**

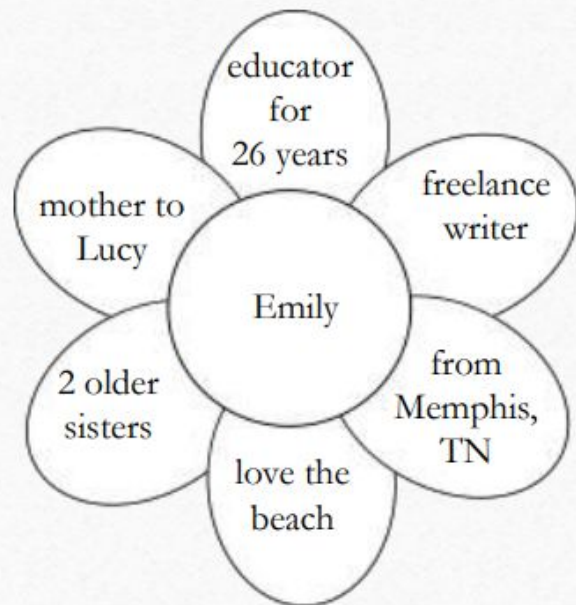
**parts that make up the whole, the  
information that enhances  
understanding**

- Why a flower?
- Natural connection to BIG IDEA
- What details support:
  - your answer?
  - the main idea of the story?
- Observations
- Compare/Contrast





## Details Mini-Lesson



Create a  
“Details Flower”

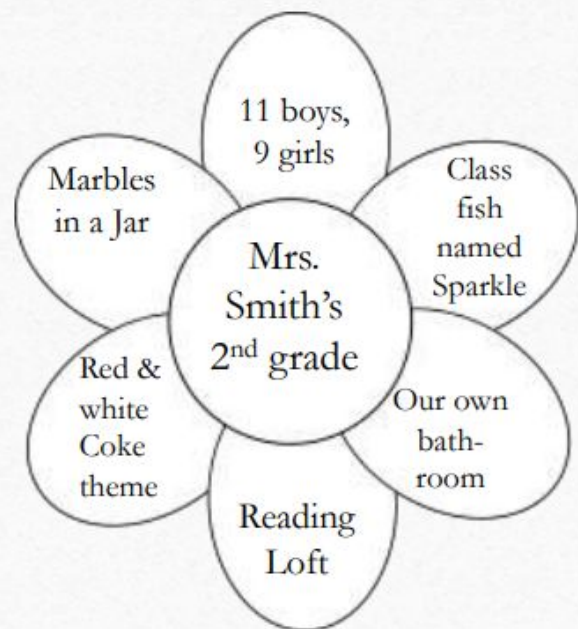
about:

✓ yourself

OR

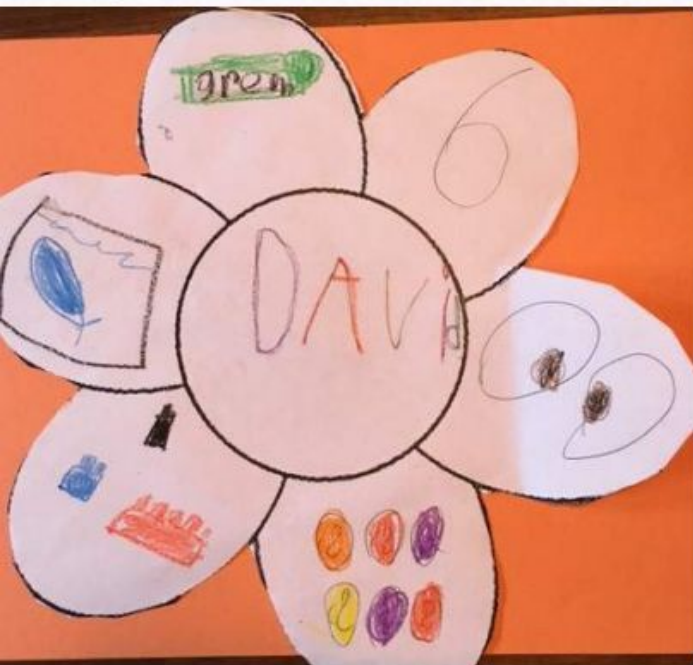
✓ your class

**Share out!**





## Details Mini-Lesson Examples (1<sup>st</sup> – 3<sup>rd</sup> grade, varied ability levels)



1<sup>st</sup> grade

—  
On  
Level



1<sup>st</sup> grade

—  
Advanced  
Level



# Details

## Good questions/phrases to use are:

- “Tell me more (details) about that.”
- “Can you prove that with evidence?” (details from the text)
- “Please elaborate.”
- “Look for the details today in our study of plants and their parts.”
- “Look for the details that show us (character name) is angry.” (sad, nervous, curious, etc. – character’s feelings)
- “What detail do you find important?”
- “What are the essential details? The non-essential details?”
- “What details support our main idea?”
- “Look for the detail you forgot. If you find it, you will then be able to solve the problem correctly.” (math)

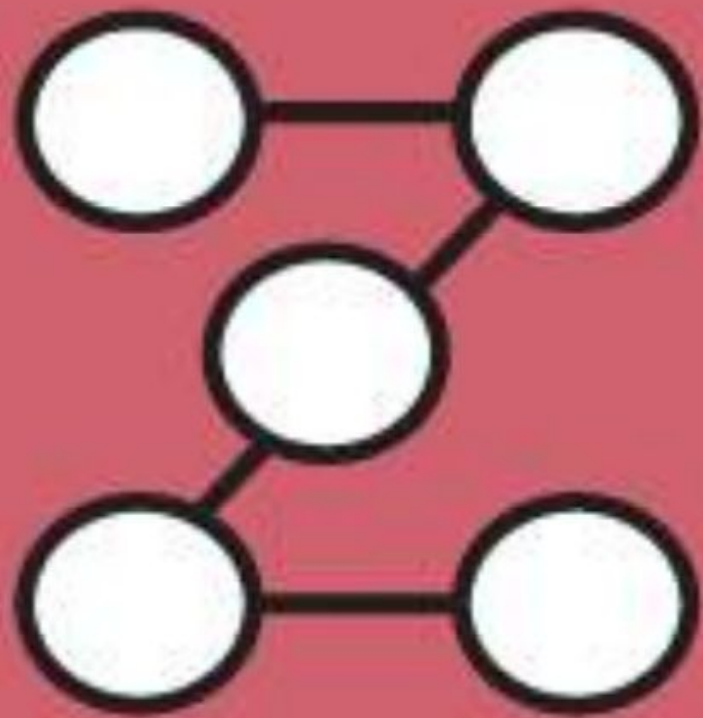


# Application in the Classroom

---

- Some ideas.... Refer to the DETAILS icon when:
  - ✓ asking students to elaborate artwork or writing
  - ✓ examining the details that make up similarities or differences
  - ✓ identifying main idea and supporting details
  - ✓ describing a process
  - ✓ Consider the details that contributed to the event or the plot of a story

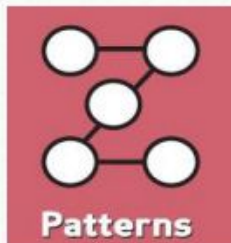




# Patterns

## recurring (repeating) elements or factors

- Why this icon?
- Patterns are found in:
  - ✓ objects
  - ✓ stories
  - ✓ history
  - ✓ Behavior
- Identify patterns
  - But also...
    - Why do the patterns occur?
    - Did the pattern change OVER TIME?
- Cause & Effect
- Relationships among Patterns



# Patterns Mini-Lesson

---

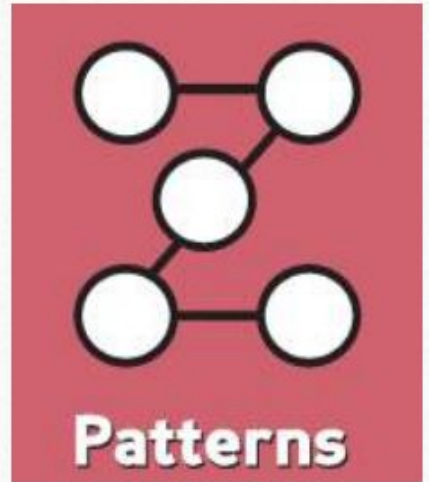


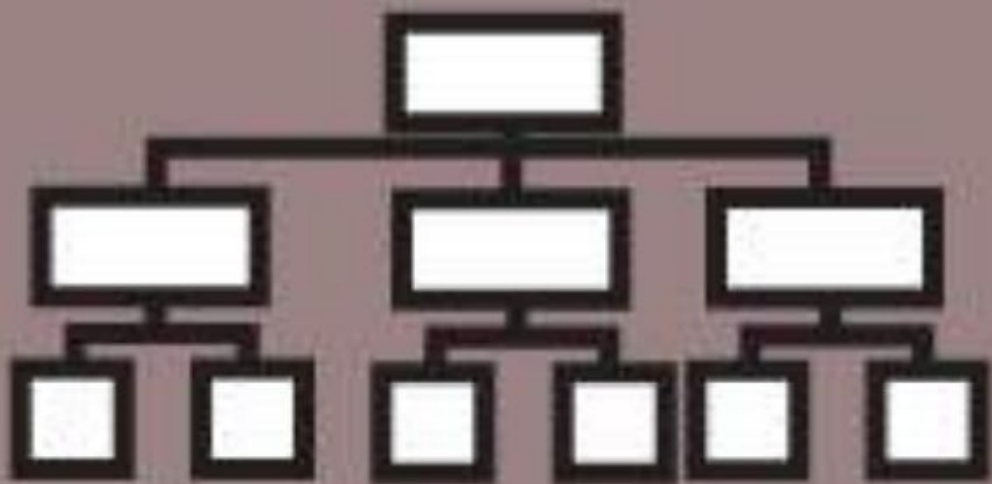
- Read Three Little Pigs. Together, identify patterns in the story.
- Compare/contrast with other versions of the fairytale.
- *Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.*
- Do any of the same patterns exist? Are there new patterns?
- Extension – Find other patterned books.

Where can you address PATTERNS in your curriculum?

---

- Mathematical patterns
- Seasons of the year
- Life cycles
- Patterns of behavior
- Recurring themes in novels
- Patterns throughout history (i.e. times of war)





# Rules

**Rules create/provide structure. They represent organization & hierarchy.**

*When do we use/teach/examine RULES?*

- ✓ Structure of a sentence, paragraph, or story
- ✓ Mathematical rules
- ✓ Grammar rules
- ✓ Rules for Behavior
- ✓ Scientific classifications
- ✓ Stated vs. Unstated Rules
- ✓ Laws
- ✓ Cultural or societal “rules”

# Rules Mini-Lesson



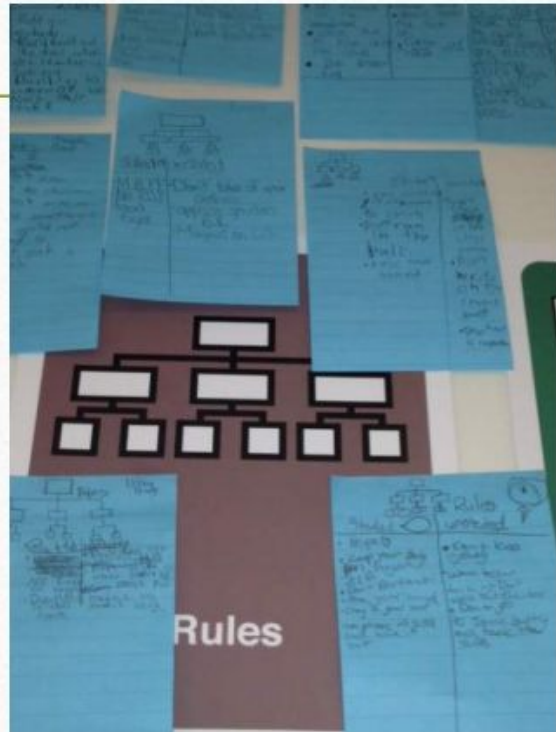
## MOVIE THEATER

### STATED RULES

1. Turn off cell phones.
2. Take crying babies out.
- 3.
- 4.

### UNSTATED RULES

- 1.
- 2.
- 3.
- 4.





# Application in the Classroom

---

- What are rules associated with hurricanes?
- What rules (laws) contributed to the Civil Rights Movement?
- What are the rules for using a comma?
- What rules must you follow in order to solve a long division problem?
- Compare & contrast rules of social etiquette in the US with those of another country/culture.
- Is this character a rule follower or rule breaker? Prove with textual evidence.
- What **ethical issues** are associated with the **rules** of \_\_\_\_\_? (cell phone use)



# Trends

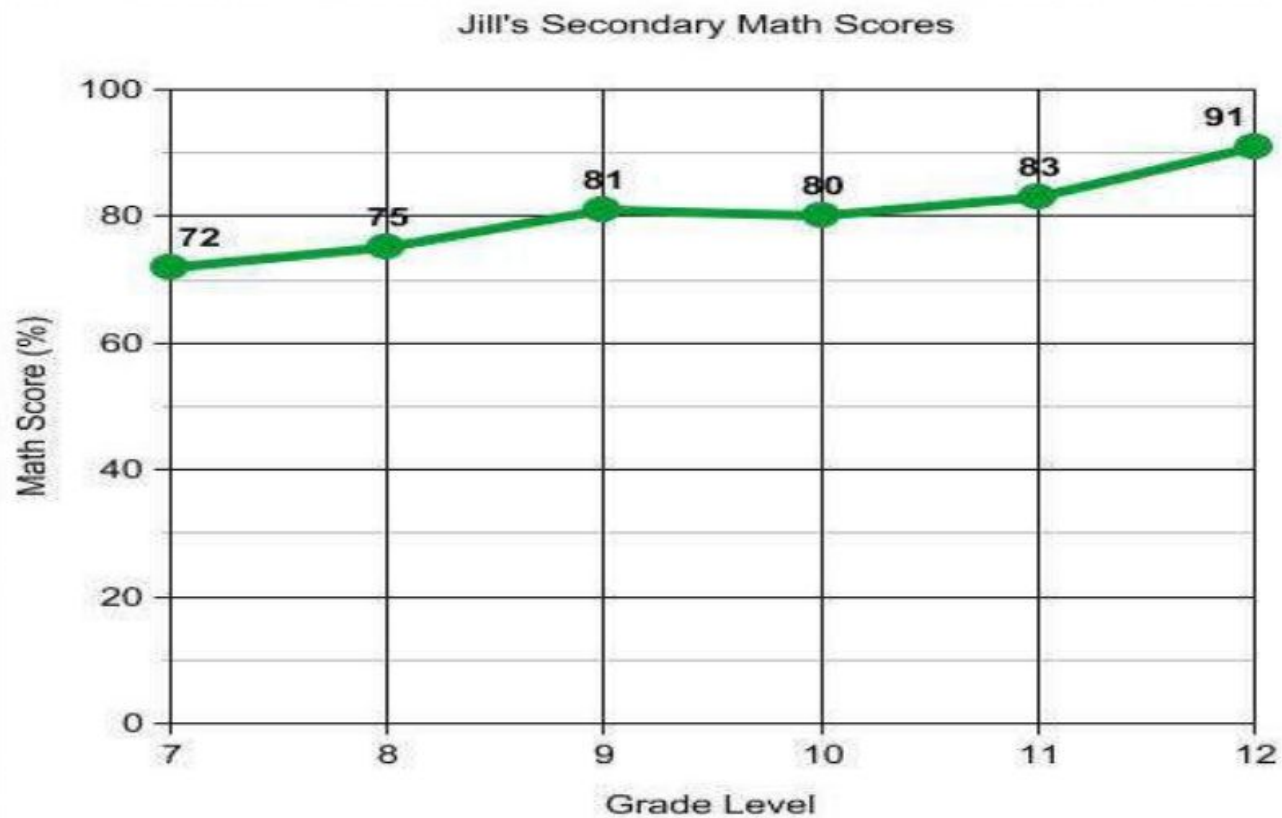
**represent  
the general direction  
of change**

Cause & effect.... Spikes

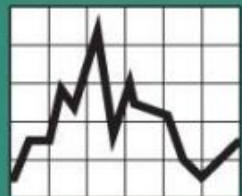
- ✓ For a trend to occur, one thing has to replace, or compete with, another.
- ✓ **Combination of PATTERNS & CHANGE OVER TIME**

**Example:** Hardback books to E-books in schools... What is *causing* this *TREND*?

## What is the trend? Proposed reasons?







Trends

# Trends Mini Lesson

- Analyze trends as a whole group - using line graphs.
- TRENDS – higher level concept
- You can still introduce it to elementary students.
- Track trends in the weather... Discuss the CAUSE of the weather changes.



# Unanswered Questions

**Questions about anything that is:**

- **Unsolved**
- **Unclear**
- **Unproven**

Ideas that are:

- ✓ yet to be explored
- ✓ incomplete
- ✓ not answered quickly
- ✓ may not have answers (yet)

Not “fill in the bubble” type questions/answers.

They generate thinking & discussion.

Pursue answers as a class and as individuals!



# Unanswered Questions Mini Lesson

---

**What do school children eat  
for breakfast  
in the U.S.?**






Unanswered  
Questions

# Unanswered Questions Mini Lesson

---

**What do school children eat  
for breakfast  
in China?**



Use  on your K- W – L charts  
(start and “end” of any unit)

---

What do we  
**K**now?

What do we  
**W**ant to  
know?

What did we  
**L**earn?

What  
  
do we have  
now?



LIST WHAT STUDENTS  
ALREADY KNOW  
ABOUT THE TOPIC  
HERE.

**LIST UNANSWERED  
QUESTIONS HERE AT  
THE START OF ANY  
UNIT.**

LIST WHAT STUDENTS  
SAY THEY LEARNED  
DURING THE UNIT  
HERE.

**TOPICS FOR  
INDEPENDENT  
RESEARCH OR GT  
EXTENSIONS  
NATURALLY COME  
FROM THIS SECTION!**



# Curriculum Connections

---

- **Writing** - Use a hook to interest your readers by asking your readers a QUESTION that appeals to them.
- **Science** – Lead to:
  - science fair projects
  - science experiments
  - independent study for gifted or advanced students -- Allow them to become “experts” and share out with the class.



# Ethics

**Principles,  
right vs. wrong  
(gray area)**

**conflicting points of view on events, ideas or  
issues**

**involves bias, values, or judgments**

Natural Connection:

**ETHICS with MULTIPLE PERSPECTIVES**





**Ethics**



**Multiple  
Perspectives**



# “Take a Stand”

- Strongly Agree  and Strongly Disagree 
- Students form a human continuum (rank themselves between the extremes).
- Make a strong statement and call on individuals to “take a stand” and share their reasoning.
- Allow movement on the continuum.
- Students share out how their perspective on the ethical issue stayed the same or changed over time. Ask: “What caused your perspective to change?”
- Discuss how ETHICS often goes together with MULTIPLE PERSPECTIVES.
- Remind students to look for ethical issues in studies and books.





**Big Idea**

**main idea,  
a generalization, principle, or  
theory about the content (the focus)**

- ✓ Purpose for learning (learning objective)
- ✓ What is the “big idea” of today’s lesson?
  
- ✓ Themes, Generalizations
  
- ✓ Main idea of a story or paragraph (in the roof) -- supported with evidence/details (pillars).



# What's the BIG IDEA?

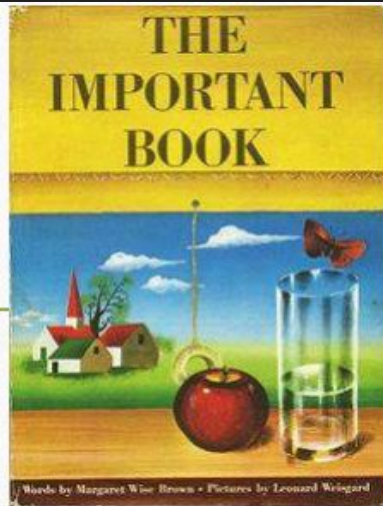


- Ringmaster
- Acrobats
- Lions
- Trapeze
- Tightrope
- Clowns
- Acts
- Elephants
- Costumes
- Concessions
- Show
- Traveling



# Big Idea Mini Lesson

- Read *The Important Book* by Margaret Wise Brown
- “Beep” out the answers and have the class guess!
- Students generate details about the big idea of “self.”
- Later in the year, use this with topics, characters, etc.



**The important thing about matter is that everything has it.**

**It can be solid, liquid, or gas.**

**It sometimes takes the shape of its container (liquid!).**

**It may have a great or a small mass.**

**It....**

**It....**

**But the important thing about matter is that everything has it.**

- Create an “Important Thing” page about yourself OR about a topic you will teach soon!

## May use as a graphic organizer...

i.e. Determine the theme of a piece of literature.

- Use the “roof” for the theme a student or group proposes (i.e. Survival).
- Use the pillars for quotes or pg. numbers that support their belief that a theme is Survival.




Over time Mr. Baxter and Lucia's relationship is really grown. In the beginning when Mrs. Baxter came to pick Lucia and Frankie he didn't really seem as happy or excited as Mrs. Baxter and all he really said was "Humpf" or "Humm." But then over time Mr. Baxter actually started to like Lucia and Frankie, but never told them. It was only Mrs. Baxter started to tell them that Mr. Baxter loves them there.

Name: Chris Okpaku Jr. #17

What do you think is one theme or lesson from this novel?  
Coming of Age

Draw a symbol to represent the theme lesson.



What patterns do you see within Lucia and Frankie's relationship?  
One pattern I see within Lucia and Frankie's relationship is that

What details stand out to you about Ivette's latest letter?  
that stood out to me in Ivette's latest letter (p. 253-254) was when Ivette used the word 'betray' that you want to be part of. I was the only one who could Ivette

What details stand out to you about Ivette's latest letter?  
One detail that stood out to me in Ivette's latest letter (p. 253-254) was when Ivette used the word 'betray' that you want to be part of. I was the only one who could Ivette

# FRAMES: BIG IDEA


Explain the change over time in Lucia's relationship with either Mr. or Mrs. Baxter. Include the factors that they contributed to the change.

During the beginning of the book Lucia didn't have a very strong bond with Mrs. Baxter because Lucia was new to the country and was unsure of who to trust. Farther into the book it was evident that Lucia and Mrs. Baxter had created a strong bond. I think that how much Mrs. Baxter cared for Lucia and Frankie really contributed to the strength of Lucia's affection toward Mrs. Baxter. I also think that how often Mrs. Baxter puts in a call to Mama and Papa also helped.

Name: Aurora L. 4-25-19

What do you think is one theme or lesson from this novel?  
Coming of Age

Draw a symbol to represent the theme lesson.



What unanswered questions (??) do you have at this point in the reading?  
① Are Lucia and Eddie going to get together?  
② Does Frankie like anybody? How is Frankie doing in school?  
③ How long will it take for Papa to get better? Will he be OK?

What patterns do you see within Lucia and Frankie's relationship?  
I notice that whenever Frankie is down, Lucia tries to take his mind off of whatever is depressing him by challenging him to something or starting a game with him. I also notice that Frankie is the ambitious half of the two, and Lucia is the calm and collected half of the two. They keep each other together and sane.

What details stand out to you about Ivette's latest letter?  
Some details that stood out to me: I was surprised when Ivette asked if Lucia had said herself out to the American Society. This ran + the Ivette that we know from earlier in the book. This is the brainwashed Ivette. Another detail that stood out to me was when Ivette wrote, 'You need to be with country-men where ever it is to get un-iced'. Ivette clearly said that she was suffering for a better Cuba. This is our relationship - suffering that this isn't our friend Ivette. Shows that brainwashed Ivette.

Everyone was poor except for the millionaire business owners.



Create a symbol that you feel represents the Great Depression. Write an explanation of the symbol.



I drew money blowing in the wind because after the stock market crashed it was like all the money just blew away.

to mock President Hoover who thought the people thought the Great Depression.

couldn't pay the



# Over Time

## Over Time Past, Present, Future

How something changed **or** stayed the same over a period of time?

- ✓ Natural
- ✓ Man-made
- ✓ Characters, settings
- ✓ Rate or speed of change
- ✓ Consequences of change
- ✓ Past influencing present or future

Examining the “why” the change occurs is critical to take students to higher levels of thinking.



# Over Time Mini-Lesson




- Create a timeline of your life.
- Make it one that you could share with students during a mini lesson on change over time.
- Include a small picture or icon as well as a few words for each entry.
- What has stayed the same? What has changed over time?

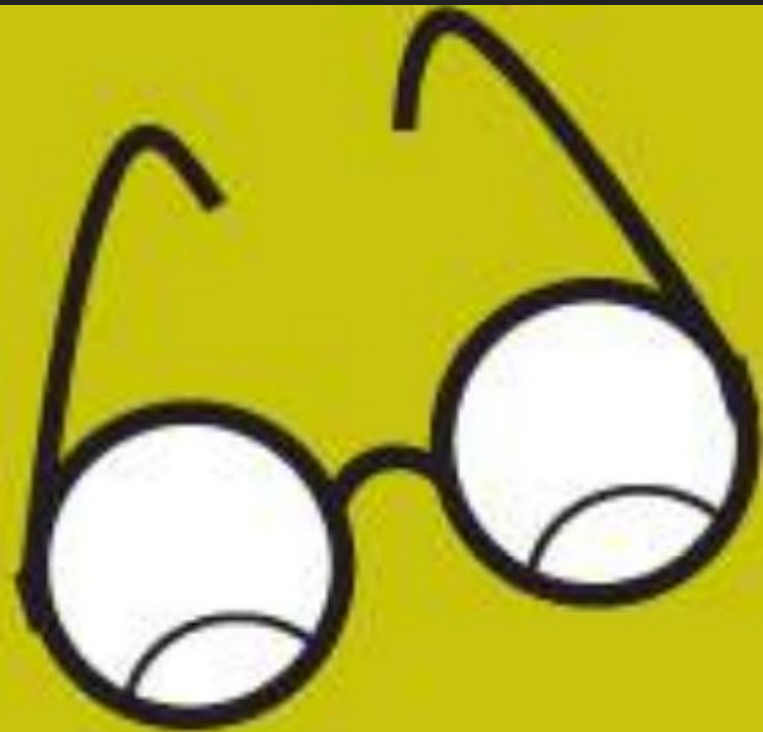




# Curriculum Connections

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- Landforms/Erosion
- Forms of Government, Economic Systems
- Animals (Life Cycles, Adaptations...)
- Characters, Settings
- Inventions/Technology
- Where can your students analyze (Change) Over Time  in your curriculum?



# Multiple Perspectives

## different points of view on ideas, events, people, and issues

- someone else's "glasses" or "lenses"
  - ✓ Characters
  - ✓ Famous Inventors, Leaders, Explorers
  - ✓ Conflicts in novels/history
  - ✓ Cultural/Global
  - ✓ Empathy/conflict resolution

Combines well with the other icons.

Did \_\_\_'s perspective CHANGE OVER TIME?  
Perspectives regarding ETHICAL ISSUES

## Point of View Map

Center = Any object, setting, character, or statement

Four "thought bursts" or "speech bursts" = 4 different perspectives on the center item

**Point of View Map**  
Perspective

Mrs. think that Tippy is a noble And a sweet hart.  
Mrs Lemmy

Curtis

I think that Tippy is a money maker  
dog nappers

Paul

By Audrey



# Across Disciplines

## how an area of study is related to other subjects or disciplines

- ✓ How does (content) relate to math, science, history?
- ✓ Integrated studies
- ✓ Text to Self, Text, or World Connections

When studying an artist:

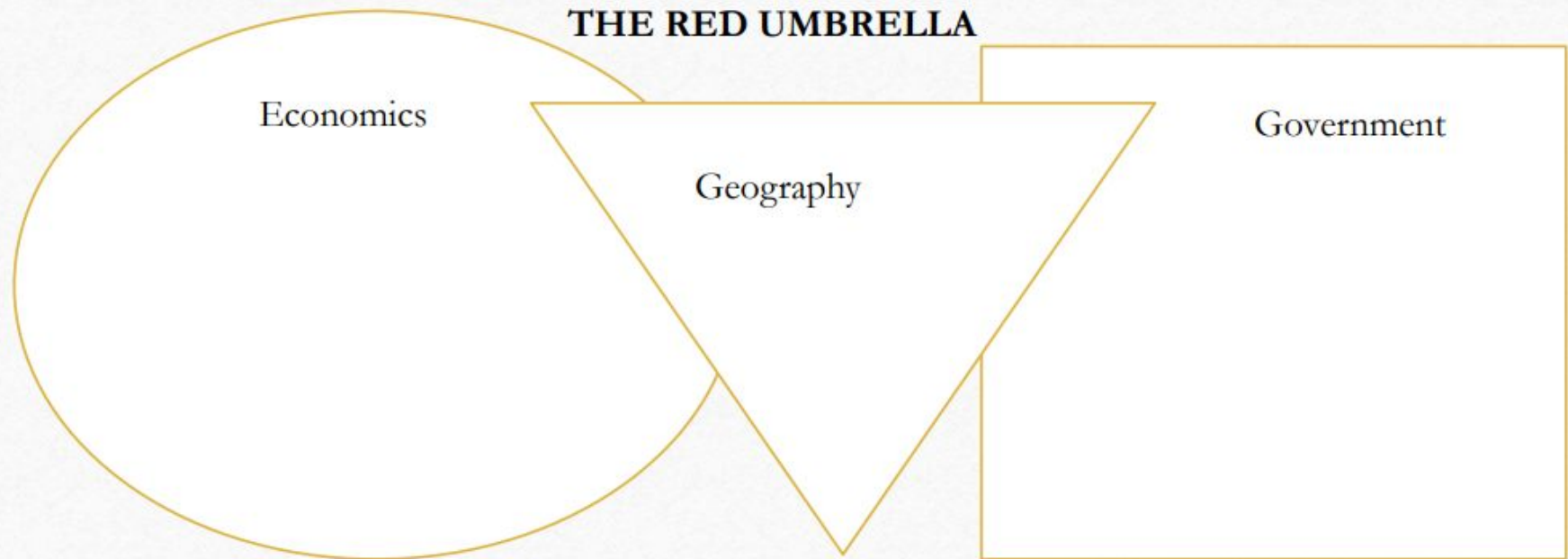
- ✓ where he/she lived (geography)
- ✓ style (art)
- ✓ influences (history)



# Across Disciplines Mini-Lesson

---

## THE RED UMBRELLA



# Mini Lessons

**They may be used to introduce the 11 elements of depth & complexity (as well as the icons).**

**How do you present them?**

- **Rapid fire lessons in a couple of days**
- **Over the course of several weeks**
- **Up to you!**



**FRAMES**

# What Is a Frame?

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- A graphic organizer
- An easy way to incorporate the Depth and Complexity Icons into your curriculum

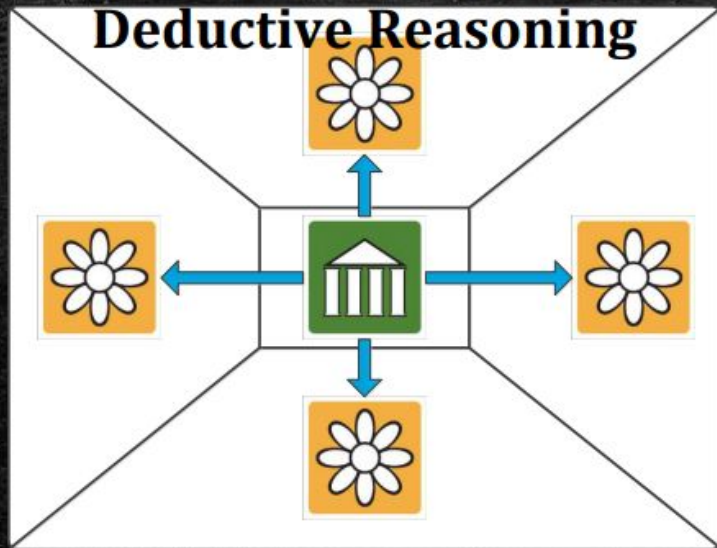




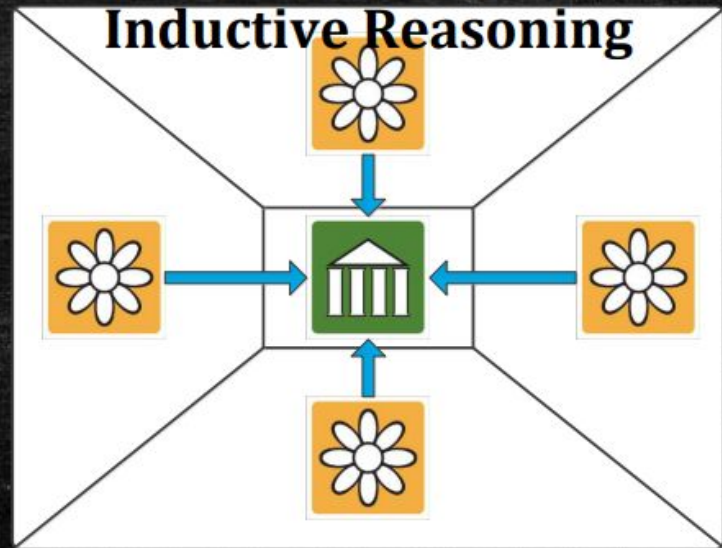
# Types of frames

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DEDUCTIVE REASONING



INDUCTIVE REASONING



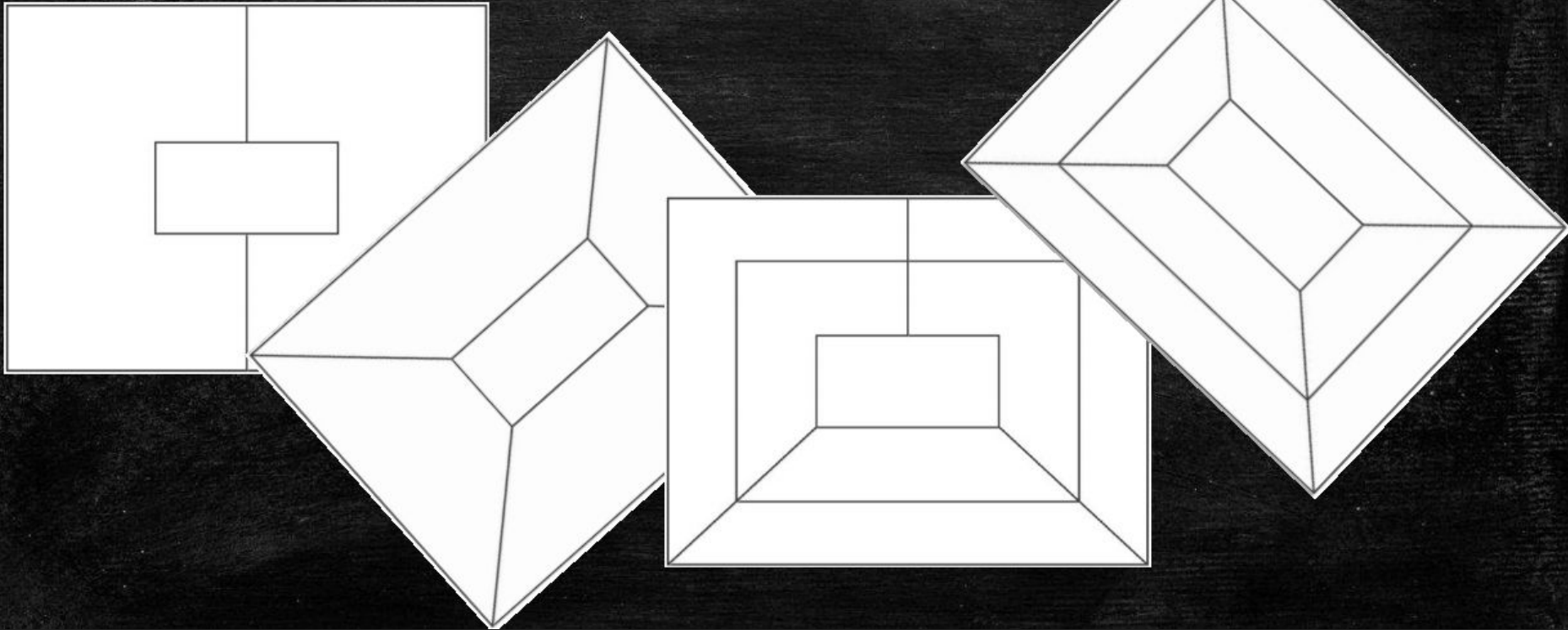
# Using frames

- Identify concept or content to be covered.
- Identify DC or CI Icons to use.



# Frame complexity

- Totally your decision – based on the needs of your students



# Frame example

- Topic: Hammurabi
- Icons used:

- laws are for our safety - think twice before you do something the 1st time around

- let people know what's right & wrong

- Laws were & are to keep people safe

- Keep people from doing the wrong things

- Both have a reason behind them & are meant to be followed.

- still pay people for working for them

- 6th king of Babylon

- 1st laws that applied to everyone

- created code of laws (282) (1752-1750 BC)

- conquered all of Mesopotamia

**Hammurabi**

- ruled land between Tigris and Euphrates

- many people lived there

- turned small city-state into large empire

- made Babylon civilization after him

- 1st king to make son king after him

- Capital-city or center of government

- military blockade & on a city to force it to surrender

- Neo-new astronomy - bds-relief - sculpture in which the study of stars image projects out from star & planets

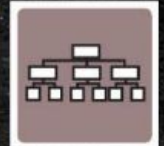
- systems, power, laws

- Hammurabi was 6th king of Babylon

- Marduk was most powerful of all gods because of Hammurabi

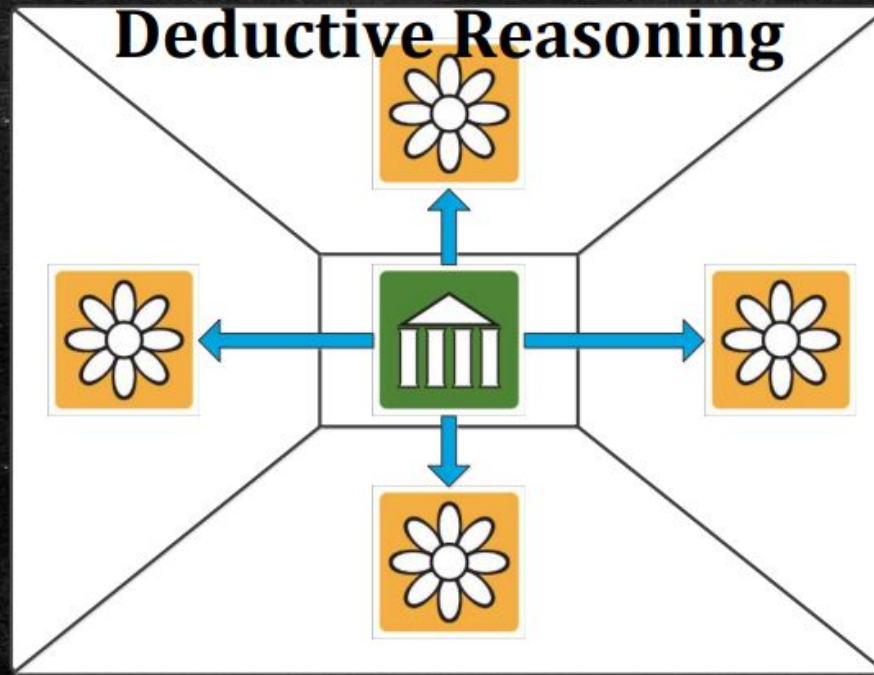
- his code of laws were harsh, important & simplistic

- irrigation was one of the things that made Babylon so successful

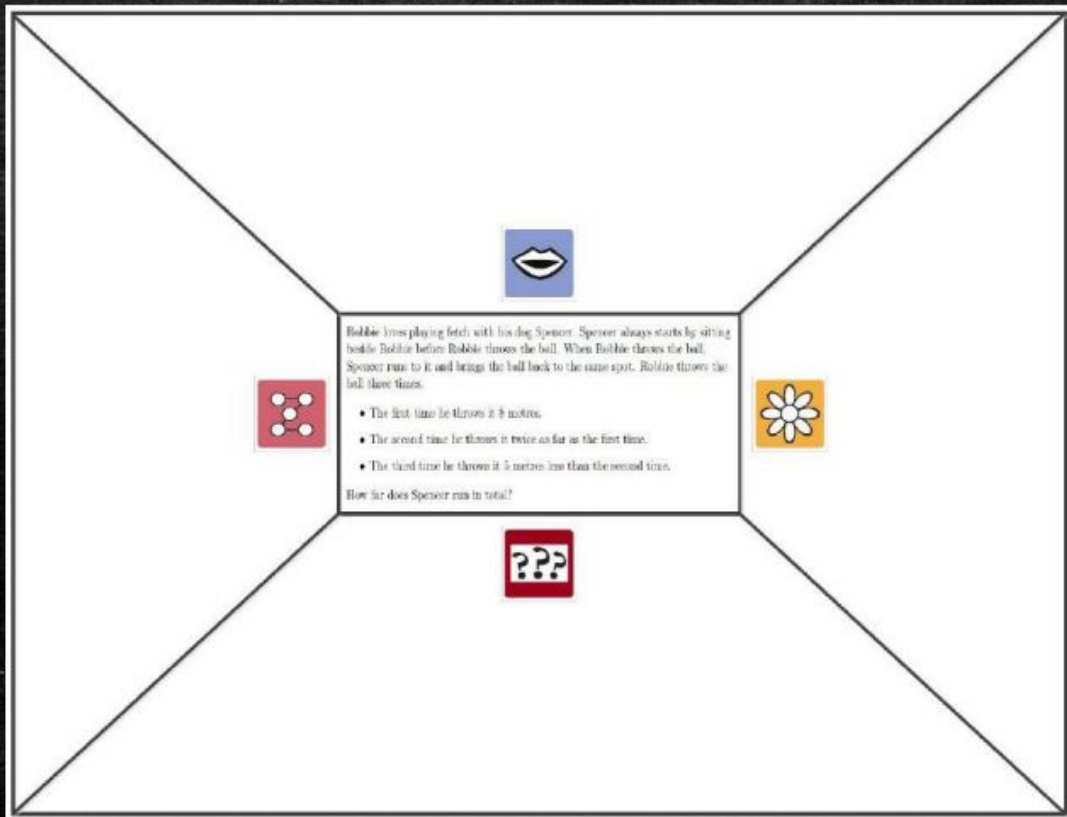



# Deductive frames


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# Math











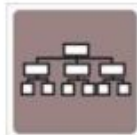
Robbie loves playing fetch with his dog Spencer. Spencer always starts by sitting beside Robbie before Robbie throws the ball. When Robbie throws the ball, Spencer runs to it and brings the ball back to the same spot. Robbie throws the ball three times.

- The first time he throws it 8 metres.
- The second time he throws it twice as far as the first time.
- The third time he throws it 5 metres less than the second time.

How far does Spencer run in total?



**What information do we need to know?**



**What mathematical rules must we remember?**

**What language is associated with this problem?**



**What do we need to figure out?**

# Colonies in America

How were the three types of colonies different?

- Their soil was different and grew different things
- Had different # of colonies
- Founded by different countries
- Different climates
- Had different river access.

What is the big idea that you discovered when learning about the New England, Middle, and Southern colonies?

The colonies were ruled by the English government. They all had a good plant resources for trading and using. The people in colonies came because of freedom and more land, availability.

How were the three types of colonies alike?

- Wanted eastern land
- Ruled by the English
- Had 4 or 5 colonies within
- Had Atlantic ocean access
- Used trading for access

What were the origins of each of the colonies?

New England colonies were owned by King James and split upon two of his friends. They were English. The Middle colonies were founded by the Dutch. Then the English came for the land and the Dutch surrendered. The Southern colonies were also founded by the English. King Charles II granted land to 8 other lords.

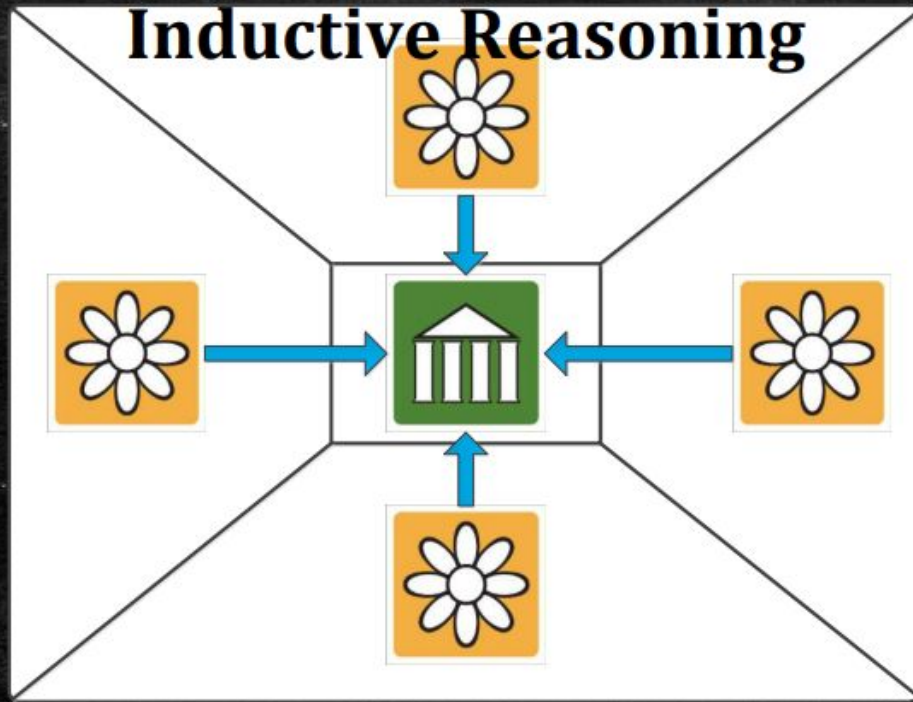
## Colonies in America

- Student Sample



# Inductive frames

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Disease in the water due to location on a swamp and lack of flowing water.

"Position at the salt freshwater transition, where filth introduced into the river tended to fester rather than flush away."

To eat you must work.

Many of the settlers were "gentlemen" who did not know how to work with their hands.



Smith became a virtual military dictator, instituting a brand of martial law that helped save the colony. He became an expert forager and was a successful

Indian trader

Colonists were not from professions that could help with survival.

Second wave of colonists did not have that many people who had useful professions.

285 settlers died



# Interacting with Text before the summary

## Octopuses' ability to change shape has been copied by scientists

By Washington Post, adapted by Newsela staff on 10.18.17  
Word Count 640  
Level 840L



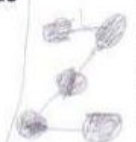
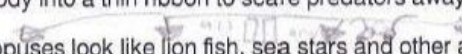
Octopuses are better at camouflage than any other animals. They can change their shape and color to look like other creatures.

One of these morphing creatures is the mimic octopus. It adopts the colors of a poisonous animal and changes its body into a thin ribbon to scare predators away.


Scientists have seen mimic octopuses look like lion fish, sea stars and other animals. When a mimic octopus takes the form of a crab, crabs fooled by the display end up eaten.


Scientists and engineers are impressed by the octopuses. A team of Cornell University scientists used the mimic using sheets of rubber and mesh. The scientists got help from a biologist named Roger Hanlon.


In a study published Thursday in the journal Science, they created a thin, flexible, skin-like material that changes into 3-D shapes. It is like the shape-changing skin of an octopus. The membranes can blow up in seconds to the shapes of everyday objects. They can look like plants or stones.




# Iconic pathways


 What are the important details? What details must you know?

 What is the main idea?

 What specific language is associated with this topic?

Write a summary of this article.

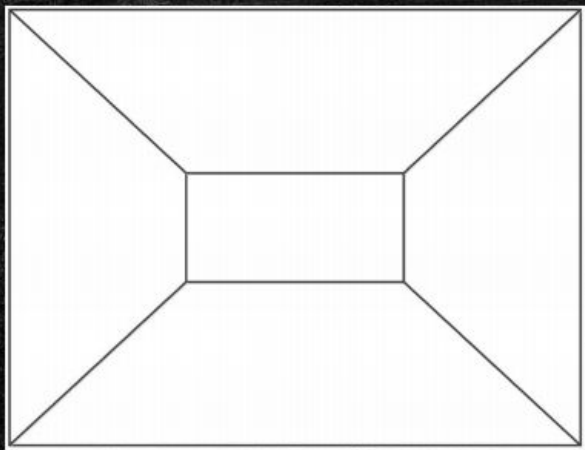
 In what order is the information presented? Why is that order important?

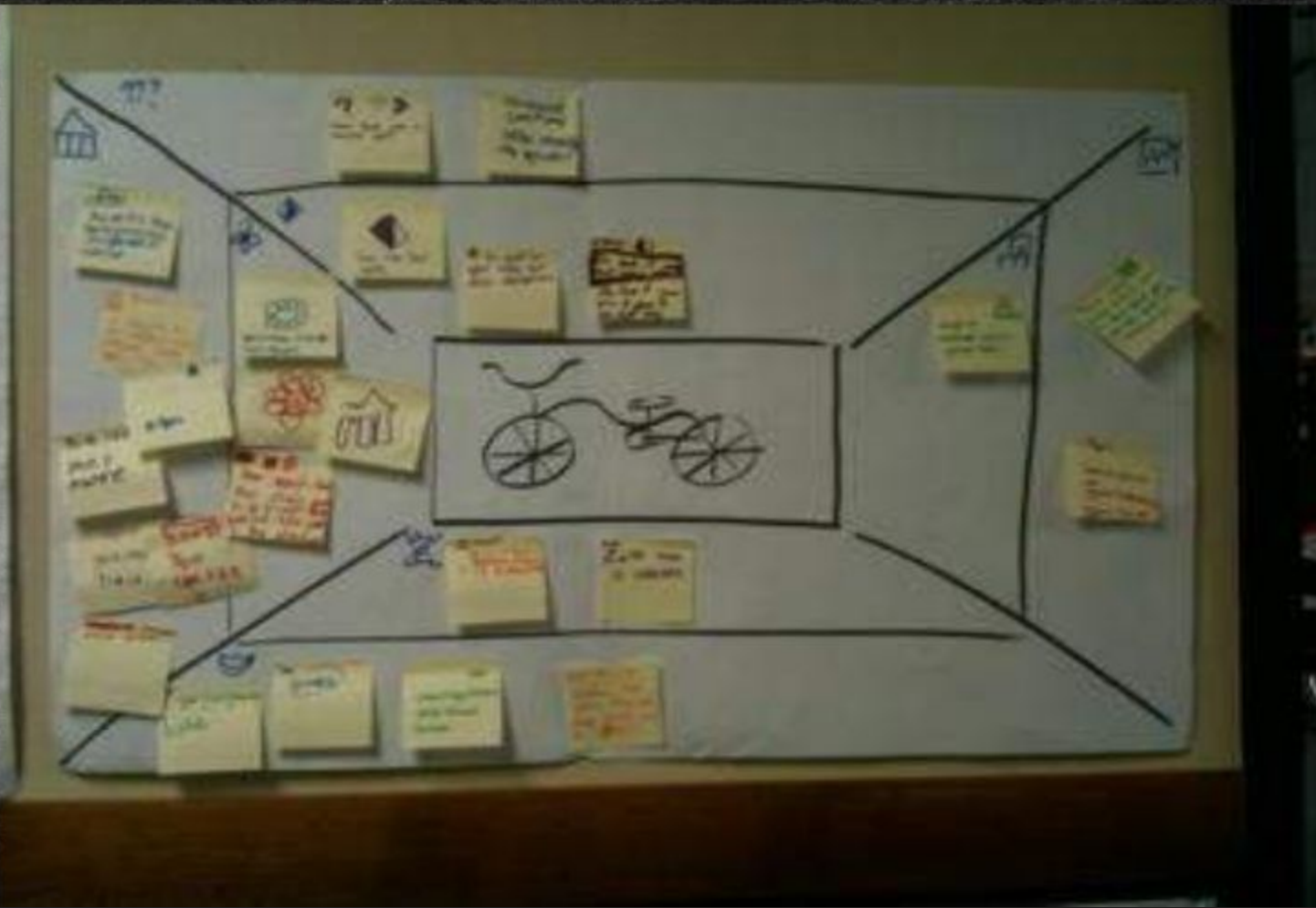


- Select icons used to create a pathway – one leads to the next leads to the next.

## Analyze image

- ★ Blank frame
- ★ Choose our icons





Petranski - funny name

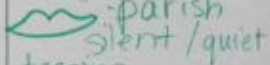
Wanda is quiet - absent - sat in the back

- no friends - wore a blue dress
- lived on Boggin Heights - didn't talk much - poor
- brother named Jake - tracks in dirt/mud - court
- desk dusty - poor - Billy Byron sits - dresses
- lonely - no one noticed absent <sup>behind her</sup> - derisively
- Old Man Svenson's 100 dresses - shoes
- why does she - girls don't believe "Hundred Dresser" - mistreated
- always wear blue <sup>all lined up</sup> Maggie's poor - 60 shoes - Boggin's Heights
- dress - why doesn't - silk/velvet - Bill Byron
- how old? she wears 100

# The Hundred Dresses Ch. 1



Wanda Petranski  
Peggy / Maddie



- parish
- silent / quiet
- teasing
- incredulously
- admiringly
- dazzling
- obviously
- ~~inseparable~~
- inseparable
- invented
- properly
- intruders
- exaggerate
- politeness
- popular

- Does Wanda have pets?
- have 100 dresses
- what is family like?
- why does she always wear blue dress?
- how old? she wears 100
- not ironed?
- how old Jake?
- why is she poor? (??)
- why is Svenson "No Good"?
- what grade?
- how 100 if poor?
- where's her Mom?
- Dad's name?
- why does she put up with stuff?
- did mom die?
- when's B-day?
- why doesn't she talk much?
- where was she born?
- Does she wear 100?

Wanda:

- Why are they teasing me?
- being mean?
- funny that I have 100 dresses
- hurt my feelings
- judging
- doesn't like attention
- wants to be noticed a little
- wants friends





ENCOURAGE OF THE DISCIPLINES

glassy, luxurious, exclusive, breathtaking, classy, gorgeous, elegant, enthusiastic, trifle, overjoyed, oohed, blast, plush, glittery, dim, joyous, approving, wobbled, ached, calms, gasped, excellent, husband, ceiling, chandeliers, carpeting.



UNANSWERED QUESTIONS

The Sunset Towers faced east even though the sunset was in the west. Barney Northrup lied to Sydelle Palaski 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 last journey.



BIG IDEA

Why does Sunset Towers face east? Why did Barney Northrup chose 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?



DETAILS

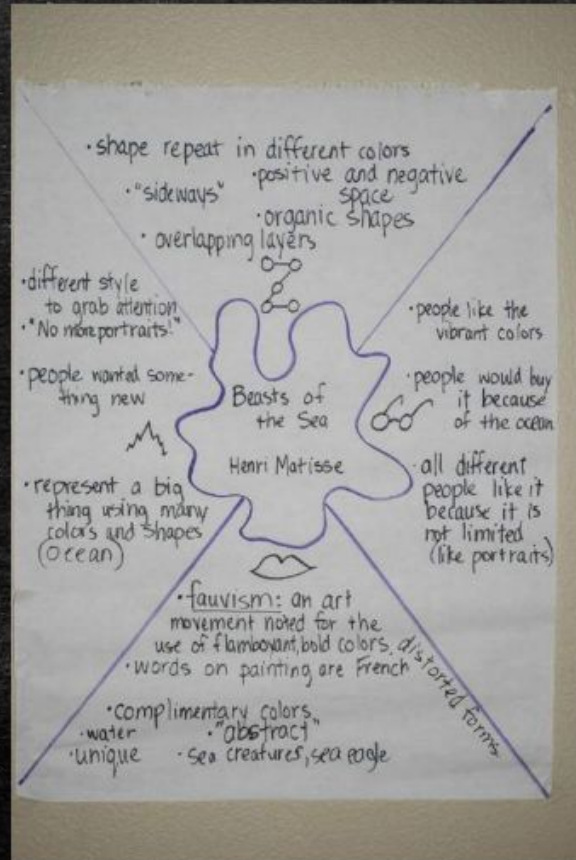
I believe that the Westing Game itself is similar because just as the competitors get competitive in the game, kids like me get competitive in any game. Also, just as Chris Theodorakis has a disability, I have known someone who also has a mental disability.



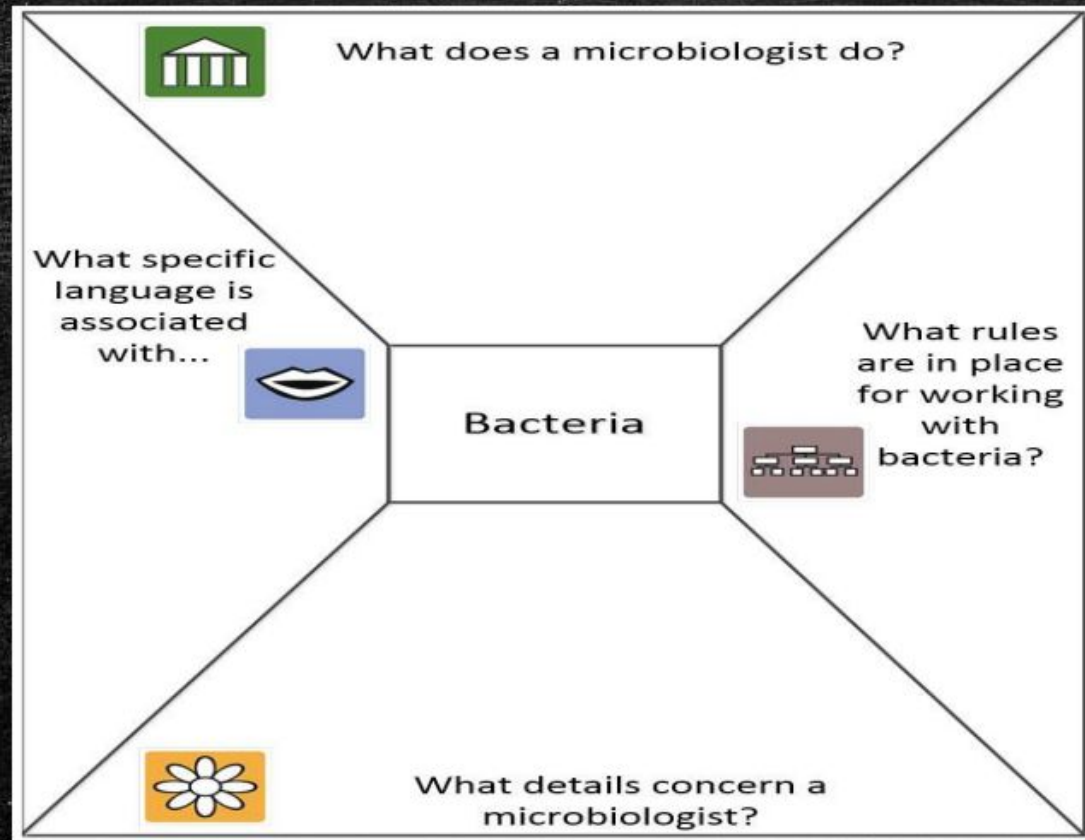
ACROSS DISCIPLINES



# Whole Class Example



# Think like a disciplinarian



- MICROBIOLOGIST

# Curricular Uses

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- Math
- English Language Arts
- Science
- Social Studies
- Art
- Music
- Etc.

# Frames Uses

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- Graphic organizer
- Follow-up to a lesson
- Reference
- Reinforce concepts
- Assessments
- Able to differentiate by using different icons
- Increase rigor or complexity with paired icons

# Differentiating with Frames (Even More)

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## Level of Need

## Frame To Use

Needs Help

Icon with question

On Level

Icon only (the student creates the question)

Needs Challenge

No icons or questions

# Frame Maker

<https://frames.jtayloreducation.com/login>

# **NON-STANDARD FRAMES**

# Problem Solving Model



What is being asked?



What is known?



What questions or connections are there?



Show work.



Answer



# Writing Graphic Organizer

The graphic organizer is designed to look like a classical building with three columns and a triangular pediment. The pediment contains a small icon of a person and the word "Position" above several horizontal lines for writing. Each of the three columns is divided into three sections: the top section is labeled "Reason" and has two lines; the middle section is labeled "Supporting Detail" with a small star icon and has five lines; the bottom section is also labeled "Supporting Detail" with a small star icon and has five lines. Each column is supported by a base.

Position

Reason

Supporting Detail

Supporting Detail

Reason

Supporting Detail

Supporting Detail

Reason

Supporting Detail

Supporting Detail

# Pros and Cons

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Name: \_\_\_\_\_

What are the points for one side?



What are the points for the opposing side?



What is your perspective?





## Think & Plan

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- How and when will you introduce the icons?
- How will you incorporate Depth & Complexity into a unit or lesson you plan to teach in the next two weeks?

“

Be not afraid of going slowly;

be afraid only of standing still.”

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-- Chinese Proverb

# CREDITS

- Frames: Differentiating the Core Curriculum, Daniel Brillhart 13 June 2019
- An Introduction to the Depth & Complexity Prompts & Their Icons Presented by Emily Biggers