

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Department of K-12 Educational Services
Gifted and Talented Education

Using Depth and
Complexity with the
Houghton Mifflin Reading
Series

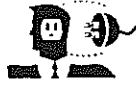


Presented by Shannon Brosnan
and Caroline Mitchell
Fall 2008
OCC GATE Conference
U.C.I.



Ideas for Introducing Depth and Complexity

Making a Connection



- Show students pictures of different signs and symbols (stop sign, arrows, poison, etc.) and ask how these signs help us. (Give us direction or a pathway, tell us which way to go, give us information without using words.)
- Then relate those signs to the symbols that we use to represent the depth/complexity icons. Explain that these symbols will help us along our pathway of learning in school.

Relate to Self

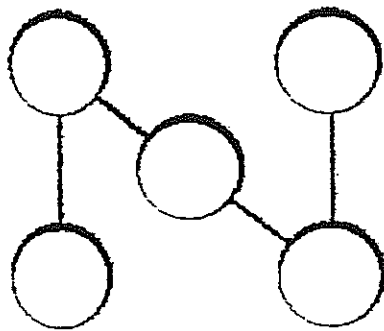
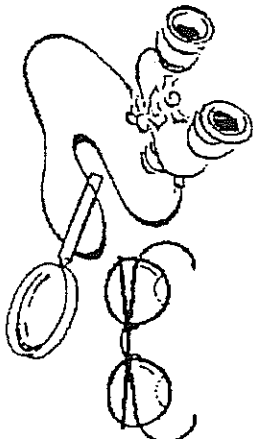
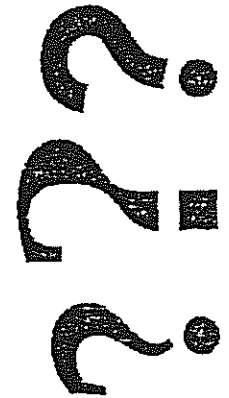
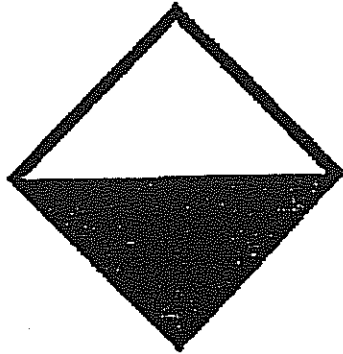
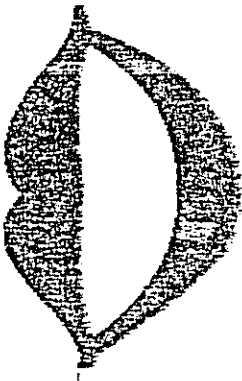
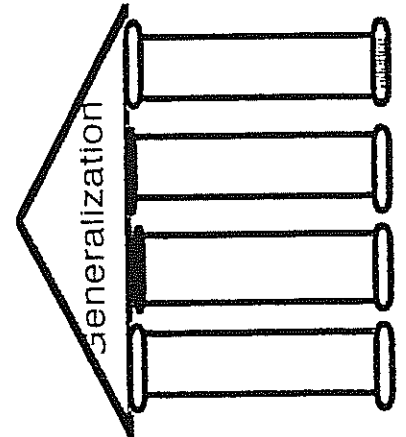
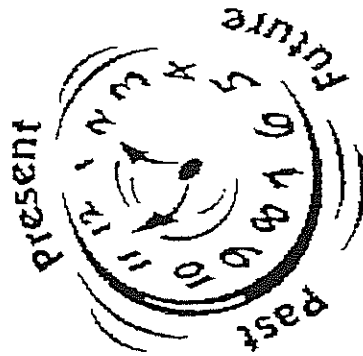
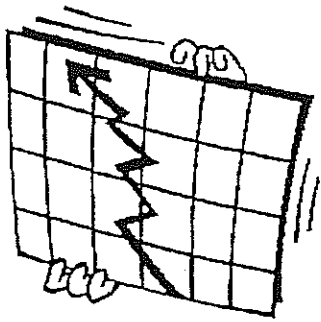
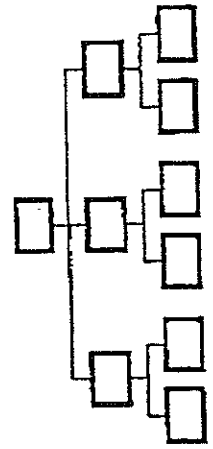
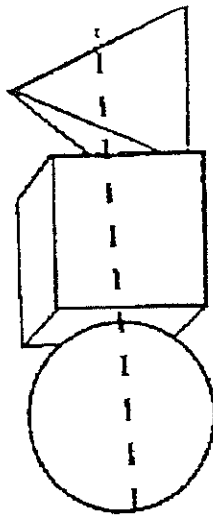
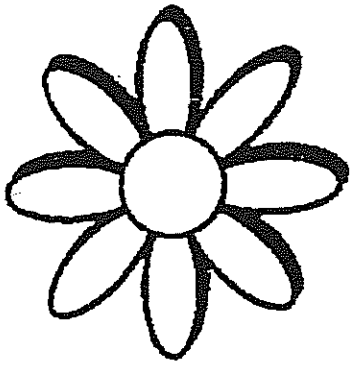


- Introduce yourself to the class using each element of depth/complexity.
(If you were to "study" me using these tools...)
- Then students can relate the elements to themselves.
(If someone were to "study" you using these tools...)
- Students can frame themselves using 4 of the elements.
Introduce themselves to a partner or the class using the frame.

Relate to Text



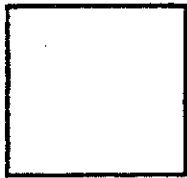
- Look at a simple story in a more sophisticated way.
- Using a simple story, have the students identify the elements of depth and complexity.
(Ex. The Three Bears, The Three Little Pigs, etc.)



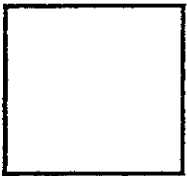
Attributes of Depth

- | | |
|--------------------------|---|
| <input type="checkbox"/> | The Language of the Disciplines: Specialized vocabulary; skills/tasks specific to a discipline; tools used; benefits to society |
| <input type="checkbox"/> | Note Details: Elaboration, identify attributes, parts, factors |
| <input type="checkbox"/> | Identify the Rules: State the explicit or implicit factors that govern an area of study; the structure; the order; the hierarchy; the elements that set the standards |
| <input type="checkbox"/> | Note Patterns: Identify reoccurring elements/events; determine the order of events; predict what comes next |
| <input type="checkbox"/> | State Trends: Note factors that cause events to occur (social, political, economic, geographic); identify patterns of change over time |
| <input type="checkbox"/> | Identify Ethical Consideration: Identify value-laden ideas; determine elements that reflect bias, prejudice, discrimination; state pro & con arguments in terms of ethics |
| <input type="checkbox"/> | Define Unanswered Questions: Identify unclear ideas or missing information; discuss areas yet to be explored or proven; note conclusions that need further evidence or support |
| <input type="checkbox"/> | State the generalization, principle, theory or big idea: Identify a rule or general statement that summarizes information or draws conclusions based on evidence drawn from a collection of facts or ideas |

Attributes of Complexity



Relationships over Time: Describe relationships between past, present, and future, relationships within a time period, how or why things changed or remained the same



Multiple Points of View: Discuss multiple perspectives related to area of study, explore opposing viewpoints (pros & cons); reflect on advantages of diversity within a society


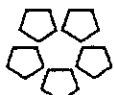

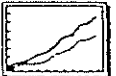
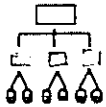








Interdisciplinary Connections: Relate/integrate the area of study to include the methodology of other disciplines

Analyzing with Depth and Complexity

Name _____

Date: _____



Patterns
Describe the patterns you find.

Beginning:

Middle:

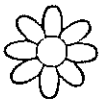
End:

Story Title:

Standards:

Language

Find 3 new words and write the definition.



Details

Story Summary



Point of View

This story reminds me of...



Over Time

Explain how the main character changed over time.



List any unanswered questions you have about the story.

Unanswered Questions

Story Title:

Standards:

Ethics

Describe the ethical issues you find.



Big Idea



Describe the big idea. Support with evidence from the story.

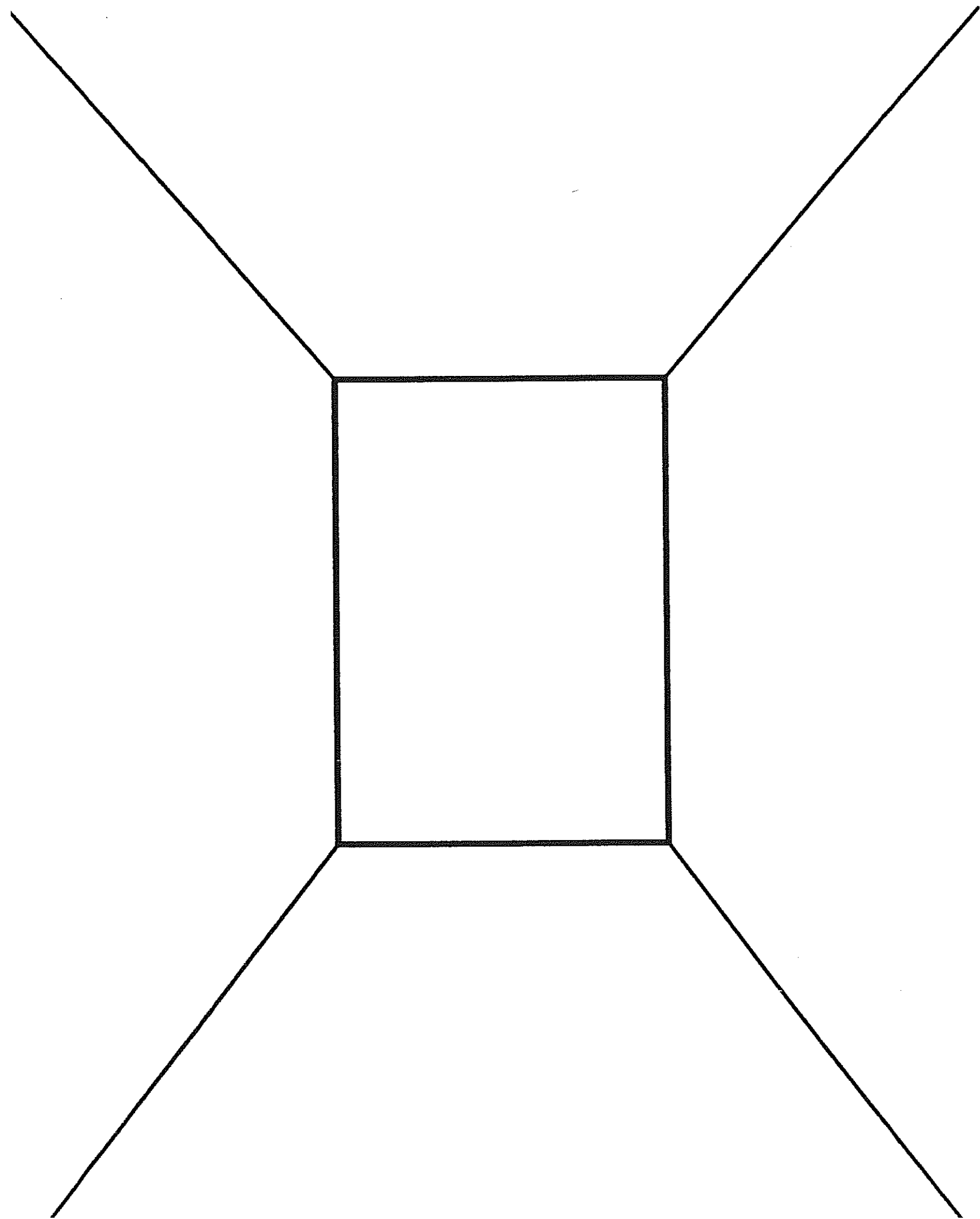
Story Title:

Standards:

Rules



Describe the rules you find in the story.



High End Learner Strategies for Language Arts

"FRAME IT"

Theme 1

Standard Focus and Skill:

Predict / Infer
Sequence of Events

Story 1



What words are important to the story and why?



How does the main characters change over time?"



This story reminds me of...



What factors (details) influenced the main character's decision to...

Story 2

Standard Focus and Skill:

Question
Text Organization



If you could ask any questions to the main character what would they be?



What general statement (message) best describes the story? Support it with evidence from the story.



Story Summary - Beginning, Middle, End



Your choice

Story 3

Standard Focus and Skill:

Monitor / Clarify
Categorize and classify



Diagram and explain the structure of the topic.



Describe the patterns you found.



Your choice

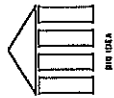


Your choice



DETAILS

List the most important DETAILS from the article.

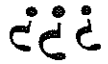


BIG IDEA

Identify the BIG IDEA of the article.

Name: _____

Article: _____



List your UNANSWERED QUESTIONS about the article.



Choose at least 3 new words and write the definitions.

strategy focus: summarize - R 2.6 Extract significant information
comprehension skill: noting details - R 3.3 Determine character trait

The Talking Cloth

by Rhonda Mitchell

Aunt Phoebe has things. Things and things and things.

"A collector of life," Mom calls her.

Daddy says she lives in a junk pile. "Reminds me of your room, Amber," he says.

I like visiting Aunt Phoebe. There's no place in her house to be bored, and she always gives me mocha to drink. Daddy says it will stunt my growth.

Aunt Phoebe tells him, "Mocha is named after a city in Yemen, and this child just grew an inch or two, *inside*, for knowing that."

Aunt Phoebe knows things...

She tells me stories, about her "collection of life," each time we visit. I sip hot mocha and listen, imagining all the people and places she has seen.

Today we sit in her kitchen and she tells about the basket of folded cloths in the corner. "I bought these in Africa," she says.

Daddy laughs. "I figured that was laundry you hadn't put away."

Aunt Phoebe smiles and takes a cloth from the top of the basket. She unfolds it with a flourish – a long magic carpet. It runs like a white river across the floor.

"What do you do with such a long cloth?" I ask.

"You wear it," says Aunt Phoebe. "It tells how you are feeling. This cloth talks."

"How can it do that?"

"By its color and what the symbols mean," Aunt Phoebe tells me.

"This is *adinkra* cloth from Ghana. It's made by the Ashanti people and at one time only royalty wore it," she says.

Aunt Phoebe rubs the cloth against my face. It's silk and feels smooth. I image myself an Ashanti princess...

The cloth is embroidered in sections and hand printed all over with small black symbols. Like words.

A white cloth means joy – yellow, gold or riches. Green stands for newness and growth. Blue is a sign of love, but red is worn only for sad times, like funerals or during wars.

"Maybe I should wear red when your daddy comes to visit," Aunt Phoebe says.

Daddy laughs and pours himself some mocha. He likes to listen too. I know it.

Aunt Phoebe tells the meaning of some symbols on her cloth. One says, "Except God, I fear none." That's called *Gye Nyame*.

Another is called *Obi nka Obie*. "I offend no one without cause."

Each symbol speaks of something different, like faith, power, or love.

I imagine cloths with my own symbols on them.

Fred – he's my little brother – should be dressed in green for "go" with grubby little handprints all over. Everyone can see what kind of a mess that kid is.

Aunt Phoebe's little brother is my daddy. "Let's see," she says. "Guess we should wrap him in gray pinstripe cloth for seriousness, with squares on it!"

We all laugh, imagining that.

I ask if I can put on the *adinkra* cloth.

"Of course you can, baby," Aunt Phoebe says. "When you're older, you can have it for your own."

She wraps the *adinkra* three times around my waist, then across one shoulder – and still it drags on the ground.

"A cloth this long is a sign of wealth," she tells me.



















Daddy says, "Amber, you'll need to drink a lot of mocha to grow tall enough."

"Well," says Aunt Phoebe, "this child has grown a lot, *inside*, just today!"

I smile, thinking of it. This cloth means joy.




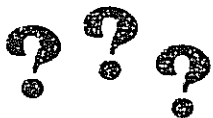





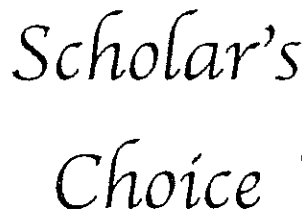








I am still an Ashanti princess now, and here is all my family and everyone who has ever worn an *adinkra*... gathered around me.

Scholar's Workshop for Dancing Rainbows

<p> Required </p> <p>Read the <u>Dancing Rainbows</u> and answer the questions on page 228. Remember to use complete sentences.</p> <p>Complete the comprehension check in your practice book on page 113.</p>	<p>Write an Explanation </p> <p>How do Curt and his family prepare for Feast Day? Write an explanation that tells what each person does to get ready for the celebration.</p> <p>Tips: To begin, go back to the selection and take notes. Organize your explanation by topic, main ideas, and supporting details. </p>	<p> Geography and Your Community</p> <p>In a small group, look at the big photograph on pages 216-217. Describe the land and climate where Curt and Andy live. Discuss how their surroundings affect life in their community. Then discuss how your surroundings affect life in your own community. </p>
<p>Water Cycle </p> <p>Where does rain come from and where does it go? Draw a diagram explaining the water cycle. Include the earth, water, sun, air, clouds, and rain. Use arrows to show the path of the water. Label each part of the cycle. Use an encyclopedia or a science book for information (references). </p> <p>Bonus: Show how the water cycle changes at different times of the year.</p>	<p>Onomatopoeia </p> <p>(AHN-uh-MAT-uh-PEE-uh)</p> <p>This is a term for words such as <i>buzz</i>, <i>whirr</i>, <i>moo</i>, <i>hiss</i> that describe and give a name to specific sounds. Find examples of onomatopoeia on pages 219 and 221. List them on a paper, and then create lists of other onomatopoeic words that could be used to describe and name the sounds of other things mentioned in the story.</p>	<p>Identifying Verbs </p> <p>The author uses many present tense verb forms. For example, <i>The horno sits...</i>, <i>Curt's mom makes...</i>, and <i>Then she cleans...</i> are found on page 215. Reread the story and identify and list singular present tense verbs and their subjects in one column and plural present tense verbs and their subjects in another. </p>
<p>Who Are the Pueblo? </p> <p> (CH 2-8)</p> <p>The Tewa are one tribe of the Pueblo Indians. Learn more about the Pueblo. Answer these questions:</p> <p>Who are they? Where do they live? What are their traditions?</p> <p>Write a one-page report. Include a map or picture to help tell about the Pueblo. Use the challenge master TIPS to help you.</p>	<p>Tell a Friend </p> <p> (CH 2-8)</p> <p>Write a personal letter that tells about one of the Tewa dances as if you had seen it yourself. Include details from the selection and your own experience. Be sure to mention what you saw, heard, and felt. Use the challenge master TIPS to help you.</p>	<p>Compare/Contrast</p> <p>Create a Venn diagram comparing the ways both Curt and Anthony Reynoso honor their ancestors and share their traditions.</p> <p>  </p>

Scholar's Extension Menu for Earthquake Terror








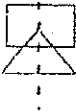




 <p>"Frame" the "Scholar's Thinking Tools" to analyze the story.</p>	 <p>Create a list of idioms found in the story and other idioms that you use. Next to each idiom, explain its meaning in terms a visitor from other country would understand. Get TASK #5 "A DICTIONARY FOR VISITORS"</p>	 <p>"Think like a Linguist" List and define the vocabulary words on the form. Study and be prepared for a vocabulary quiz.</p>
 <p>"Think like a Analyst" Complete the form. Write up questions and responses, Teacher and Student Choices, and summarize the big idea of the story.</p>	       <hr/> <p>Name _____</p>   	 <p>SCIENCE LINK Skill: How to Read Science Article Read by 48-51 with a partner. <u>Before you read</u>, discuss the question on the sidebar of page 48. <u>While you read</u>, discuss the questions on the sidebar of page 48. Together, answer the three questions on TASK CARD # 3</p>
 <p>"Think like a Artist" "The Art of the Storm" You will find and describe examples of weather-related artwork. Complete a sketch. Follow the directions of TASK CARD #2</p>	 <p>The story, <i>Earthquake Terror</i>, is told from Jonathan's perspective. The reader experiences the same sound, smells, memories, and sensations as Jonathan. Write and discuss how the story might be different if it were told from the perspective of Abby or Moose. Get TASK CARD #1</p>	 <p>Collect, compare, and display facts that relate to weather extremes in the region you live, the nation, and the world. You could include facts such as highest and lowest record temperature, most or least amounts of rain, and wind speeds. Use electronic or print resources.</p>

Adapted by Nanci Cole from H.M. Reading Series

Teacher Choice _____
Student Choice _____






	       <p>Scholar's Choice</p> <hr/> <p>Name</p>   	


Teacher Choice _____


Student Choice _____





Story Elements

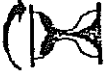
 Title & Genre:

 Setting:


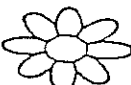

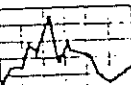
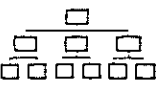





 Characters


 Beginning - (Problem):













 Middle - (Climax):

 End - (Solution):

Title _____

<p>Language</p> 	<p>What words, labels, symbols, or vocabulary terms were important in the story?</p>
<p>Details</p> 	<p>What are the different events that occurred in the story?</p>
<p>Patterns</p> 	<p>What kinds of patterns did you observe in the story?</p>
<p>Trends</p> 	<p>What influences caused the main character to feel or behave a certain way?</p>
<p>Rules</p> 	<p>Were there any rules or structure in the story? Explain.</p>
<p>Ethics</p> 	<p>Did the character make any ethical decisions, and why did they decide a certain way?</p>
<p>Unanswered Questions</p> 	<p>What is unclear about the character's motives? What else remains unanswered?</p>
<p>Big Idea</p> 	<p>What important message does this story offer?</p>
<p>Changes Over Time</p> 	<p>How does the passage of time affect the character's behavior?</p>
<p>Different Points of View</p> 	<p>Are there different points of view in the story? What are they?</p>

 Word	Sentence (from text)	Part of Speech & Definition	Illustration
Found in text pg. _____		()	
Found in text pg. _____		()	
Found in text pg. _____		()	
Found in text pg. _____		()	
Found in text pg. _____		()	

	SENTENCE IN STORY	DEFINITION	ILLUSTRATION
	PG. _____		
	PG. _____		
	PG. _____		
	PG. _____		
	PG. _____		
	PG. _____		

Name:
Grade:

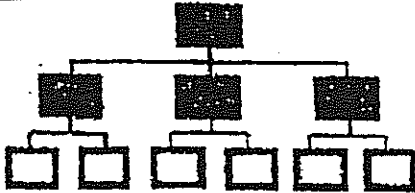
Title, Author, Genre	Strategy Focus	Comprehension Skills	Key Vocabulary	Spelling Rules		Big Idea

Genre

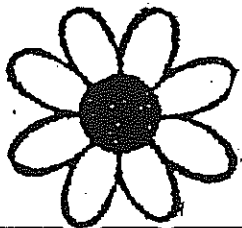
What type of text are you reading?



What is the structure of this genre?



What details in the text support this genre?



Name: _____ Date: _____

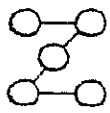
The Proof is in the PATTERNS!

Genre: Fairy Tales

As you read the story, look carefully for the PATTERNS found in fairy tales. Prove with evidence that the story really is a fairy tale.

Title: _____

Author: _____



Fairy Tales



Evidence

(don't forget the page number!)

Begin with "Once upon a time"

Take place in a faraway, imaginary land

Have make-believe characters, such as elves, dragons, witches, giants, and fairies

Have royal characters, such as kings, queens, princes, and princesses

Things happen or appear in threes

A problem is solved

Wishes are granted

Magic is used

End with "happily ever after"

Name: _____

Date: _____

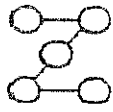
The Proof is in the PATTERNS!

Genre: Fables

As you read the story, look carefully for the PATTERNS found in fables.
Prove with evidence that the story really is a fable.

Title:

Author:



Fables



Evidence

(don't forget the page number!)

Fables are very short.

Fables usually have only two
or three characters.

Animals talk and act like people.

A fable teaches a lesson
called a moral.



A. Gracis

Name: _____

Date: _____

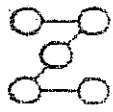
The Proof is in the PATTERNS!

Genre: Fantasy

As you read the story, look carefully for the PATTERNS found in fantasies. Prove with evidence that the story really is a fantasy.

Title:

Author:



Fantasy



Evidence

(don't forget the page number!)

People, animals, or things are able to do things they could not do in the real world (a cat can talk, a carpet can fly).

Things happen that could not happen in the real world (time stops, snow changes into popcorn).

The story takes place in a make-believe place that is not in the real world (the Enchanted Forest).

The story has creatures in it that are not found in the real world (dragons, unicorns, mermaids).

Name: _____

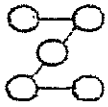
Date: _____

Is Realistic Fiction Really Realistic?

As you read the story, look carefully for the PATTERNS found in realistic fiction. Prove with evidence that the story really is a piece of realistic fiction. Then, think of a place or event in your own life that you are reminded of.

Title: _____

Author: _____



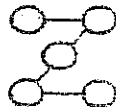
Characters do things that real people or animals might do.



Evidence



This reminds me of...



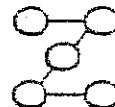
Places in the story are real, or they seem like real places.



Evidence



This reminds me of...



The story tells about events that could really happen.



Evidence



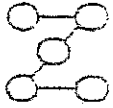
This reminds me of...

name _____ Date _____

I Can Prove It's A Folk Tale!

As you read the story, look carefully for the *patterns* found in folk tales. Prove with evidence that the story really is a folk tale!

Title _____ Author _____




Folk Tales




Evidence


(don't forget the page number!)

It's passed down from generation to generation.

It's told from a third-person perspective. 


Characters may include animals and/or inanimate objects

The action builds through repetition. 

The story begins with "Once upon a time..." or "Long, long ago..." 

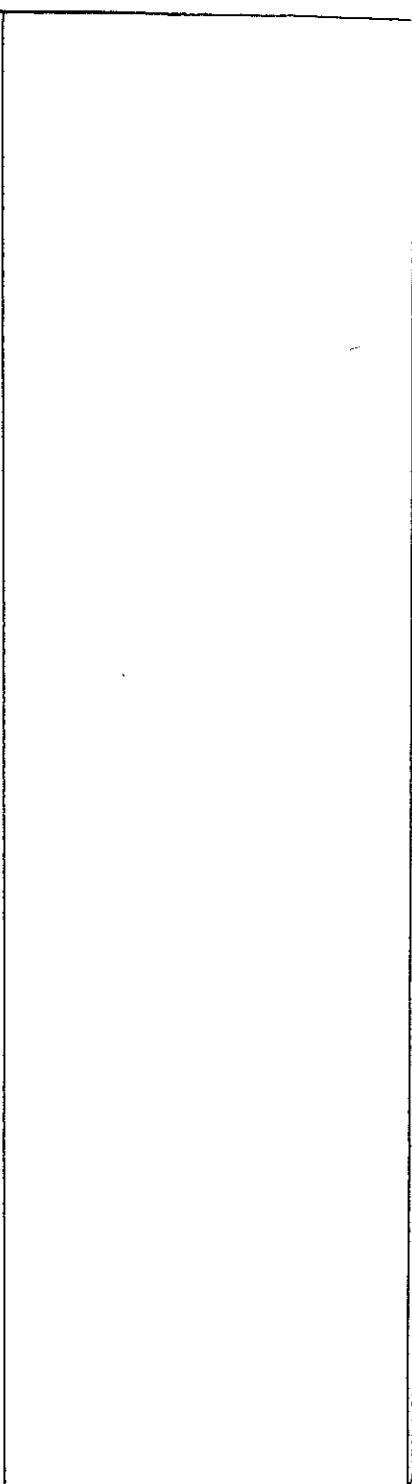
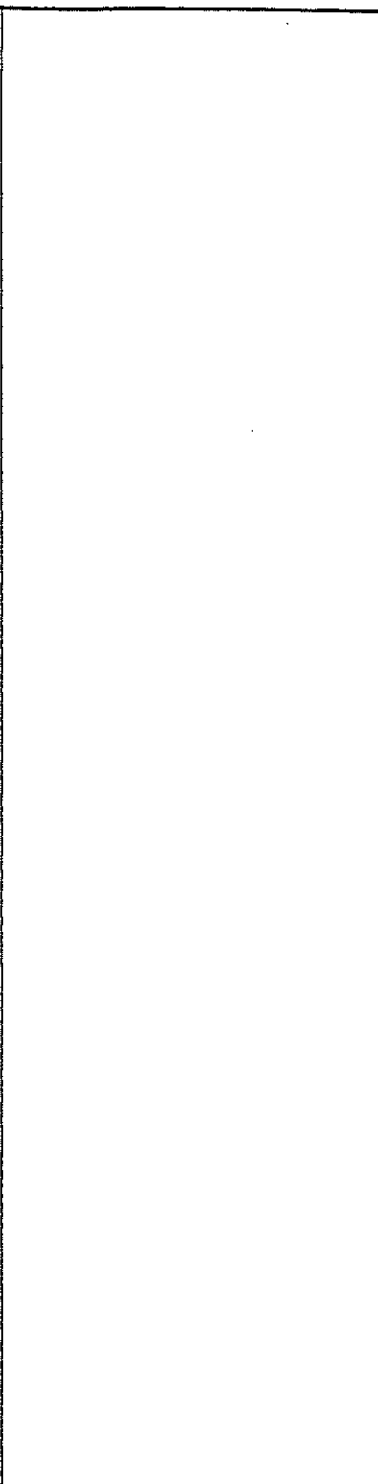
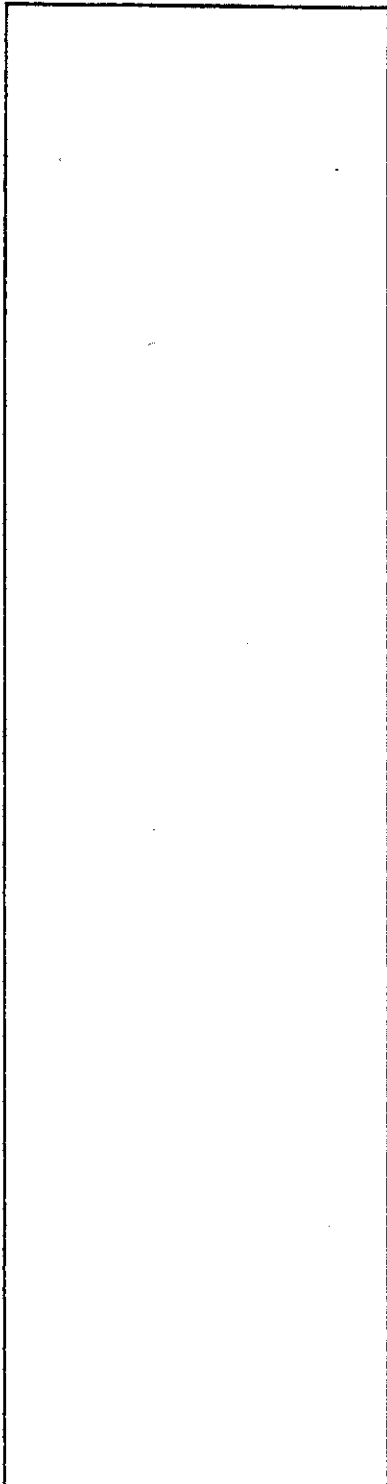
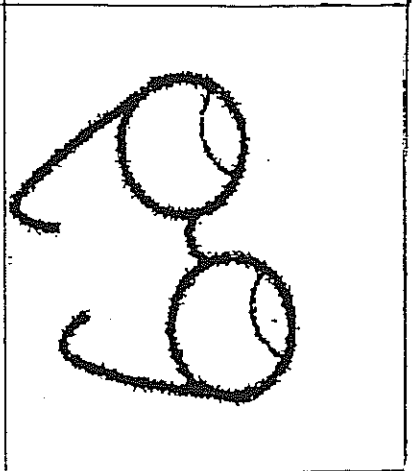
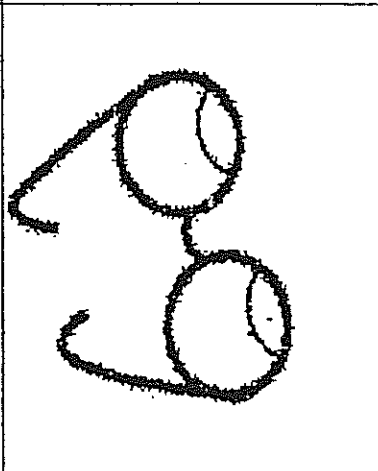
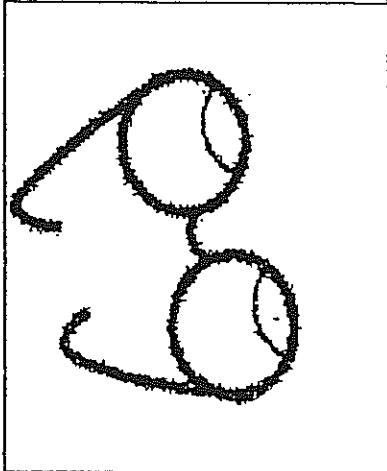
It teaches a moral or a lesson. 

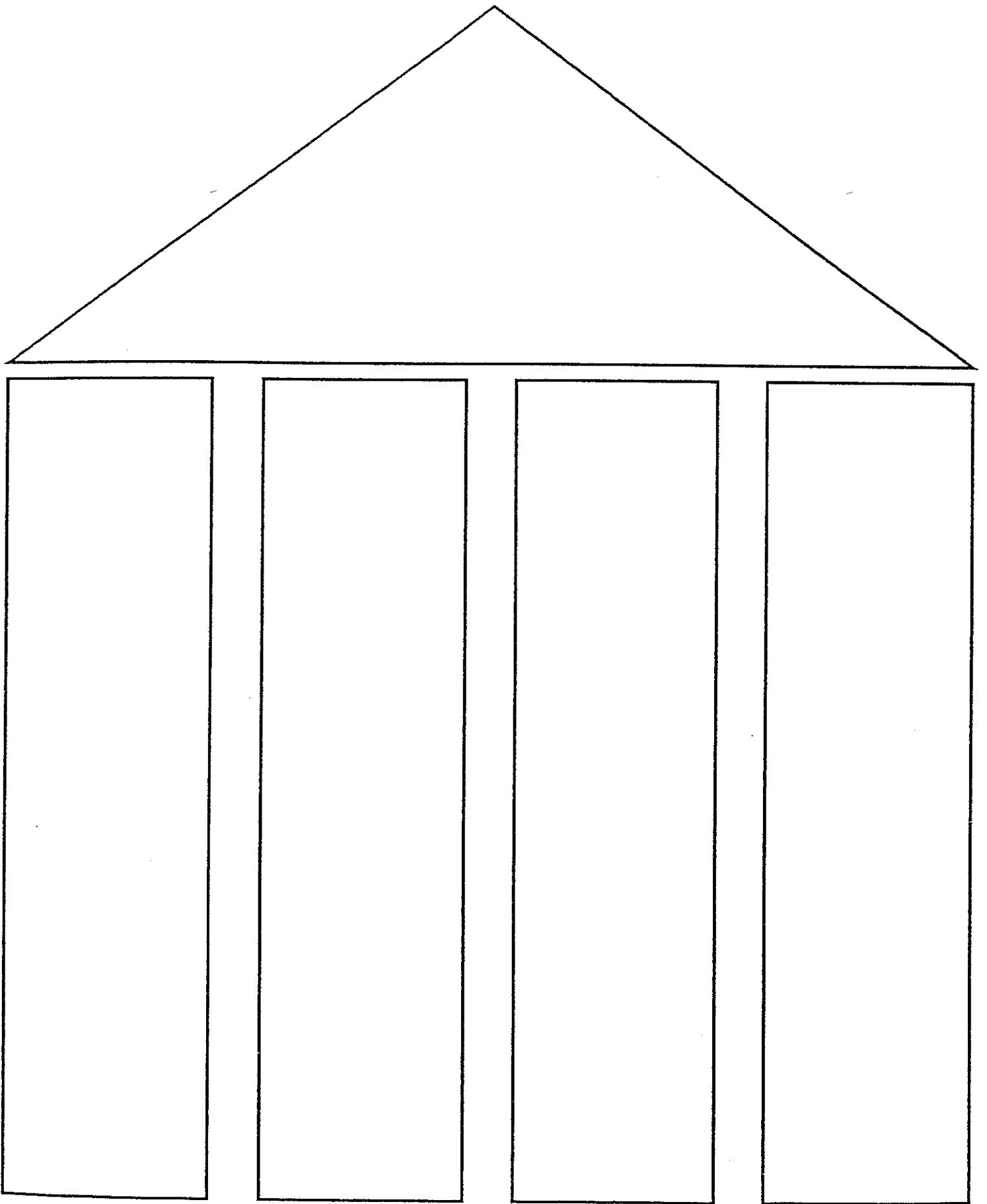
The story has a high point at the end.

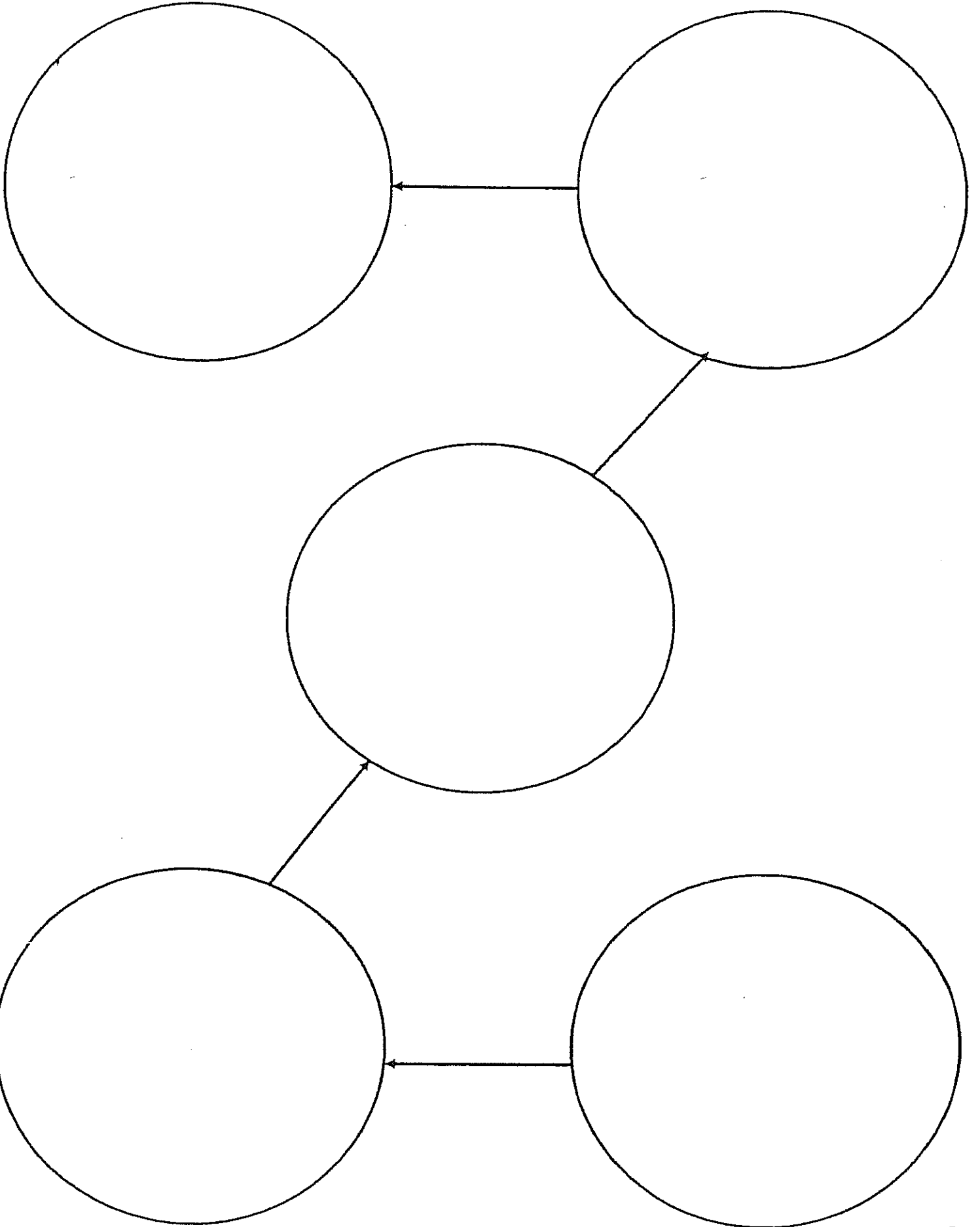
Similar stories may be told in different parts of the world. 

Goodness and intelligence wins over evil and foolishness.

From Different Perspectives...







ee

Spelling

ea

ie

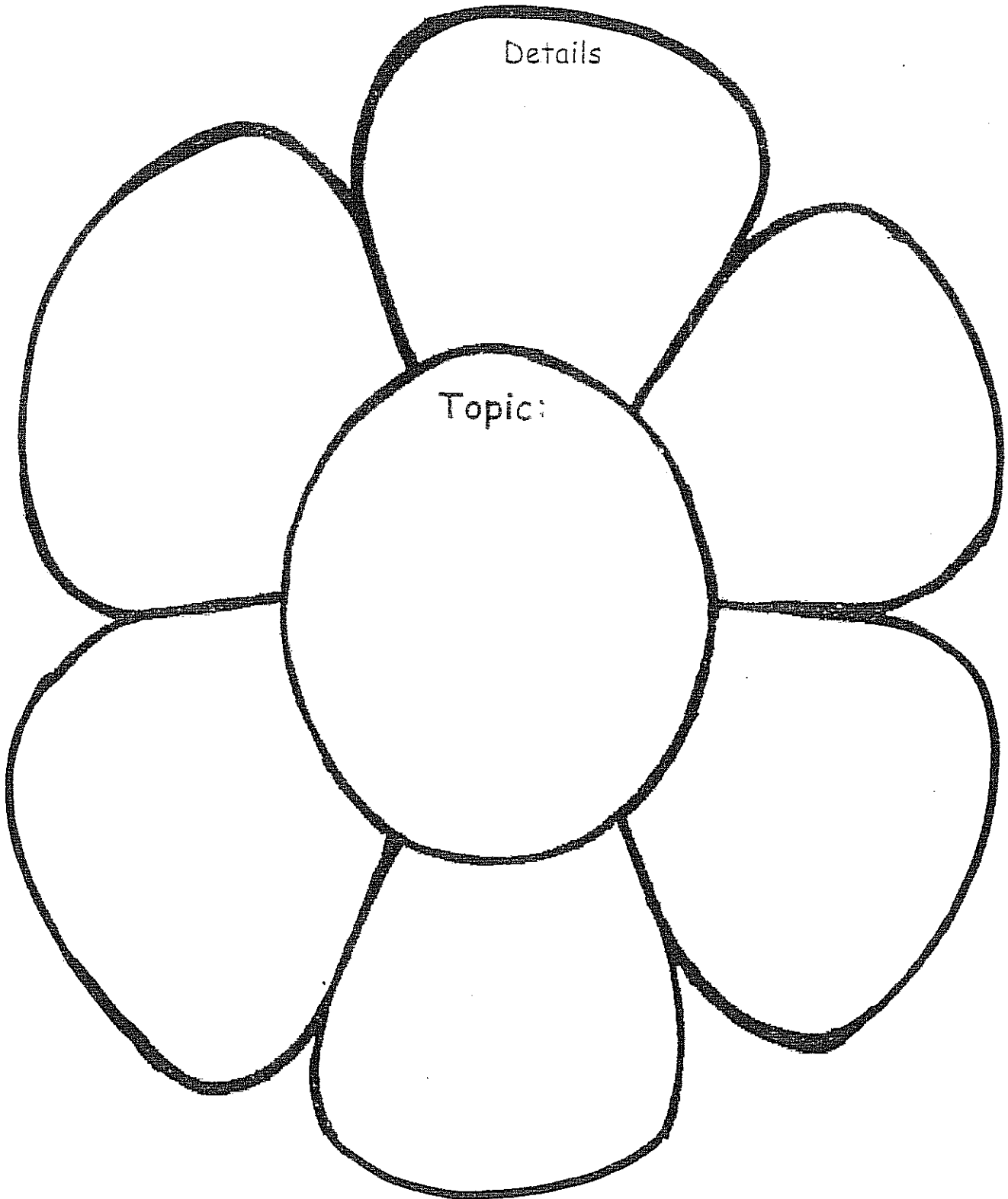
Patterns

ture

tion

Story Title:
Genre:

Name
Date



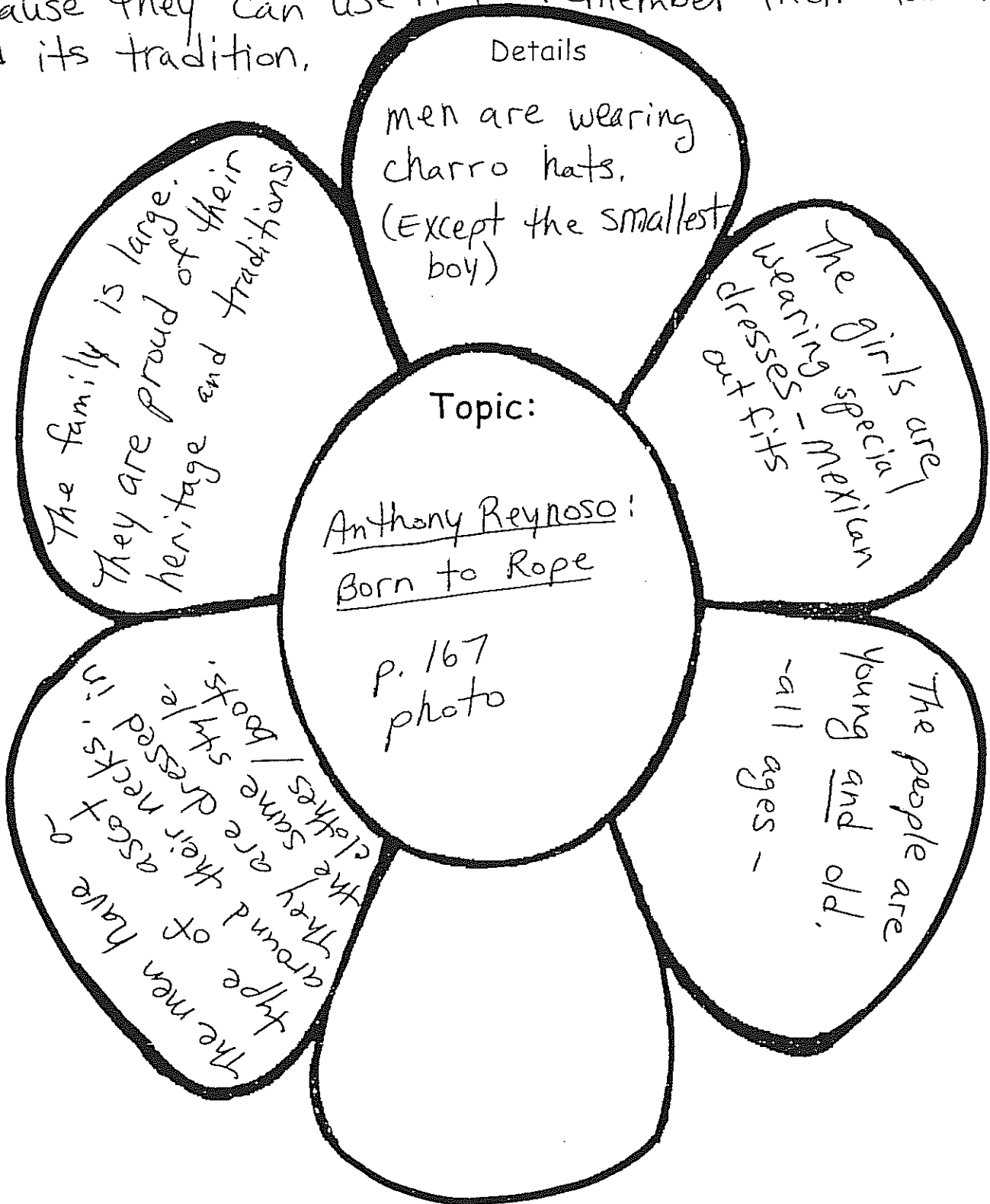
Story Title: _____

Name _____

Genre: _____

Date _____

This photo is significant to the Reynoso family because they can use it to remember their family and its tradition.



"The Keeping Quilt"

by: Patricia Polacco

Tradition
is a
concept!

Traditions

Can Change
Over Time

Generalization ←



Jacy's

The quilt was used first as a wedding huppa, then to cover Carle, and again for a wedding huppa, next, to keep Anna's legs warm, and a table cloth for Anna's birthday.

Timmy's

Last for Patricia's first birthday party, and to cover Mary Ellen when she died.

At first at the wedding the men & women didn't do anything together after when it got to Mary Ellen everybody danced together.

M&M's




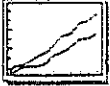







When you move to a different country you learn new traditions and help others learn yours.

Chad's

The things the mother's gave to their daughters changed. The first daughter got, a gold coin, dried flower, and a small piece of salt. Then Carle got gold, a flower, salt, and some bread. Last Patricia got bread, gold, and salt and a sprinkic of grape juice.

Facts and details →

Roosevelt Cluster
Curriculum Project
Kaplan/Roosevelt Cluster 1/99

Dimensions of Depth	Stanford 9 Reading Skills	Related Skills
Language of the Discipline 	<ul style="list-style-type: none"> • figurative speech 	<ul style="list-style-type: none"> • multiple meaning of words • technical vocabulary
Details 	<ul style="list-style-type: none"> • comprehend facts 	<ul style="list-style-type: none"> • describe • note synonyms
Patterns 	<ul style="list-style-type: none"> • sequence • related events • predict 	<ul style="list-style-type: none"> • hypothesize • guess • identify main idea
Trends 	<ul style="list-style-type: none"> • sequence • relate events • identify cause and effect 	<ul style="list-style-type: none"> • forecast • note influences, forces • compare/contrast
Unanswered Questions 	<ul style="list-style-type: none"> • differentiate fact from opinion 	<ul style="list-style-type: none"> • note ambiguity guess • identify discrepancies
Rules 	<ul style="list-style-type: none"> • identify cause and effect • provide reasons • explore why 	<ul style="list-style-type: none"> • determine relevance • note order • identify stated & unstated meanings • organize
Ethics 	<ul style="list-style-type: none"> • state reasons why • determine bias 	<ul style="list-style-type: none"> • draw conclusions • argue • prove with evidence • infer
Big Ideas 	<ul style="list-style-type: none"> • state/make generalization 	<ul style="list-style-type: none"> • identify theory • state principle
Dimensions of Complexity	Stanford 9 Reading Skills	Related Skills
relationships over time 	<ul style="list-style-type: none"> • sequence • relate events 	<ul style="list-style-type: none"> • predict • order
relationships from different points of view 	<ul style="list-style-type: none"> • give perspective • determine bias • infer 	<ul style="list-style-type: none"> • identify stereotype • assume multiple and varied ideas
interdisciplinary relationships 	<ul style="list-style-type: none"> • relate events 	<ul style="list-style-type: none"> • connect • associate • integrate information • link ideas

Depth and Complexity developed under the
 auspices of OERI, Javits Curriculum Project T.W.O.,
 Dr. Sandra Kessler 1999