



# THE THINKING GUIDE:

*A Depth & Complexity Student Workbook*



## ENGLISH LANGUAGE ARTS

*Students are immersed in Deep & Complex differentiated activities!*

DISCUSSION LANGUAGE



VOCABULARY



COMPREHENSION



WRITING



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# ENGLISH LANGUAGE ARTS

The Workbook is a useful tool to support classroom learning. Each page of the workbook incorporates elements of the Depth and Complexity Framework in order to facilitate authentic engagement, critical thinking, and open-endedness for students.

The primary objective of the Depth and Complexity Framework is to provide students with challenging learning opportunities by applying thinking processes to the study of the core curriculum. The icons of Depth and Complexity and Content Imperative Icons are prompts used to initiate a more advanced and extensive thinking process. Students will be engaged and appropriately challenged as they work through the activities and formulate understanding of subject matter.


The differentiated activities in this workbook are open-ended making the content accessible and appropriate for all levels of learners. All activities blend iconic prompts and critical thinking with grade level content.

This workbook contains 6 differentiated activities for each of the interconnected strands of English Language Arts and reading as well as blank note pages and genre writing activities. It is recommended that students work through each page, completing all of the activities, over the course of a unit or text study. However, this workbook does not need to be completed in any order; the classroom teacher may select activities to support learning of content.

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# Thinking Tools: The Icons of Depth and Complexity and the Content Imperatives

Name	Icon	Definition	“Verb” It is the process of...
Big Idea		The generalization, principles, and theories that distinguish themselves from the facts and concepts of the area or discipline under study.	Gathering all the information and details to generalize the main idea.
Details		Specific characteristics that describe a concept, theory, or even a fact.	Identifying the important items in an area of study.
Unanswered Questions		The ambiguities and gaps of information recognized within an area or discipline under study.	Determining what is still unknown or ambiguous while providing room to make a prediction in an area of study.
Patterns		Recurring events represented by details; sequences of order of events.	Examining commonalities that repeat or are easily predictable.
Trends		Refers to factors that influence events; political, social, economic, or religious factors that influence / create a pattern.	Analyzing commonalities of human influence that repeat or are easily predictable in an area of study.
Ethics		The controversial issues that plague an area of study; moral values involved; biases that exist.	Judging the degree of right or wrong, good or bad; all depend on the perspective.
Rules		The natural or person-made structure or order of things that explains the subject in study.	Looking for structure and / or order in an area of study.
Language of the Discipline		The specific specialized and technological terms associated with a specific area of study.	Analyzing, identifying, and interpreting the content-specific vocabulary.
Over Time		The understanding of time as an agent of change and recognition that the passage of time changes our knowledge of things.	Examining how time affects or changes a concept or area of study.
Across Disciplines		Connections made within, between, and among various areas of study or disciplines.	Examining one curricular area and then finding similarities and connections to other curricular areas.
Multiple Perspectives		The concept that different points of view alter the way ideas and objects are viewed and valued.	Examining or analyzing the different points of view (including thoughts, emotions, values, motives, etc.) in an area of study.
Origin		The beginnings, roots, foundations, or causes.	Understanding, determining, and exploring the emergence of a topic.
Contribution		The lasting effects; the results or product; the influence of a topic, event, or person.	Determining the effects or results of a particular event, action, and / or aspect.
Convergence		Events, items that merged or happened concurrently in order for a particular result to occur.	Examining all of the aspects, details, and factors that come together in order for something to occur or exist.
Parallel		The similarities, events, people, problems, principles, that compare or correspond; compare or correspond events, people, problems, and principles.	Analyzing the commonalities and differences between two or more aspects.
Paradox		Contradictions regarding opinion, statement, events, situation, or area of study; opposites.	Examining the simultaneous duality between two concepts or two aspects.

# DISCUSSION

Verbal engagement, which includes listening and speaking, supports comprehension. The “*DISCUSSION*” activities provide multiple opportunities for students to collaborate, question, and verbally express thoughts.

## Example Activities:

The “*DISCUSSION: Perspective Roundtable*” activity provides students space to detail all of their prior knowledge, and then they engage in sharing with and listening to others. Students put their information in the first upper left box. They listen and record information as others share. The last portion is for collaborative thought.

### Workbook

*DISCUSSION: Perspective Roundtable* Date: \_\_\_\_\_  
**Directions:** Consider four perspectives to the main topic in the center of the chart below. For each point of view, fill in the key details from your group discussion. Then consider all of the perspectives and create questions together.

TOPIC: \_\_\_\_\_

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### Student Sample Work

*DISCUSSION: Perspective Roundtable* Date: \_\_\_\_\_  
**Directions:** Consider four perspectives to the main topic in the center of the chart below. For each point of view, fill in the key details from your group discussion. Then consider all of the perspectives and create questions together.

TOPIC: Genghis Khan

**John:** He did some great things but if you didn't join him then he brutally massacred anyone that was in his way. He was only peaceful towards those that didn't pose a threat to him. If anyone decided to fight against him they were killed.

**Kim:** He gave women more rights and freedoms than before he was in power. He established a time of peace and strict laws that helped maintain order. He expanded trade in the Mongol Empire. He welcomed those that didn't fight him.

**Parker:** I think that Genghis Khan was a great leader who came up from nothing to create one of the largest empire the world had ever seen. He had a very rough upbringing but did not let that stand in his way. He was always peaceful and respectful of others who did not stand against him.

**Daniel:** Khan had killed millions of people and was not a good leader. Historians think that he killed almost 5-10% of the world's population. He did good things for some but the majority he only brought issues and death.

**???** Even though was cruel how come so many saw him as a good leader? What happened in his upbringing that made him kill without a conscious? Is every leader a paradox?

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# VOCABULARY

Students need to understand that new words communicate precise meaning. The “*VOCABULARY*” activities provide multiple opportunities for students to investigate, collaborate, and test predictions.

## Example Activities:

This “*VOCABULARY: Connector*” activity provides students space to connect and explore their prior knowledge related to vocabulary words. Students write and/or illustrate what they already know about the topic, examine the associated patterns or rules, and then make real-world connections.



## Workbook

### VOCABULARY: Connector

Date: \_\_\_\_\_

Directions: Write your key vocabulary words in the column below. Complete the three sections for each word on the chart.

TOPIC: \_\_\_\_\_

Word	 Your own definition	 Or  Patterns or Rules associated	 Real-world application




## Student Sample Work

### VOCABULARY: Connector

Date: \_\_\_\_\_

Directions: Write your key vocabulary words in the column below. Complete the three sections for each word on the chart.

TOPIC: Literary elements

Word	 Your own definition	 Or  Patterns or Rules associated	 Real-world application
simile	A device or element of figurative language that points out a similarity between two things using "like" or "as".	Follows a pattern of "..... like/as .....". Has to use "like" or "as" to connect and/or compare.	The woman was as tough as nails.
symbolism	Using an item or thing in a piece of literature to represent a larger idea or concept.	"The item or thing stands for something larger in the story that the author wants the reader to notice."	Fire is used to represent passion and relationships with "Johnny Ewellen, the girl who was on fire" in the Hunger Games.
metaphor	A device or element of figurative language that compares two things.	Makes connections to help paint a picture in the reader's mind without simply describing the item. It relies on the reader's ability to make connections and comparisons.	"All the world's a stage and all the men and women are merely players." - William Shakespeare.
foreshadow	A literary element in which the author leaves the reader clues to what is going to happen later on in the story.	The author alludes to something that will happen in the future. This can happen at anytime in the story and adds tension and leads to different points in the plot.	"We've got to lose rules and obey them. After all we're not savages." Lord of the Flies. - William Golding
colloquialism	An author's technique for using casual language in a story specific to time or place.	Using informal language outside of an academic setting to show how people talk in a certain time or place. It can be understood by the majority of the population different from slang/argot.	"What's the use in learning to do right when it's troublesome to do right and ain't no trouble to do wrong and the wage is just the same." The Adventures of Huckleberry Finn - Mark Twain
protagonist	The main character in a story who moves the story forward.	Usually the "good guy" or "hero" of the story. Audiences tend to root for this character and feel an emotional connection to his/her outcome in the story.	Harry Potter is the protagonist of the book series by J. K. Rowling.

# LANGUAGE

Students need to understand and apply appropriate conventions. The “*LANGUAGE*” activities provide multiple opportunities for students to engage in appreciation and comprehension of the language conventions.

## Example Activities:

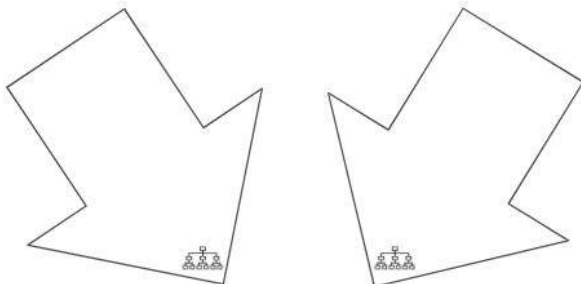
This “*LANGUAGE: Converging Rules*” activity provides students space to explain the rules related to a particular grammar skill. This graphic organizer is a visual representation of simultaneous rules that belong to the skill.

### Workbook

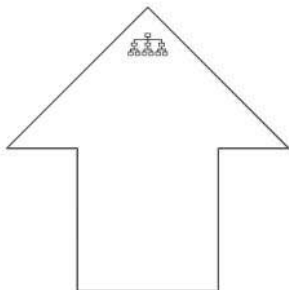
*LANGUAGE: Converging Rules* Date: \_\_\_\_\_

Directions: All text is composed of multiple . What  to create this text example?

TOPIC: \_\_\_\_\_





Text Example:

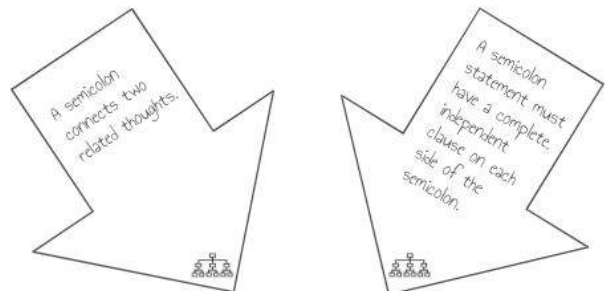


### Student Sample Work

*LANGUAGE: Converging Rules* Date: \_\_\_\_\_

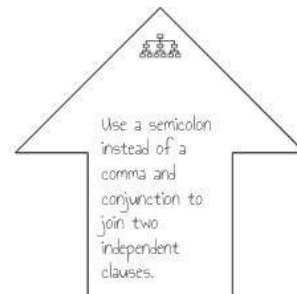
Directions: All text is composed of multiple . What  to create this text example?

TOPIC: \_\_\_\_\_



Text Example:

The cinnamon roll was delicious; it was sweet and dripping with icing.





# COMPREHENSION

Students need to engage in metacognitive reading skills. The “*COMPREHENSION*” activities provide multiple opportunities for students to practice critical reading skills with greater depth. Activities will facilitate establishing purpose of text, asking questions, self-monitoring of understanding, making inferences, summarizing, and making connections.

## Example Activities:

The “*COMPREHENSION: Evidential Support*” activity requires students to connect supporting details to the main idea of a text. This activity can be used two ways: students can start with the main idea and find the supporting details or students can start with the details to determine the main idea.

## Workbook

COMPREHENSION B: *Evidential Support* Date: \_\_\_\_\_

Directions: Use the icons to guide and record your thinking...

TOPIC: \_\_\_\_\_

TOPIC:

TEXT ORGANIZATION:

MAIN IDEA:

SUPPORTING DETAIL/EVIDENCE:

SUPPORTING DETAIL/EVIDENCE:

SUPPORTING DETAIL/EVIDENCE:

## Student Sample Work

COMPREHENSION B: *Evidential Support* Date: \_\_\_\_\_

Directions: Use the icons to guide and record your thinking...

TOPIC: Muhammad Ali

TOPIC:  
Muhammad Ali

TEXT ORGANIZATION:  
Chronological order, descriptive

MAIN IDEA: Muhammad Ali is a world-renowned boxing champion, human rights activist. His legendary career began at an early age. His memory will live on and his actions will continue to influence future generations.

SUPPORTING DETAIL/EVIDENCE:

**Early Life**

- New bike was stolen
- Began boxing at age 12 because he wanted to "wup" the person who stole his bike
- 6 year amateur career
- Olympic gold medal in 1960

SUPPORTING DETAIL/EVIDENCE:

**Boxing Champion**

- Competed for three decades
- Heavyweight champion
- Record of 56 - 5
- "Fast like a butterfly, sting like a bee"
- Won heavyweight title 3 times
- Made \$57 million during his professional career

SUPPORTING DETAIL/EVIDENCE:

**Activism and Evangelism**

- Converted to Islam in 1964
- Refused to be drafted in 1967
- Met with Iraq leader in 1990 and returned with 15 hostages
- "I will be the greatest Evangelist ever!"
- Friendship with Martin Luther King Jr.

# WRITING

Students use the writing process frequently to compose multiple texts. The “*WRITING*” activities provide multiple opportunities for students to compose narratives, informational text, argumentative, opinion, and response to prompts, with purpose and audience in mind.

## Example Activities: Workbook

**WRITING ORGANIZER: Argumentative** Date: \_\_\_\_\_

Question or Prompt: \_\_\_\_\_

What is your Thesis/Answer:

**Cite Evidence**  
Use an icon of your choice to analyze and gather evidence of the topic.

- 
- 
- 
- 
-

**Explain**  
Explain how the evidence supports and connects your big idea.

- 
- 
- 
- 
-

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**WRITING: Argumentative** Date: \_\_\_\_\_

Directions: Use the information from page 9 to plan and write your response.

TOPIC: \_\_\_\_\_

**Thesis:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evidence:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Explain:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Student Sample Work

**WRITING ORGANIZER: Argumentative** Date: \_\_\_\_\_

Question or Prompt: *Should schools have a dress code?*

What is your Thesis/Answer:

**Cite Evidence**  
Use an icon of your choice to analyze and gather evidence of the topic.

ScientificAmerican.com  
"Wearing formal business attire increased abstract thinking."

Lincoln public schools uses a dress code to "reduce the chance for students to wear something that is gang related."

According to prosciencing, High School athletes at St. Louis Park High School in Minnesota agreed that their teams' dress code days positively contributed to team unity.

Localoutlook recommends "a simplified dress code to increase worker productivity."

Centralokla says about similar dress between employees that dress codes can "make workplaces hierarchies flatter and more work-conducive."

**Explain**  
Explain how the evidence supports and connects your big idea.

More professional appearance.  
School is a place for learning and dressing as a professional would increase the success of students.

Promotes safety. If everyone looks the same then there is less chance for a fight between students who like different sports teams or a part of rival gangs.

Everyone wears the same things and it helps promote that we are all at the same school and should get along.

Students look the same so will be less worry about comparing themselves to others and will be able to focus.

Students who all dress the same so no one will feel less if they cannot afford a certain brand of shoes or clothes.

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**WRITING: Argumentative** Date: \_\_\_\_\_

Directions: Use the information from page 9 to plan and write your response.

TOPIC: *Should schools have a dress code?*

**Thesis:** Dress codes should be required because it helps students be more professional, promotes safety, gives students a sense of community and belonging, increases focus, and reduces worrying about money.

**Evidence:**

A lot of research has been done about dress codes, and many people have opinions about it. This evidence show that dress codes are good for schools. According to scientificamerican.com "Wearing formal business attire increased abstract thinking." Lincoln public schools uses a dress code to "reduce the chance for students to wear something that is gang related." According to prosciencing, High School athletes at St. Louis Park High School in Minnesota agreed that their teams' dress code days positively contributed to team unity.

**Explain:** School is a place for learning and dressing as a professional would increase the success of students. If everyone looks the same then there is less chance for a fight between students who like different sports teams or a part of rival gangs. Everyone wears the same things and it helps promote that we are all at the same school and should get along. Students look the same so will be less worry about comparing themselves to others and will be able to focus. Students who all dress the same so no one will feel less if they cannot afford a certain brand of shoes or clothes.

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## NOTES

A “NOTES” page is included after each “WRITING” section. The “Notes” may be used for any additional activities designed by the teacher or student.

Example:

NOTES	Date: _____
TOPIC: _____	