
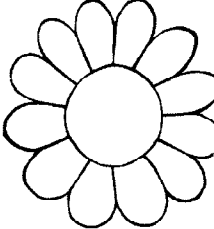
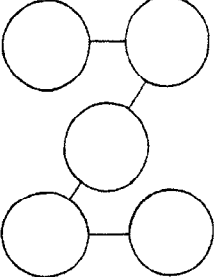


Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH or COMPLEXITY.

- **Key questions** can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
- The **thinking skills** can be used to initiate the type of cognitive operation or thinking that could best prompt each of the dimensions of DEPTH or COMPLEXITY.
- The **resources** listed are the most logical references in which to locate the type of information required by each of the dimensions of DEPTH or COMPLEXITY. Teachers may add to any of these lists as appropriate.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<p>LANGUAGE OF THE DISCIPLINES</p>	<p>What terms or words are specific to the work of the _____? (disciplinary)</p> <p>What tools does the _____ use? (disciplinary)</p>	<ul style="list-style-type: none"> • Categorize • Identify 	<p>Texts</p> <p>Biographies</p>
	<p>DETAILS</p>	<p>What are its attributes?</p> <p>What features characterize this?</p> <p>What specific elements define this?</p> <p>What distinguishes this from other things?</p>	<ul style="list-style-type: none"> • Identify traits • Describe • Differentiate • Compare/contrast • Prove with evidence • Observe 	<p>Pictures</p> <p>Diaries or journals</p> <p>Poetry</p>
	<p>PATTERNS</p>	<p>What are the reoccurring events?</p> <p>What elements, events, ideas, are repeated over time?</p> <p>What was the order of events?</p> <p>How can we predict what will come next?</p>	<ul style="list-style-type: none"> • Determine relevant vs. irrelevant • Summarize • Make analogies • Discriminate between same and different • Relate 	<p>Time lines</p> <p>Other chronological lists</p>

Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.