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

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_ Scored by: \_\_\_\_\_\_\_\_\_

**Profundity Scale: Deep Thinking! EXPOSITORY**

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| **Literal Plane** | Reader is aware primarily of the literal facts and details of the text. Ask: What is it? How is it organized? Recall and sequence. |  |
| **Summary Plane** | Reader is aware of the literal facts, main ideas, and can summarize the text. Ask: What is most important? Student can summarize. |  |
| **Concept Plane** | Reader identifies the essential and non-essential elements of the concept. Ask: What is a possible concept? Determines key concepts and identifies relevant vs. irrelevant information. |  |
| **Schema Plane** | Reader compares concept information with prior understandings. Ask: Where or how else have you seen this concept used or displayed? Connects information to personal experience. |  |
| **Universal Plane** | Reader is aware of the universal truths, theories, and principles expounded by the author through the text. Ask: How can this be explained in a universal truth or theory or principle? Abstract information. |  |
| **Transformational Plane**  | Reader is aware that they can use the universal truths of the text and schema knowledge to generalize. Ask: What can/should you do with this information? Modifies thinking and/or takes action. |  |

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

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_ Scored by: \_\_\_\_\_\_\_\_\_

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