

NARRATIVE PROFUNDITY SCALE

(Adapted by Jeff Beal, Elaine Weber and Barbara Nelson)

	<i>Physical Plane</i>	<i>Mental Plane</i>	<i>Moral Plane</i>	<i>Psychological Plane</i>	<i>Analogical Plane</i>	<i>Philosophical Plane</i>	<i>Transformational Plane</i>
Definition	Reader is aware primarily only of the physical actions of the characters.	Reader is aware of the physical and intellectual actions of the characters.	Reader is aware of the physical and intellectual actions of characters in light of an ethical code.	Reader is aware of the psychological forces influencing the characters' physical and intellectual actions in light of an ethical code	Reader is aware of the analogies that can be drawn between different stories, characters or ideas.	Reader is aware of the universal truths expounded by the author through the physical, intellectual, and ethical behavior of the characters under the influence of psychological forces.	Reader is aware that they can use the universal truths of the story and the analogies made to generalize.
	Do	Do/Think	Judge What They Do/Think	Reasons Behind What They Do/Think	Where Else Have I Seen This	Lesson Learned About the World	Reading Changes, Connects and Helps Me
Characteristics	<ul style="list-style-type: none"> Identifies story elements Recreates sequence Recounts important events 	<ul style="list-style-type: none"> Summarizes main idea/gist Searches for clues Explains how "I know." Uses text for prediction/confirmation 	<ul style="list-style-type: none"> Connects characters' actions/emotions to personal experience Analyzes actions of the character. Understands and makes judgments about the characters. 	<ul style="list-style-type: none"> Reads between lines (infers) Identifies problems or discrepancies Empathizes with characters Recognizes more than one possibility 	<ul style="list-style-type: none"> Looks to find ways different stories, characters and ideas are alike Identifies ways they are, or others they know, are like the characters in the story Makes connections to help understand what they have read 	<ul style="list-style-type: none"> Reads "beyond" lines (synthesizes) Relates abstract idea(s); themes Generalizes to other stories/ideas Forms new perspectives/connections 	<ul style="list-style-type: none"> Creates, affirms or changes world view Makes connections to other stories or events in their lives to expand interrelated ideas Uses universal truths to solve problems in their own lives
Examples of student responses to the text <i>The Three Bears</i>	<p>Goldilocks went in the house.</p> <p>She tried out the porridge.</p> <p>She ran out of the house.</p>	<p>Goldilocks went in the house because she was curious.</p> <p>She tried the porridge because she was hungry.</p> <p>She ran out of the house because she was scared.</p>	<p>Goldilocks was wrong to go in the house because it didn't belong to her.</p> <p>She was wrong to try the porridge because it was not her food and the bears might have to go without.</p> <p>She was wrong to run away, she should have stayed and explained her behavior.</p>	<p>Goldilocks got a chance to satisfy her curiosity.</p> <p>She was able to eat and not be hungry anymore.</p> <p>She was able to get away without facing the consequences.</p>	<p>Goldilocks is like me because she likes to try everything out before she makes a decision.</p> <p>The three bears are like my grandmother because she always leaves the door unlocked. My dad says she is too trusting.</p>	<p>It is wrong to use and abuse other people's things without permission.</p> <p>Individual rights</p>	<p>Now I understand that curiosity can be both a good and bad thing.</p> <p>I always wondered why my mom would say, "Curiosity killed the cat."</p>