



For 3-5

Reading Literature / Information Text
and Writing Core Standards



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WHAT'S IN THE PROGRAM:

- A color and blackline version of each DVT in the form of Microsoft Word (.docx) files with embedded textboxes.
 - 37 DVTs for Reading and Writing (expository, opinion, narrative) about Literature
 - 35 DVTs for Reading and Writing (expository, opinion, narrative) about Information Text
- Samples of how teachers have used each of the DVTs
- Step-by-Step guidelines for implementing an array of specific teacher-assisted and peer-assisted routines designed for use *Before / During / After* a lesson.

\$39

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A free demonstration version of this program may be downloaded from

www.MakesSenseStrategies.com.

The fully-functional version of the program is available for purchase and immediate download at

www.MakesSenseStrategies.com. (single-user license). Purchase orders accepted.

For information about multi-user licenses or bulk purchases of the program, please contact us at

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DESCRIPTION

The *3-5 Differentiated Visual Tools for Reading Literature / Information Text and Writing Core Standards* consists of a collection of developmentally-sequenced interactive visual tools (i.e., users can type their own information onto the visual and save them as Word documents) individually designed to address specific CCSS Language Arts Standards for grade 3-5 reading and writing (expository, opinion, and narrative) about literature and information text plus samples of how teachers have used them. Color visual tools designed for Smart Boards, Promethium Boards, or LCD projectors. Interactive blackline masters are designed for printing hardcopies. These are digital files and thus may be emailed to students or parents and/or saved to students' electronic portfolios.

Note: Each DVT is individually designed to target a specific CCSS-LA Standard.

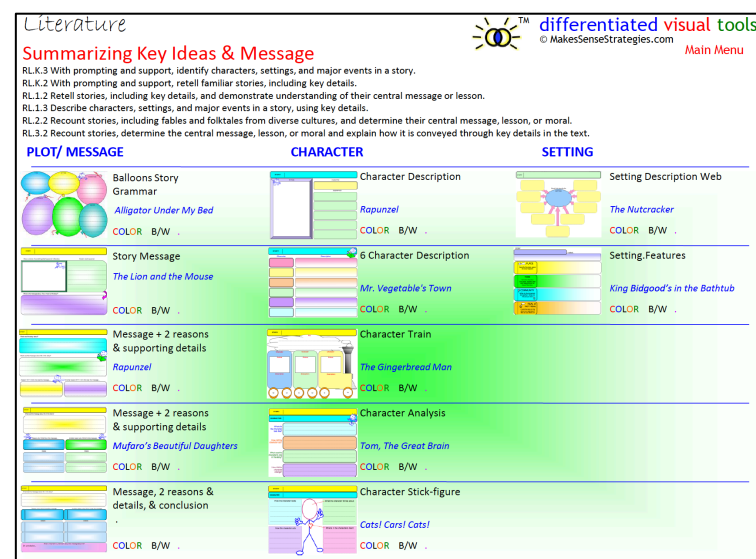
This software toolkit is also appropriate for use with struggling learners placed in higher grades but whose developmental functioning is more equivalent to 3-5 grade levels. These DVTs are ideal for differentiating instruction based on the developmental needs of high and typical achieving students as well as those who are struggling learners.

These visual tools are particularly useful when addressing literacy standards that are especially challenging to teach because the DVTs enable teachers to SEE how the complex standards can be addressed in relatively simple ways. The embedded prompts on the DVTs cue students to engage in specific thinking processes designed to facilitate their performance.

The program features a series of digital DVTs in the form of color and blackline Microsoft Word (.docx) files with embedded interactive textboxes as well as samples of how teachers have used each of them. Because they are digital files, you or students can use a keyboard to type information directly into the text boxes on the DVT. Likewise, you can email copies of the DVTs to students, so they can use them when completing assignments outside of the classroom, and students can submit the completed work electronically. When you develop a DVT for specific instructional units, you can save your completed (or partially completed) DVTs to a folder that contains other related unit information and files.

The licensed user (teacher) may make and distribute copies of the 3-5 DVTs to students for whom s/he is responsible for teaching, but the DVTs may not be shared with non-licensed teachers or students not on the licensed teacher's role. The software may be loaded on the licensed-teacher's classroom computers (with the exception of computer labs) and on the teacher's personal computer.

Sample menu pages

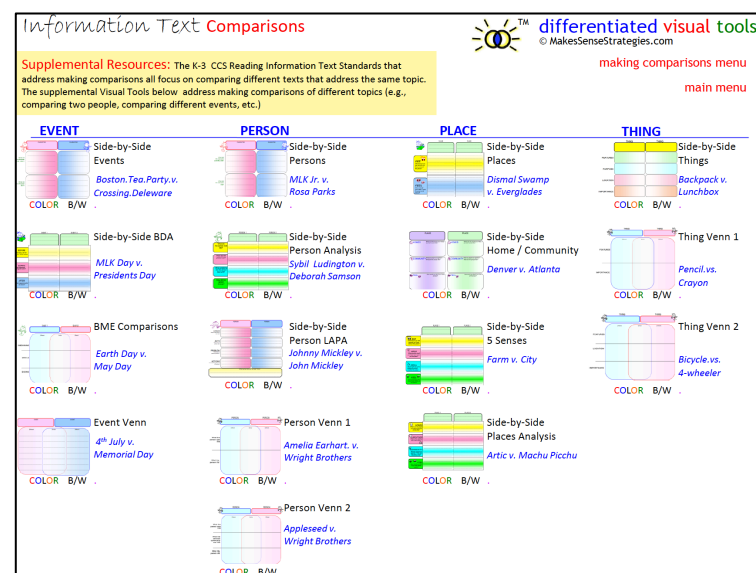


Literature

Summarizing Key Ideas & Message

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
 RL.K.2 With prompting and support, retell familiar stories, including key details.
 RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 RL.1.3 Describe characters, settings, and major events in a story, using key details.
 RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 RL.3.2 Recount stories, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

PLOT/ MESSAGE	CHARACTER	SETTING
Balloons Story Grammar Alligator Under My Bed COLOR B/W	Character Description Rapunzel COLOR B/W	Setting Description Web The Nutcracker COLOR B/W
Story Message The Lion and the Mouse COLOR B/W	6 Character Description Mr. Vegetable's Town COLOR B/W	Setting Features King Bidgood's in the Bath Tub COLOR B/W
Message + 2 reasons & supporting details Rapunzel COLOR B/W	Character Train The Gingerbread Man COLOR B/W	
Message + 2 reasons & supporting details Mufaro's Beautiful Daughters COLOR B/W	Character Analysis Tom, The Great Brain COLOR B/W	
Message, 2 reasons & details, & conclusion COLOR B/W	Character Stick-figure Cats! Cats! Cats! COLOR B/W	



Information Text Comparisons

Supplemental Resources: The K-3 CCS Reading Information Text Standards that address making comparisons all focus on comparing different texts that address the same topic. The supplemental Visual Tools below address making comparisons of different topics (e.g., comparing two people, comparing different events, etc.)

making comparisons menu
main menu

EVENT	PERSON	PLACE	THING
Side-by-Side Events Boston Tea Party v. Crossing Delaware COLOR B/W	Side-by-Side Persons MLK Jr. v. Rosa Parks COLOR B/W	Side-by-Side Places Dismal Swamp v. Everglades COLOR B/W	Side-by-Side Things Backpack v. Lunchbox COLOR B/W
Side-by-Side BDA MLK Day v. Presidents Day COLOR B/W	Side-by-Side Person Analysis Sybil Ludington v. Deborah Samson COLOR B/W	Side-by-Side Home / Community Denver v. Atlanta COLOR B/W	Thing Venn 1 Pencil vs. Crayon COLOR B/W
BME Comparisons Earth Day v. May Day COLOR B/W	Side-by-Side Person LAPA Johnny Mickle v. John Mickle COLOR B/W	Side-by-Side 5 Senses Farm v. City COLOR B/W	Thing Venn 2 Bicycle vs. 4-wheeler COLOR B/W
Event Venn 4th July v. Memorial Day COLOR B/W	Person Venn 1 Amelia Earhart v. Wright Brothers COLOR B/W	Side-by-Side Places Analysis Arctic v. Machu Picchu COLOR B/W	
	Person Venn 2 Apples v. Wright Brothers COLOR B/W		

Illustrations of how DVTs are designed to address specific Core Standards

CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Character Features DVT .docx file

CHARACTER ANALYSIS
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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CHARACTER	STORY
LOOKS What did the character look like?	
ACTS What was the character like?	
PROBLEM What was the character's problem?	
ACTIONS What did the character do in the story?	
CHANGES How/Why did the character change?	

Sample of how the DVT was used

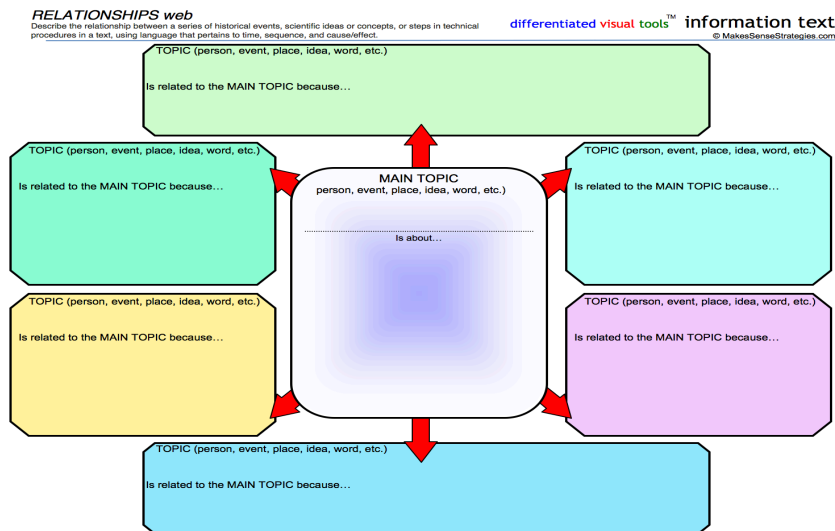
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CHARACTER	STORY
Tom, the Great Brain	The Great Brain by John Fitzgerald
LOOKS What did the character look like?	10-year-old boy with freckles on his nose. His hair was between the color of his Papa's dark hair and his Momma's blond hair. He had his Papa's nose and mouth and his Momma's chin.
ACTS What was the character like?	He always knew the answers to things. He read the whole set of encyclopedias at his house. He could talk his way out of anything according to his aunt. He was always looking to make a deal. He was also greedy.
PROBLEM What was the character's problem?	There were several problems in the book that Tom helped solve: the Jensen kids getting lost in the Skelton cave, their mean teacher, Mr. Standish, that treated all the kids badly, and an immigrant boy, Basal having trouble.
ACTIONS What did the character do in the story?	Tom used his brain to figure out where the Jensen boys were and rescued them. He also stood up to Mr. Standish. Tom taught Basal how to be a 'real American kid'.
CHANGES How/Why did the character change?	Tom became more compassionate and helped Andy, his peg leg friend learn to do things. Tom's brother said that Andy made a true Christian out of Tom. He gave up his crooked ways. "It was so dull at their house after that"

CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Relationships Web DVT .docx file



Sample of how the DVT was used

