

DifferentiatedTM Visual Tools

For Literature

Grade 6-8 Common Core
Standards: English Language Arts
Standards » Reading Literature
and Writing


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WHAT'S IN THE PROGRAM:

- 37 Literature DVTs; each designed to address a specific CCSS-LA Literature standards.
 - The digital files of DVTs are in the form of both Power Point (.pptx) files and Adobe PDF files with embedded interactive textboxes (ideal for use with tablets).
- Samples of how teachers have used each of the Literature DVTs
- Step-by-step guidelines for implementing an array of specific teacher-assisted and peer-assisted stratagems 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 VisualTools@MakesSenseStrategies.com

DESCRIPTION

The 6-8 Differentiated Visual Tools for LITERATURE Reading and Writing Core Standards consist of a collection of interactive **discipline-specific** visual tools, each individually designed to address key essential understandings associated with the following topics:

Plot analysis Message / Theme Analysis Character Analysis Setting Analysis

In addition, each DVT is designed to address a specific Common Core Language Arts Standard for reading and writing about literature in grades 6-8. These visual tools are particularly useful when addressing literacy standards that are especially challenging to teach because the DVTs

DifferentiatedTM Visual ToolsTM for LITERATURE

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.


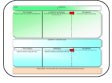

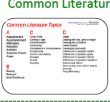



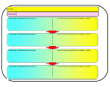


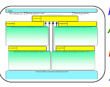
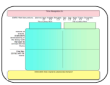

The program includes ready-to-use Microsoft Power Point files as well as Interactive PDF templates for each DVT, plus samples of how language arts teachers have used them. These visual tools are interactive (i.e., users can type their own information onto the visual and save them as documents) digital files, thus they may be emailed to students or parents and/or saved to students' electronic portfolios. The interactive color visual tools are designed for Smart Boards, Promethium Boards, or LCD projectors. The interactive blackline masters are designed for printing hardcopies.

This software toolkit is also appropriate for use with struggling high school learners whose developmental functioning is more equivalent to 6-8 grade levels, thus they are ideal for differentiating instruction based on the developmental needs of high and typical achieving students as well as those who are struggling learners.

The licensed user (teacher) may make and distribute copies of the Literature 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 page

literature differentiated visual toolsTM Instructional Routines LEVEL 1 2 3

RL.6.1 Analysis of evidence of explicit information vs. inferences drawn from text  Event: Explicit vs. Inferences PPT Interactive PDF <i>The Missing Marquess</i> Explanation	Character: Explicit vs. Inferences  Character: Explicit vs. Inferences PPT Interactive PDF <i>Steal Dragon's Sword</i> Explanation	Setting: Explicit vs. Inferences  Setting: Explicit vs. Inferences PPT Interactive PDF <i>Code Talker</i> Explanation
RL.6.2 Determine theme & how conveyed through details  Common Literature Topics PPT PDF Explanation	Common Literature Themes  Common Literature Themes PPT PDF Explanation	Theme ECS Connections  Theme ECS Connections PPT Interactive PDF <i>A Gathering of Days</i> Explanation
W.6.1 Write arguments to support claims with clear reasons and relevant evidence  Opinion: 2 reasons + evidence PPT Interactive PDF <i>The Midwife's Apprentice</i> Explanation		
RL.6.3 Describe how plot unfolds in series of episodes & how character responds or changes  Character: Response to Challenges PPT Interactive PDF <i>Confessions of Charlotte Doyle</i> Explanation	Character Changes  Character Changes PPT Interactive PDF <i>A Gathering of Days</i> Explanation	
RL.6.6 Explain how an author develops the point-of-view of the narrator or speaker in a text  Impact of Narrator's POV PPT Interactive PDF <i>Artemis Fowl</i> Explanation	Multiple POVs of Character  Multiple POVs of Character PPT Interactive PDF <i>Artemis Fowl</i> Explanation	
RL.6.9 Compare themes of stories from different genres  Comparing Themes: Same Genre PPT Interactive PDF <i>Code Talker</i> Explanation	Comparing Themes: Different Genre  Comparing Themes: Different Genre PPT Interactive PDF <i>Hunger Games</i> Explanation	

Illustrations of how DVTs are designed to address specific Core Standards

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Character Inferences Interactive PDF

This file includes fillable form fields. You can print the completed form and save it to your device or Acrobat.com. Highlight Existing Fields

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CHARACTER INFERENCES

STORY CHARACTER

TEXT EVIDENCE Words the author used to describe the CHARACTER

CHARACTER INFERENCES What might also be true about the character, but the author didn't tell

EXPLANATION Why I think my inferences might be true

SUMMARY OF IMPORTANT EVENT

TEXT EVIDENCE Words the author used to describe the character's actions or reactions during the event...

INFERENCES What might also be true about the character's actions or reactions, but the author didn't tell

EXPLANATION Why I think my inferences might be true

CONCLUSION

Sample of how the DVT was used

Character Inferences

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STORY *How to Steal a Dragon's Sword* by C. Cowell

CHARACTER Hiccup Horrendous Haddock the Third

TEXT EVIDENCE Words the author used to describe the CHARACTER

Awsome swordfighter
Dragon whisperer
Greatest Viking Hero who ever lived
Hope and Heir to the Tribe of the Hairy Hooligans
Gangly, skinny, ordinary-looking boy
Face that was easy to overlook in a crowd
Freckles, red hair
Left-handed

CHARACTER INFERENCES What might also be true about the character, but the author didn't tell

He might be brave and courageous.
Hiccup might be very smart and also strong.
Hiccup might not want to be a future king.

EXPLANATION Why I think my inferences might be true

Must be brave and courageous because he is:
A Viking Hero
Trains dragons
Sleeps in a hammock above a mountain
Climbs the "Hard Way" up Angry Mountain
Asks why can't someone 'just be normal?'

SUMMARY OF IMPORTANT EVENT

Witch, Excellinor, captured Hiccup's father. Must free his father and find the "King's things." All but Hiccup fears the witch.

Immune to her Vorpent poison. Took keys from her and freed his father. Locked the witch in the cupboard.

TEXT EVIDENCE Words the author used to describe the character's actions or reactions during the event...

He faced the wicked witch of the Wilderwest.
Told her he was not afraid of her. They wrestled.
His hands were purple with poison from her fingernails scratching him.
Relieved when finding his father alive

INFERENCES What might also be true about the character's actions or reactions, but the author didn't tell

Hiccup might have been afraid that he would never see his father again.
Hiccup loved his father very much

EXPLANATION Why I think my inferences might be true

The witch was so evil that I'm sure he thought she had killed his father.
Heard horrible fairy tales about a witch who kept heads in cupboards.
Hiccup acted relieved to find his father and they hugged each other.

CONCLUSION

CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Theme Analysis DVT PPT slide

Theme ECS Connections

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LITERARY WORK (title of story, chapter, poem, etc.)

To identify the TOPIC of the story, ask yourself...What is this story about? Answer your question in 1-3 words. (see the COMMON STORY TOPICS list for ideas).
To identify the THEME of the story, ask yourself...What is author's unstated message or opinion about the topic? (see COMMON LITERATURE THEMES list for ideas)

TOPIC of the story

THEME of the story is (author's unstated opinion or message about the story's topic)

Evidence of the theme may be an event, how characters reacted to the event, a character's personality, how a character acts, what happened to characters, a quote, etc. that seems to convey the author's message or opinion about the topic of the story.

Description of an EVENT, CHARACTER, or SETTING

CONNECTIONS TO THE THEME: EVIDENCE

Description of an EVENT, CHARACTER, or SETTING

CONNECTIONS TO THE THEME: EVIDENCE

So what? What is important to understand about the theme of the story?

Sample of how the DVT was used

Theme ECS Connections

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LITERARY WORK (title of story, chapter, poem, etc.)

The Case of the Missing Marquess by Nancy Springer

To identify the TOPIC of the story, ask yourself...What is this story about? Answer your question in 1-3 words. (see the COMMON STORY TOPICS list for ideas).
To identify the THEME of the story, ask yourself...What is author's unstated message or opinion about the topic? (see COMMON LITERATURE THEMES list for ideas)

TOPIC of the story

THEME of the story is (author's unstated opinion or message about the story's topic)

Being independent

Self-reliance rules! (never give in to pressures or expectations to be dependent)

Evidence of the theme may be an event, how characters reacted to the event, a character's personality, how a character acts, what happened to characters, a quote, etc. that seems to convey the author's message or opinion about the topic of the story.

Description of an EVENT, CHARACTER, or SETTING

Enola's mother raised her to believe that she could live on her own. She also allowed her to wear clothes (i.e. no corset) and go places that other young girls were not allowed to go on their own.

CONNECTIONS TO THE THEME: EVIDENCE

Pg.5 "You will do very well on your own, Enola," she would tell me nearly every day as I was growing up.
Pg. 16,17 "I knew my mother was criticized for failing properly to drape vulgar surfaces and me." Pg 34

The Case of the Missing Marquess shows how important it is to raise your children to have confidence in themselves and to strive for independence.

Description of an EVENT, CHARACTER, or SETTING

Rather than relying on her brothers, Enola went off on her own to find her mother who disappeared. She wore a disguise, and went out at night through the slums of London. She went against what a 'proper' lady would do.

CONNECTIONS TO THE THEME: EVIDENCE

Pg. 1 "It was unthinkable for a female to venture out at night without the escort of a husband, father, or brother. But she will do whatever she must in order to search for the one who is lost."

Enola shows that an important part of believing in you is to put yourself out there or take risks.

So what? What is important to understand about the theme of the story?

Everyone experiences the same basic circles of life, although they happen in different times and ways

Illustrations of how DVTs are designed to address specific Core Standards

CCSS.ELA-Literacy.W.7.9a Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Event: Fictional Portrayal vs. Historical Account

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name of EVENT		Moment in TIME
LITERARY WORK	HISTORICAL ACCOUNT	Conclusion How did the author of fiction use or alter history?
Portrayal of key PEOPLE or GROUPS associated with the event		
Portrayal of key things LEADING to the event		
Portrayal of what happened DURING the event		
Portrayal of Of IMPACT or EFFECTS of event		



Event: Fictional Portrayal vs. Historical Account

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The Holocaust		Moment in TIME
LITERARY WORK Milkweed by Jerry Spinelli	HISTORICAL ACCOUNT We Remember the Holocaust by David Adler	Conclusion How did the author of fiction use or alter history?
Portrayal of key PEOPLE or GROUPS associated with the event	Misha is a young orphaned boy who joins a band of thieves in Warsaw, Poland. He observes German invaders capturing Warsaw and at 1 st wants to join them. He meets a Jewish girl and their family.	During war-torn Europe there were many orphans who had no memory of a mother or father and lived on the street. Children with parents and without were sent to ghettos and camps.
Portrayal of key things LEADING to the event	The conditions there get worse. People there lose their homes. Food becomes scarce, and eventually all of the Jewish people including Misha and the 'gang of thieves' are moved to a ghetto.	The Germans invaded Poland in 1939. They created at least 1000 ghettos in occupied territories. The largest ghetto was in Warsaw where almost half a million Jews were confined.
Portrayal of what happened DURING the event	Conditions get worse in the ghetto, and eventually all of the people are deported to concentration camps. Misha and his friend Janina run away. Janina refuses to leave, and is captured and placed on a rail car.	Between July 22 and mid-September 1942, over 300,000 people were deported from the ghetto to the Treblinka killing center. They were crowded into freight cars, and most were killed.
Portrayal of Of IMPACT or EFFECTS of event	Misha is shot. A farmer finds him and takes him to his farm. He later moves to America. Misha doesn't seem to be able to recover until he eventually meets his granddaughter and finds happiness.	Many survivors of the ghetto or camps came to America and had difficulty adjusting to life. Many were never able to talk about their former life.

CCSS.ELA-LITERACY.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

POV DRAMATIC IRONY

Analyze how character's vs. reader's POV (e.g., created through use of dramatic irony) create such effects as suspense or humor.

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LITERARY WORK (title of story, chapter, song, poem, etc.)	
Dramatic irony is when the words and actions of the characters have a different meaning for the reader than they do for the characters. This is the result of the reader having a greater knowledge than the characters themselves.	
CHARACTER'S WORDS OR ACTIONS	Something you (the reader) know about what is happening or why or what the character is talking about that character(s) in the story don't know
How does knowing more about the meaning or implications of a character's words or actions than character(s) do make the story more suspenseful or funny?	
CHARACTER'S WORDS OR ACTIONS	Something you (the reader) know about what is happening or why or what the character is talking about that character(s) in the story don't know
How does knowing more about the meaning or implications of a character's words or actions than character(s) do make the story more suspenseful or funny?	



POV DRAMATIC IRONY

Analyze how character's vs. reader's POV (e.g., created through use of dramatic irony) create such effects as suspense or humor.

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Romeo and Juliet by William Shakespeare	
Dramatic irony is when the words and actions of the characters have a different meaning for the reader than they do for the characters. This is the result of the reader having a greater knowledge than the characters themselves.	
CHARACTER'S WORDS OR ACTIONS	Something you (the reader) know about what is happening or why or what the character is talking about that character(s) in the story don't know
Juliet is "grief-stricken" because her new husband, Romeo, has just murdered her cousin. Since her father does not know about the marriage he decides a wedding will cheer her up. He plans a wedding in two days to marry Paris.	Lord Capulet, Juliet's father, has no idea that she has already married Romeo who is a Montague and a rival enemy of his family.
How does knowing more about the meaning or implications of a character's words or actions than character(s) do make the story more suspenseful or funny?	We know that Juliet cannot possibly marry Paris as she is already married. She will have to risk the anger of her father, or leave to escape this wedding. We wonder how she will get out of this without her father killing Romeo.
CHARACTER'S WORDS OR ACTIONS	Something you (the reader) know about what is happening or why or what the character is talking about that character(s) in the story don't know
Juliet and Friar Laurence come up with a plan. She drinks an herb that makes her appear dead for 42 hours. She agrees to marry Paris, takes the poison and then goes to the tomb so Romeo can find her. Everyone thinks she is dead.	Romeo hears that Juliet is dead before Friar Laurence can tell him about the plan. He buys poison, and goes to Juliet's grave and kills himself. Juliet wakes up, finds him dead, and then kills herself.
How does knowing more about the meaning or implications of a character's words or actions than character(s) do make the story more suspenseful or funny?	When Romeo plans to take his life, the reader just wants to yell to him that Juliet isn't dead. It is very suspenseful and sad.