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K-5 *Differentiated Visual Tools for Literature, Information Text & Writing* *Edwin S. Ellis & Linda A. Ellis*

DVTs designed for specific Core LA standards for reading literature and information text and for writing as well as instruction in content-area subjects. For each standard in each grade level, specific DVTs are provided . Includes guidelines for implementing specific teacher-assisted and peer-assisted instructional routines based on principles of scaffolded instruction. Two versions available: *K-3* *Language Arts Differentiated Visual Tool*s, and *3-5* *Language Arts Differentiated Visual Tools*

VOCABULARY *Differentiated Visual Tools* *Edwin S. Ellis*

DVTs designed for K-5 vocabulary instruction. *Features, Connections and Comparisons* DVTs focus on identifying the central idea of a terms' definition and its critical features & are designed to build relational understandings. *Predictions and Questions* DVTs are often used at the beginning of lessons to pre-teach new vocabulary. *Word Types and Substitutions* DVTs feature underlying language skills such as knowledge of adjective and adverb extremes. *Self-rating* DVTs are used by students to self-evaluate their knowledge of new and previously taught terms. Includes *Vocabulary Lesson Planner DVTs* for teachers as well as specific instructional routines.

6-8 LITERATURE *Differentiated Visual Tools* *Edwin S. Ellis & Linda A. Ellis*

DVTs designed for specific Core 6-8 ELA standards for reading and writing about **literature**. For each literacy standard, specific DVTs are recommended. Includes rubrics and guidelines for implementing specific teacher-assisted and peer-assisted instructional routines based on principles of scaffolded instruction.

6-8 SCIENCE *Differentiated Visual Tools* *Edwin S. Ellis & Houston Blackwood*

DVTs designed for specific Core 6-8 ELA *literacy* standards for reading and writing about essential understandings of high-frequency **science** topics; also very effective for teaching science *content* standards. For each literacy standard, specific DVTs are recommended. Includes rubrics and guidelines for implementing specific teacher-assisted and peer-assisted instructional routines based on principles of scaffolded instruction.

6-8 SOCIAL STUDIES / HISTORY *Differentiated Visual Tools* *Edwin S. Ellis*

DVTs designed for specific Core 6-8 ELA *literacy* standards for reading and writing about essential understandings of high-frequency **history / social studies** topics; also very effective for teaching social studies / history *content* standards, such as those associated with NCSS. For each literacy standard, specific DVTs are recommended. Includes rubrics and guidelines for implementing specific teacher-assisted and peer-assisted instructional routines based on principles of scaffolded instruction.

Strategic Instruction in Grade 9-10 Literature*: *Differentiated Visual Tools - The Works! *Edwin S. Ellis & Victoria Ricketts*

This program provides 42 DVTs designed for teaching specific Common Core 9-10 ELA standards for reading and writing about 9th and 10th grade literature. Each major category of literacy standard (e.g., Vocabulary, Figurative Language, Theme Analysis, Character Analysis, Text Structure, Point-of-View Analysis, Cross-genre/medium Comparisons, Author Use of Source Material, Poetry/Song Lyric Analysis, and Informative/Explanatory, Narrative, and Argumentative Writing) is addressed by both Tier 1 and Tier 2 instructional resources. These include Step-by-Step Stratagems (detailed lesson plans & instructional guides), Power Point files and Fillable PDF Forms of DVTs, rubrics, and samples of how teachers have used them across a range of literary works commonly addressed in grades 9 and 10 English/Language Arts Classes.

NOTE: Individual modules from this program may be purchased separately. See the following pages for more detailed descriptions of each module. Samples of how teachers have used each of the Literature DVTs can be viewed, downloaded, and printed from www.GraphicOrganizers.com

Strategic Instruction in Grade 9-10 Literature: *Theme / Central Message Analysis Module* $15

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.2 *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Can also be used when teaching…

CCSS.ELA-LITERACY.W.9-10.1 Argumentative writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

                                                                              CCSS.ELA-LITERACY.SL.9-10.3 (Evaluating speaker's point of view)

This module features one **Tier 1 Stratagem** and two **Tier 2 Stratagems**, each focusing on the authors' development of themes. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagem... Designed for grade level instruction

• *Theme Analysis...* Features effective identification, analysis, and explanation of the theme or central message of a literary work, including how the theme is manifested by the plot, characters, and scenes in conjunction with identification of text evidence to support suppositions.

Tier 2 Fundamentals Stratagems... Features less sophisticated / complex DVTs, designed for building foundational analysis skills leading to grade level instruction.

• *Team Dialogue*… Used to develop effective listening and communication skills within the context of identifying and explaining the theme of a literary work.

• *Theme Connections…* Used to develop effective listening and communication skills within the context of identifying and explaining the theme of a literary work and forming and explaining real-life connections between the theme and personal experiences.

• *Common Literature Topics* -- Designed to facilitate identification of a theme and consists of a list of the most common topics addressed in literature about which themes tend to be based

• *Common Literature Themes* -- Designed to facilitate identification of a theme and consists of a list of the most common themes that appear in literature.

Strategic Instruction in Grade 9-10 Literature: *Character Analysis Module* $15

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

CCSS.ELA-LITERACY.RL.9-10.3 *Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.*

Can also be used when teaching…

CCSS.ELA-LITERACY.W.9-10.1 Argumentative writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

                                                                              CCSS.ELA-LITERACY.SL.9-10.3 (Evaluating speaker's point of view)

This module features three **Tier 1 Stratagems** and two **Tier 2 Stratagems**, each focusing on a critical dimension of the authors' use of characters. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems... Designed for grade level instruction

• *Character Analysis*… Features analysis of a character's personal qualities as well as reactions to an event and drawing inferences about both.

• *Motivation Inferences*… Features drawing inferences about a character's motivations and response to challenges based on explicit text information.

• *Character Interactions*… Features analysis of how key characters interact as well as the impact of those interactions on the story plot.

Tier 2 Fundamentals Stratagems... Less sophisticated / complex DVTs, designed for building foundational analysis skills leading to grade level instruction

• *Character Features*… Focuses analysis of a key character's features / personal qualities.

• *Character Inferences*… Features analysis of a key character's features in a manner that differentiates them from explicit information provided by the text.

Strategic Instruction in Grade 9-10 Literature: *Text Structures Module*

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.5 *Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) creates effects as mystery, tension, or surprise.*

Can also be used when teaching…

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.3 (Narrative writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features three **Tier 1 Stratagems** and two **Tier 2 Stratagems**, each focusing on analysis of literary text structure. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems... Designed for grade level instruction

- *Historical Context Stratagem***...** Designed to (i) create anticipation for reading a literary work, and (ii) provide readers with critical background knowledge about historical / social context in which the story takes place.

- *Story Structure Analysis Stratagem***...** Facilitates an effective analysis of an unfolding conflict and resolution in a story.

- *I Spy Flashback***...** Features analysis of an author's use of flashbacks in a story.

Tier 2 Fundamentals Stratagems… Designed for building foundational knowledge and skills about story structure for students functioning well below grade level.

- *Story Problem BME Stratagem***…** Facilitates analysis of an unfolding conflict and resolution in a story in the context of the story's beginning, middle, and ending.

- *Conflict Sequence Stratagem***...** Facilitates analysis of an unfolding (step-by-step) conflict and resolution in a story.

Strategic Instruction in Grade 9-10 Literature: *Figurative Language Module*

$15

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature: CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings: analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Can also be used when teaching…

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.3 (narrative writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features three **Tier 1 Stratagems** and two **Tier 2 Stratagems**, each focusing on the authors' use of figurative language as literary devices. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems... Designed for grade level instruction

- *I Spy Mood Stratagem***...** Features identification and analysis of the meanings of words and phrases that convey mood, resulting in an effective explanation of the author's use of mood as a literary device.

- *I Spy Imagery Stratagem***...** Features identification and analysis of the meanings of words and phrases that convey imagery, resulting in an effective explanation of the author's use of imagery as a literary device.

- *I Spy Idioms***...** Features identification and analysis of the meanings of words and phrases used as idioms.

Tier 2 Fundamentals Stratagems... Designed for building foundational knowledge and skills about literary devices leading to grade level instruction; these activities are implemented independently from reading a specific literary work.

- *Mood Basics Stratagem***...** Used for developing an understanding of how and why mood is used as a literary device and the figurative language authors use to convey three types of mood.

- *Imagery Basics Stratagem***...** Used for developing an understanding of the purposes of imagery, the ability to recognize different forms of imagery, and the ability to compose sentences that utilize different forms.

Strategic Instruction in Grade 9-10 Literature: *Analyzing Point-of-View Module*

$10

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.6 *Analyze a particular point-of-view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide range of reading of world literature*

Can also be used when teaching...

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.3 (Narrative writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features one **Tier 1 Stratagems** and one **Tier 2 Stratagems**, each focusing on analysis of literary text structure. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagem... Designed for grade level instruction

- *Cultural Experiences Impact on PoV Stratagem...* Designed to facilitate a key character's point-of-view of an event with a particular emphasis on how the character's cultural experiences (e.g., traditions, values, and a cultures' historical experiences) affected the character's perspective and actions.

Tier 2 Fundamentals Stratagem… Designed for building foundational knowledge and skills about point-of-view for students functioning well below grade level.

- *Point-of-View of Event Stratagem…* Facilitates analysis of how different characters view a key event in a story differently and why.

Strategic Instruction in Grade 9-10 Literature: *Making Comparisons Module*

$15

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.7 *Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each subject.*

Can also be used when teaching…

CCSS.ELA-LITERACY.W.9-10.2 (Argumentative writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features four **Tier 1 Stratagems** and two **Tier 2 Stratagems**, each focusing on making comparisons of a specific dimension of literacy work. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems... Designed for grade level instruction: facilitates comparisons of the treatment of a specific topic or theme, scene, character, or plot from a literary work (or two different literary works) as conveyed in two different mediums.

　　　* *Topic Comparisons: 2 Mediums*   * *Scene Comparisons: 2 Mediums*

　　　* *Character Comparisons: 2 Mediums*   * *Plot Comparisons: 2 Mediums*

Tier 2 Fundamentals Stratagems…Designed for building foundational knowledge and skills about making basic side-by-side comparisons.

- *Character Comparisons*… Side-by-side comparison of key characteristics of two characters.

- *Plot Comparisons*… Side-by-side comparison of plot-sequence of two stories.

Strategic Instruction in Grade 9-10 Literature: Analyzing Source Material Module

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.9 *Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)*

Can also be used when teaching…

CCSS.ELA-LITERACY.W.9-10.2 (Argumentative writing)   CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)   CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features three **Tier 1 Stratagems.** Designed for grade level instruction, each created to facilitate analysis of how an author draws on specific types of source material (e.g., themes, characters, or events addressed in earlier literary works) when composing a new literary work.

     * Theme Source Material   ** Character Source Material*   ** Event Source Material*

Strategic Instruction in Grade 9-10 Literature: Vocabulary Module $10

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

CCSS.ELA-LITERACY.RL.9-10.4 *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings: analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*

This module features three **Vocabulary Stratagems**, each featuring instruction in critical-to-learn vocabulary. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

- *Vocabulary Connections*– features developing depth and breadth of relational understanding of the new term's definition; can be used prior to reading a text to pre-teach new terms that readers will encounter and/or after a literary work has been read to review and anchor definitions of new terms.

- *Related Words*– focuses on distinctive features, the bigger picture, and listing of related words... all of which could be used when discussing a specific topic.

- *Relationships Web*– features key term's class and distinctive features, and analysis of relationships to other key terms encountered in the text.

Strategic Instruction in Grade 9-10 Literature: *Poetry & Lyrics Module*

$15 © E. Ellis & V. Ricketts
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(205) 549-1239

Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:
CCSS.ELA-LITERACY.RL.9-10.2 *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

CCSS.ELA-LITERACY.RL.9-10.4 *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings: analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*

Can also be used when teaching…
CCSS.ELA-LITERACY.W.9-10.1 (Argumentative writing)
CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)

CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)
CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)
CCSS.ELA-LITERACY.SL.9-10.3 (Evaluating speaker's point of view)

This module features three **Tier 1 Stratagems** and one **Tier 2 Stratagem**, each featuring a key dimension of poem or lyric analysis. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems... designed for grade level instruction
- *Poem / Lyric Analysis*… Features analysis of four key dimensions of poem/lyric analysis (speaker, use of poetic devices, theme or implied purpose, and personal reaction/interpretation).
- *Poem Setting Analysis*… Features analysis of key features of a poem's setting and the role these play in the poem's meaning.
- *Poem Structures*… Features recognition of a given poem's structure and identification of evidence supporting an assertion about its structure.

Tier 2 Fundamentals Stratagem… Designed for building foundational knowledge leading to grade level instruction; these activities are implemented independently from reading a specific literary work.
- *Poetic Devices*– Used to review different types of poetic devices previously introduced (not intended for initial instruction in specific types of poetic devices).

Strategic Instruction in Grade 9-10 Literature: *Writing about Literature Module*

$15

Specifically designed to target the following Common Core English Language Arts Standards for Writing: CCSS.ELA-LITERACY.W.9-10.1: (Argumentative) 9-10.2: *(Expository writing)* W.9-10.3 *(Narrative)*

This module features three **Tier 1 Stratagems** and three **Tier 2 Stratagems**, each featuring a specific form of essay writing. Each Stratagem includes ready-to-use DVT Power Point slides, DVT fillable PDF forms, DVT rubrics, and lesson plans, as well as samples of how teachers have used them.

Tier 1 Stratagems... Designed for grade level writing instruction
- *DEBATE Writing Strategy...* features an Argumentative writing strategy whereby a writer takes a position or forms a supposition about some aspect of a literary work and then defends the position with multiple reasons and/or forms of evidence while also addressing counter-arguments.
- *Literary Analysis*… Features a strategy whereby writers use DVTs previously developed (e.g., Character Analysis, Theme Analysis, etc.) as a basic structure for converting to Expository essays designed to explain a key feature of a literary work.
- *Story Narrative...* provides the basic structure for planning and composing a work of fiction (e.g., designing features of protagonists and antagonists, Setting Set-ups, including physical descriptions and mood, unfolding conflict, tipping point, and resolution).

Tier 2 Fundamentals Stratagems...designed for building foundational knowledge and writing skills leading to grade level instruction.
- *Opinion Writing...* Features fundamentals of an argumentative writing strategy whereby a writer takes a position or forms a supposition about some aspect of a literary work and then defends the position with multiple reasons and/or forms of evidence.
- *Personal Narrative*… Features a simple structure for organizing ideas for writing a personal narrative essay (e.g., Setting and Situation Set-up, Explaining key events with supporting details accompanied by an explanation of accompanying thoughts / reactions / feelings, Conclusion that addresses "What I learned about… myself, other people, and/or similar situations").

Crossover / Multipurpose DVT packs

Some Core language arts standards for reading literature, information text, history/social studies, and science are identical, or nearly identical – thus these standards "cross-over" content areas. Likewise, many Core writing standards (e.g., argumentative and expository writing) are crossover as well. When students write about what they read, powerful learning occurs– students remember more content, their understanding of it is deeper and more relational, and their writing improves dramatically. Cross-over DVTs are designed to address these types of standards, and thus the same DVT can be used by English, History / Social Studies and Science teachers.

Cross-over DVTs are designed for integrating reading and writing instruction in specific cross-over standards. The DVTs guide thinking as literature or information text is analyzed and notes are taken, and then the completed DVTs serve as powerful guides for converting the notes into short essays. These DVTs **significantly reduce cognitive loads of both teachers and students** while also **significantly increasing student reading comprehension, writing skills, and content knowledge.**

A Cross-over DVT pack features a single DVT. The pack includes a ready-to-use Power Point slide and fillable PDF form (ideal for tablets) of the DVT and DVT Rubric as well as samples of how teachers have used them for both addressing literature and information text. Because cross-over DVTs are particularly useful in schools where instructional coaching and/or professional learning communities are used as a primary model of professional development, the Cross-over DVT Packs also include DVT instructional checklists which are particularly useful when Jim Knight's (2015*) Instructional Coaching Cycle is applied.

Crossover DVT packs currently available:

Analyzing Themes / Central Ideas   *$10*
Analyzing Characters / Persons or Groups   *$10*

* Knight, J, Elford, M., Hock, Michael, Dunekack, D., Bradley, B., Deshler, D., & Knight, D. (2015) 3 Steps to Great Coaching: A Simple but Powerful Instructional Coaching Cycle Newt Results. Learning Forward 36(1) pp. 10-18

Makes Sense Strategies ™ Toolkit *$79*
759 color and blackline interactive visual tools in the form of Microsoft Word (.docx) files organized into four categories:
*   **Organizer Visual Tools** (generic graphic organizers depicting hierarchic, compare/contrast, cause/effect, and sequence information structures;
*   **Discipline-specific Visual Tools** (for literature, writing, science, history, social/motivation, etc.);
*   ***Smart Planners for Teachers*** (designed for planning universal instruction);
*   ***Smart Tools for Leaders*** (designed to support fidelity implementation).
*   Samples of how educators have used each of the visual tools

Please contact us for a multi-user license quote.

What's the difference between the *Makes Sense Strategies (MSS) Toolkit* and the various *Differentiated Visual Tools* (DVTs) programs?
Many schools, school districts, and even entire states have multi-user licenses for this toolkit. While many teachers very effectively use the visuals provided in the *K-12 Makes Sense Strategies Toolkit* when teaching Core Standards, these visual devices are **NOT individually designed to address specific Core Standards nor tied to specific grade levels.** Moreover, while the *Makes Sense Strategies Toolkit* includes generic unit and lesson planners, the program does not include *Stratagems (*step-by-step instructional routines; individual lesson plans for implementing specific visual tools).

The various DVT programs evolved from the visual tools found in the *Makes Sense Strategies (MSS) Toolkit*. The DVTs might best be described as the next "evolutionary leap" in graphic organizer devices found in the MSS Toolkit. The DVT programs are more refined in the sense that they are designed to significantly reduce teachers' cognitive load when planning and delivering lessons that target specific language arts standards from the Common Core State Standards and the Career/College Readiness Standards. Some of the CCSS standards are very complex, so we have "drilled these standards down" to develop visual tools for teaching these complex standards in relatively simple and straight-forward ways.

Each *Differentiated Visual Tools* (DVT) software program provides a collection of developmentally-sequenced, discipline-specific "***DVTs***" that are individually designed for teaching specific *language literacy* standards for reading and writing about literature, information text, science, history/social studies as well as for teaching *content* standards). Users can type their own information onto the visual and save them as PDF file documents or Power Point files with built-in animation features. The DVT software is designed to maximize accessibility and functionality. The *DVTs* are designed for interchangeable use with PCs, Macs, and tablets.
.
Each of the software programs feature two versions of each *DVT*:
• ***DVT Fillable PDF* Forms** • ***DVT Power Point*** *files* with ready-to-input text-boxes and built-in animation features
.
The ***DVT Fillable PDF Forms*** are designed for use with PCs, Macs, OR tablets. These contain embedded textboxes in which students can input and save new information using *Adobe Reader*. The *DVT Fillable PDF* Forms can also be emailed as attachments. Hard-copies can also be printed and distributed as handouts so that students can input information by hand.
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The ***DVT Power Point*** files are designed for use with projection devices (e.g., Smart Boards, LCD projectors). Teachers (or students) can use a PC or Mac keyboard to input information onto the DVTs, and then save the completed versions to personal files to re-access at a later time. These files can be made accessible to students and readily viewed using free tablet apps designed for Power Point (e.g., *Brain Shark*). The *Smart Visual* Power Point files can also be emailed as attachments (e.g., email to students as homework assignment if students use a PC or Mac to complete the assignment).