Differentiated Visual Tools™

For K-3 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.

>   **115** DVTs for Reading and Writing about Literature
>   **69** DVTs for Reading and Writing about Information Text
>   **15** DVTs for Expository, Opinion, and Narrative Writing

* 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.

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

$39

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DESCRIPTION

The *K-3 Differentiated Visual Tools for Reading Literature / Information Text and Writing Core Standards* consists of a collection of developmentally-sequenced interactive (i.e., users can type their own information onto the visual and save them as Word documents) visual tools individually designed to address specific grade K-3 CCSS Language Arts Standards for reading literature and information text as well as expository, opinion, and narrative writing plus samples of how teachers have used them. Color visual tools are 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.

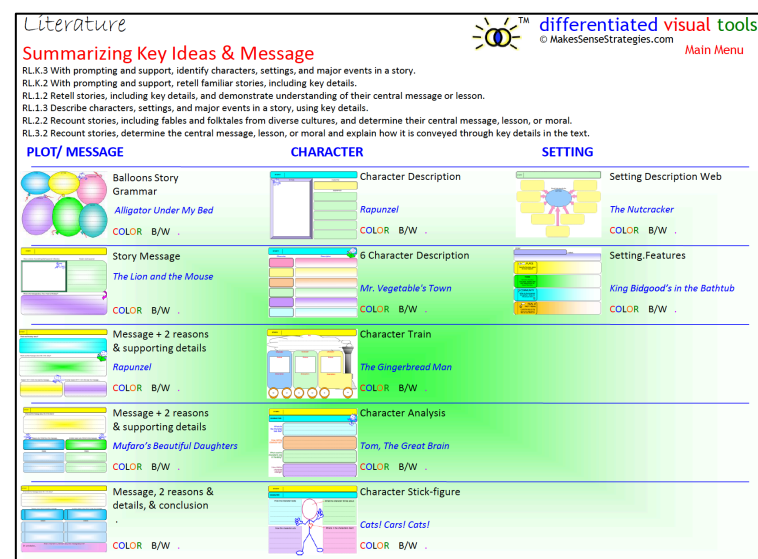**Note:** Each DVT is individually designed to target a specific CCSS-LA Standard.

This software toolkit is also appropriate for use with struggling learners placed in higher grades but whose developmental functioning is more equivalent to K-3 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.

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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, teachers 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 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 K-3 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.
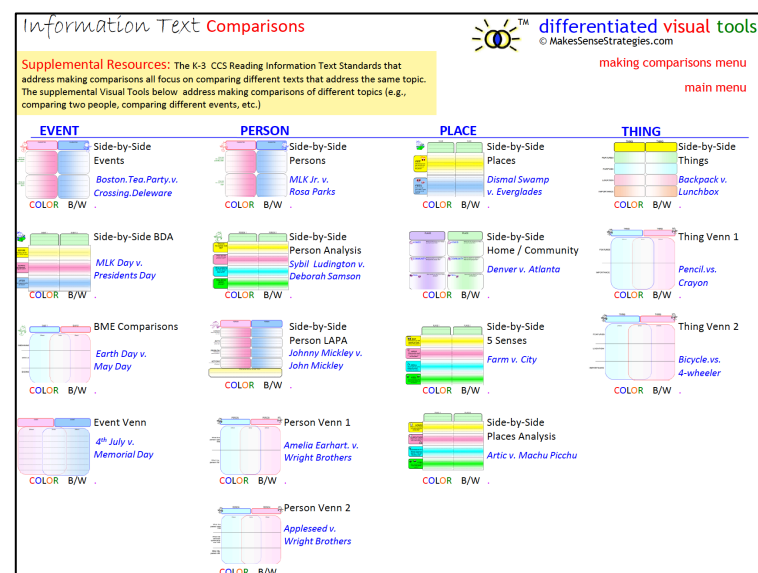
Sample menu pages

Literature

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Main Menu

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 Bathtub* — 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 — *Cats! Cars! Cats!* — COLOR B/W	Character Stick-figure — COLOR B/W	

Information Text Comparisons

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making comparisons menu
main menu

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.)

EVENT	PERSON	PLACE	THING
Side-by-Side Events — *Boston.Tea.Party.v. Crossing.Deleware* — 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 Mickley v. John Mickley* — 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*	Person Venn 1 — *Amelia Earhart. v. Wright Brothers*	Side-by-Side Places Analysis — *Artic v. Machu Picchu* — COLOR B/W	
	Person Venn 2 — *Appleseed v. Wright Brothers* — COLOR B/W		

Illustrations of how DVTs are designed to address specific Core Standards

CCSS.ELA-Literacy.W.1.1 *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*

Opinion + Reason & Closure DVT .docx file

Sample of how the DVT was used

OPINION 1 (opinion + reason + closure)
Write opinion pieces in which student introduces the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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TOPIC

Draw a picture

INTRODUCTION: *This topic (story) is about…*

MY OPINION: I liked this story or topic because…

CONCLUSION: Who else would probably like it too? Why?

OPINION 1 (opinion + reason + closure)
Write opinion pieces in which student introduces the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

menu

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TOPIC   **Grandma   Just Grandma and Me** by Mercer Mayer

INTRODUCTION: *This topic (story) is about…*

Little critter and his grandma spend the day at the beach. Little critter tries to "help" his grandmother all day, but makes a mess.

MY OPINION: I liked this story or topic because…

It is funny. Little critter is always getting into trouble, but it doesn't matter because his Grandma loves him anyway.

CONCLUSION: Who else would probably like it too? Why?

My grandma would like this book too. She would think it was so silly. No matter what I do she loves me too.

CCSS.ELA-Literacy.RL.3.2 *Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*

Message + 2 reasons & details DVT .docx file

Sample of how the DVT was used

MESSAGE + 2 reasons & details why think so
Describe characters, settings, and major events in a story, using key details

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STORY

What was the message about life in the story?

Reason why I think this is the message…

Another reason why I think it is the message…

Details

Details

STORY   **Mufaro's Beautiful Daughters**   by John Steptoe

What was the message about life in the story?

Mufaro's two daughters were very different. One was bad tempered and mean. The other was kind to everyone. I think the message is that being kind and good to people makes you happier and leads to a better life.

Reason why I think this is the message…

Nyasha was kind to everyone.

Another reason why I think it is the message…

Manyara was mean to her sister and everyone.

Details

She did not try to hurt her sister who was mean to her.

Details

She was also mean to a little boy who was really the king.

She was chosen to be queen because of her kindness.

Manyara ended up being a servant to her sister.