

The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

Anne Beck, OSSBA

Katherine Benight, Broken Arrow Public Schools

Carolyn Clements, Putnam City Schools

Matt Cook, Yukon Public Schools

Julie Copeland, Merritt Public Schools

Kris Gore, Leedey Public Schools

Rhonda Harlow, Enid Public Schools

Paige Holden, Norman Public Schools

Suzy Holt, Broken Arrow Public Schools

Brook Meiller, Norman Public Schools

Donna Morris, Yukon Public Schools

Vanessa Perez, Clinton Public Schools

Tawn Rundle, Merritt Public Schools

Merry Stone, Duncan Public Schools

Leslie Wichert, Enid Public Schools

Leila Williamson, Broken Arrow Public Schools

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SPEAKING & LISTENING

READING



7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.



Evidence of Understanding

Students will show understanding through use of a discussion board and engaging in collaborative discussions about appropriate topics and texts, while expressing their own ideas clearly and building on the ideas of others in pairs, diverse groups, and whole class settings.



Digital Tools

- *Discussion Boards* - [Google Classroom](#), [Flipgrid](#)



In Practice

- Using texts and documents that are relevant to topics of class discussion as support, students can collaborate on multiple threads.
- All students will make an initial post which includes a reference to the text (i.e. a quote or a paraphrase) and a thought-provoking question for others in the class to respond to.
- Students will respond to two other students' questions.
- Then, students will go back to their initial post and respond to one classmate's response.

WRITING



7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.



Evidence of Understanding

Students will show evidence of understanding by giving a presentation as a group or as an individual after organizing information and determining appropriate content and purpose for their audience and making necessary compromises to accomplish the goal.



Digital Tools

- *Mind Mapping Application* - Venn Diagram,
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Using a Venn Diagram application, in pairs or small groups students will map out both sides of a subject as well as the common ground.
- Students must work together to determine what content goes in each part of the diagram.
- Students will use a presentation application to present the information from their Venn Diagram to the class.

READING & WRITING PROCESS

READING



7.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.

7.2.R.3 Students will paraphrase main ideas with supporting details in a text.



Evidence of Understanding

Students will show understanding of creating an objective summary with main ideas, supporting details, while maintaining meaning and a logical sequence of events by using the information gathered in class to create their own non fiction or fiction articles.



Digital Tools

- *Newsmaker* - [FakeNewspaperMaker](#)
- *Content Library* - [Newsela](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)



In Practice

- Provide students with articles from Newsela or similar site.
- Using the FakeNewsPaper Maker students can create new headlines/article that incorporates objective summaries, main idea, text features, and a logical sequence of events.
- Students can put their FakeNewsPaper creations together in a presentation to share with class or teacher.

WRITING



7.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

7.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.

7.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.

7.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.

7.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).



Evidence of Understanding

Students will show evidence of understanding through the process of creating an essay when editing and revising multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word



In Practice

- Students will write to a prompt, provide and incorporate peer review effectively, and revise their work based on feedback.
- Every student will share their document with the teacher. Students who are paired will also share their document with their partner.
- Teachers will facilitate the writing process by tracking, encouraging, and critiquing the students' writing.

CRITICAL READING & WRITING

READING



7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.

7.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.

7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- theme
- conflict (i.e., internal and external)

7.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- symbolism*
- tone
- irony* Students will find textual evidence when provided with examples.

7.3.R.5 Students will distinguish factual claims from opinions.

7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.

7.3.R.7 Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inference.



Evidence of Understanding

Students will show understanding of making connections (e.g., thematic links) between and across multiple texts by providing textual evidence in the form of a news car to support their inferences.



Digital Tools

- *Content Library* - [Newsela](#)
- *Graphic Organizers Applications* - [Graphic Organizer](#), [Inspiration Maps](#)
- *Digital profiles*- [Farcebook](#), [Twister](#), [Snapsr](#), [Simitator](#), [iFakeText](#)



In Practice

- Students will read a collection of articles and create a graphic organizer (i.e. Fishbone Diagram) to visually depict the connections across the genres/articles.
- Teachers can check for understanding by having students create daily "blasts" (short, concise responses to relevant questions based on current events and ideas) with a fake social media application or in a writing journal.

WRITING: NARRATIVE



7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.



Evidence of Understanding

Students will show evidence of understanding by creating an original piece of narrative writing, incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory language.



Digital Tools

- *Story Telling* - [Canva Comic Strip Maker](#)



In Practice

- Students will create a narrative storyboard using a comic strip maker.
- The focus of the story will be determined by the teacher (i.e. story explaining a natural phenomena--where rain comes from, story detailing a childhood event--memorable birthday, learning to ride a bike, etc.).
- Students will share their storyboards in small groups.

WRITING: INFORMATIVE



7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.



Evidence of Understanding

Students will show evidence of understanding upon completion of an essay/report, incorporating evidence (e.g., specific facts, examples, details) and maintaining a newspaper organized structure.



Digital Tools

- *Video Editor-* [Clips](#), [WeVideo](#), [iMovie](#)



In Practice

- Students can turn research or a report into a news “broadcast,” with headlines, and formats identical to the greatest news reporters in the world.
- Three types of news broadcasts are: global news, local news, entertainment news.

WRITING: ARGUMENT



7.3.W.3 Students will introduce a claim and organize reasons and evidence, using credible sources.

7.3.W.4 Students will show relationships among the claim, reasons, and evidence.



Evidence of Understanding

Students will show understanding by showing the relationships among the claim, reasons, and evidence in a presentation.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- The teacher will provide a picture and students will (individually or in small groups) make a claim based on the picture (i.e. someone at the bottom of the stairs on the floor; claim-“He fell down the stairs.”).
- Using a presentation application students will then create a chart stating the evidence for their claim and reasons that support the claim.

VOCABULARY

READING



7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

7.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.

7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.

7.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.



Evidence of Understanding

Students will show evidence of understanding word parts to define and determine the meaning of complex words as well as inferring the relationships among words with multiple meanings and recognize the connotation and denotation of words with a graphic organizer.



Digital Tools

- *Graphic Organizers* - [Graphic Organizer](#), [Inspiration Maps](#) [ReadWriteThink](#), [Simple Mind+](#) [Mind Mapping](#),



In Practice

- Using a graphic organizer, students will select a teacher approved word and then trace/research the origin of the word noting the definition as well as any associations the word calls to mind in the graphic organizer.
- Students will need to list an antonym, synonym, part of speech for the word as well as an illustration.
- Students will also need to include the word used correctly in a sentence.

WRITING



7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing .



Evidence of Understanding

Students will show understanding of using appropriate language to create a specific effect according to purpose in writing through use of language conveying particular emotions.



Digital Tools

- *Note Taking* - [PostIt](#), [Lino](#)



In Practice

- Teacher will pair each student with a word of emotion (i.e. hate, love, fear)
- Student will create five sentences using vocabulary that evokes or portrays that emotion - each sentence will be on a post it note..
- Students will upload pics of the sentences into Post It and then sort the sentences into groups that portray the same emotion.

LANGUAGE

READING



7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses.

7.5.R.2 Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

7.5.R.3 Students will recognize the subject and verb agreement.

7.5.R.4 Students will recognize and correct misplaced and dangling modifiers.



Evidence of Understanding

Students will show understanding by illustrating sentences that have been written with misplaced/dangling modifiers.



Digital Tools

- *Sketch* - [Sketches School, ibis](#)



In Practice

- Teacher will provide students with example sentences that have been written with dangling/misplaced modifiers.
- Students will use a sketch application to draw an illustration of the poorly written sentence as it has been given to them by the teacher.
- Students will correct the sentence by either correctly placing the misplaced/dangling modifier within the body of the sentence or adjusting the wording of the incorrect phrase(s) thereby clarifying the meaning of the sentence.

WRITING



7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.

7.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.

7.5.W.3 Students will use prepositional phrases and clauses (e.g., dependent and independent) in writing.



Evidence of Understanding

Students will show evidence of understanding by creating a flow chart that shows the evolution of a simple sentence into a compound, complex, and compound-complex sentence.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will use a presentation application and create a flowchart showing the structure of the different types of sentences.
- Students start with a simple sentence then using the same sentence create compound sentence and etc.
- Students need to be prepared to share their flow charts with the class.

RESEARCH

READING



7.6.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.

7.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).

7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.



Evidence of Understanding

Students will show understanding by gathering relevant, reliable, and valid information over a given topic from a variety of credible resources and creating an infographic, displaying their thesis statement, research questions, and answers.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Sketch* - Sketches School, Notes, ibis, Absolute Board, Google Draw, Notability, Sketchbook



In Practice

- Students will formulate a research question(s) over a given topic or concept from the teacher and gather credible resources to help answer the question(s).
- Students will display their questions, answers, as well as a thesis statement in either a digital format or traditional (paper and pencil) format to create a "one pager".

WRITING



7.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

7.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.

7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

7.6.W.4 Students will summarize and present information in a report.



Evidence of Understanding

Students will show evidence of understanding by summarizing information they have found over a given topic and presenting the information in a report.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word



In Practice

- The teacher will provide a list of relevant, high-interest topics for students to choose from (i.e. school dress code, test exemptions, cell phones in class, etc.).
- Students will choose one of the topics and gather information on the topic from a number of resources to be determined by the teacher.
- Using a word processor, students will create a one page summary of their findings, including a list of resources/links that they will present to the class.

MULTIMODAL LITERACIES

READING



7.7.R.1 Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.

7.7.R.2 Students will analyze the impact of selected media and formats on meaning.



Evidence of Understanding

Students will show evidence of understanding by comparing and contrasting techniques used in texts to generate and answer questions to create new understanding.



Digital Tools

- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Student Response* - Flipgrid, Kahoot Games
- *Note Taking* - Notes, PowToon



In Practice

- Teacher will provide the students with a variety of different texts that share common themes. (i.e. generational poverty, coming of age)
- Students will compare/contrast the differences in the text.
- Students will participate in online discussions, posting and answering questions for one another.
- Students will create test questions and apply them to an activity for their classmates to complete, based on a thematically-related resources the student(s) has/have found.

WRITING



7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.

7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.



Evidence of Understanding

Students will show evidence of understanding by recording a voice over a screenshot relevant to the content of the lesson and annotate it to compliment and extend meaning.



Digital Tools

- *Voice Record* - Voice Memos
- *Annotation* - ScreenCast-o-matic, MarkUp



In Practice

- Students will select an image from the internet that is relevant to the reading content in class and use a digital app to either record their voice or annotate important components of the image to compliment and extend meaning.

INDEPENDENT READING & WRITING

READING



7.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.



Evidence of Understanding

Students will show evidence of understanding by reading different texts and sorting/grouping information based on the topic of the selected text.



Digital Tools

- *Mind Mapping* - PostIt



In Practice

- Students will select books (i.e. fiction, nonfiction) over a specific topic to read.
- Students will write information they learned on notes and put into the Post It app.
- As a class, student will sort their information into groups and discuss.

WRITING



7.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and discover different perspectives.



Evidence of Understanding

Students will show evidence of understanding by producing a writing slideshow of original written works in various modes over teacher-assigned topics within pre-determined time frames.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will produce a slideshow of their personal original written works.
- They will showcase various modes of writing created over the course of the class.

RESOURCES

TEACHER RESOURCES

- [Common Sense Media for Education](#)
- [Educators Lead with Jay Willis](#)
- [Epic](#)
- [Glogster](#)
- [Lit2Go](#)
- [Literacy](#)
- [Reading Rockets](#)
- [Read Write and Think](#)
- [Read Works](#)
- [Scholastic](#)
- [Storynory - Stories for Kids](#)
- [Visuwords](#)
- [Vocabulary Spelling City](#)

STUDENT RESOURCES

- [Book Creator](#)
- [Comic Book](#)
- [Creative Book Builder](#)
- [Cursive Words](#)
- [Dragon Anywhere](#)
- [Fact Fragment Frenzy](#)
- [FlipBook](#)
- [Inspiration Maps](#)
- [Kid Rex](#)
- [Mad Libs](#)
- [Newsela Student](#)
- [Popplet](#)
- [Puppet Pals](#)
- [Story Line Comix](#)
- [Storyline Online](#)
- [Super Speedway Grades 4-5](#)
- [Tag Journal](#)
- [Toontastic](#)
- [Trading Cards](#)
- [Wikipedia](#)
- [Word Matrix](#)
- [Word Mover](#)