

EVIDENCE OF UNDERSTANDING

ENGLISH 3



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:

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# GETTING TO KNOW OKLDR

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# WHO IS OSSBA?

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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?

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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 THIS BOOK

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**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

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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](mailto: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](mailto:okldr@ossba.org).
- See anything that needs to be changed or enhanced? Contact us at: [okldr@ossba.org](mailto:okldr@ossba.org).

**FICTION**

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# NOVEL

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11.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and

questioning the ideas of others in pairs, diverse groups, and whole class settings.

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

11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.



## Evidence of Understanding

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Students will engage in collaborative group discussions and create a comic strip from their assigned chapter to show understanding of point of view and character perspective.



## Digital Tools

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- *Comix Maker:* Make Beliefs Comix, Canva Comic Strip Maker, Toontastic
- *Video Editor-* Clips, WeVideo, Do-Ink, iMovie



## In Practice

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- Students will work collaboratively in small groups to read teacher-approved novels.
- Each group will create chapter-by-chapter comic strips from their book, showing character development and important plot line events.
- Students in each group will combine all chapter comic strips in a video presentation to create a complete Graphic Novel representation of the original novel.

# DRAMA

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11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

11.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.



## Evidence of Understanding

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Students will show understanding of an author's perspective by creating digital illustrations of the main characters of a play before reading. Students will then modify those digital illustrations after reading, based on the outcome of the play.



## Digital Tools

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- *Photo Editor - Phonto*
- *Sketch Applications: Auto Draw, Paper by 53 Sketches School, Notes, ibis*
- *Mind Mapping Application: Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping, Post-It, Visme*



## In Practice

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- Students will work individually using a digital tool such as Bitmoji to synthesize a character's description to create their idea of what the character looks like.
- Using a mind mapping application, students will justify the characteristics that they have given their characters based on the description they were given.
- Students will revisit their originally-created characters to digitally make revisions to their characters once the whole play has been read.

# SHORT STORY

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

11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

11.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate 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:

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Students will demonstrate understanding by creating a one-page newspaper depicting the facts of the fictional story as real-life events using an online newspaper template.



## Digital Tools

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- *Design Tool:* Canva
- *Word Processor -* Pages, Google Docs, Microsoft Word
- *Story Telling Application:* Fake Newspaper



## In Practice

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- Students will apply understanding of story elements (setting, plot, imagery, theme, motive, etc.) through the writing of news articles.
- Students may use a design tool, story telling app or word processing application to create the one page new article.
- Students may participate in small groups, utilizing discussions/decision-making, or work as individuals.

# POETRY

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# POETRY

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

11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.

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



## Evidence of Understanding

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Students will show understanding of how to use sound in poetry by creating an original poem from a photo and then use lip-syncing software to produce an animated talking head that will then read the poem that they have created.



## Digital Tools

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- *Lip-syncing*: [iFunFace](#), [ChatterPix](#)
- Mind Mapping: [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+](#)  
[Mind Mapping](#), [Post-It](#), [Visme](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)



## In Practice

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- Using a mind mapping app, students will practice using literary devices commonly found in poetry (alliteration, onomatopoeia, etc.).
- Using a word processor, students will write an original poem based on either a meaningful photo from their camera roll or an inspirational image from the internet.
- Students will create an animated talking head by using lip-syncing software or apps.

**NON-FICTION**

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# NARRATIVE NON-FICTION

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11.3.W.1 Students will write narratives embedded in other modes as appropriate.

11.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.

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

11.7.W.1 Students will design and develop multimodal content for a variety of purposes.

11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.



## Evidence of Understanding

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Students will show understanding of the importance of an author's historical and cultural background by producing a photo journal of significant events in the author's life, including explanations of each photo.



## Digital Tools

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- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Story Telling Application* - Shadow Puppets EDU
- *Photo Apps*: [Photos for Class](#), [Pics4Learning](#)



## In Practice

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- Using a digital photos app, students will find photos of significant events in a chosen author's life.
- Students will place these photos in a presentation tool or app, making comments on what the photos depict, and the “when, where, why” of it being taken as well as why it is important to understand the historical and cultural background of a writer.
- Students will present their digital presentation to the class.

# INFORMATIONAL NON-FICTION

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11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

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

11.3.R.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

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

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

11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.



## **Evidence of Understanding:**

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Students will show understanding of rhetorical devices and emotional appeals by creating an original commercial and a written script about a fictitious product that they create within their groups.



## Digital Tools

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- *Video Editor*- Clips, WeVideo, Do-Ink, iMovie
- *Word Processor* - Pages, Google Docs, Microsoft Word



## In Practice

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- Students will identify and analyze the use of different types of propaganda, rhetoric, and emotional appeals.
- In groups, students will invent an original product and create a commercial using a multimedia application.
- Students will write an original script of the commercial using a word processor.
- Students will present their commercials in class.

# GRAMMAR/USAGE/MECHANICS

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# GRAMMAR/USAGE/MECHANICS

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11.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.

11.5.W.1 Students will write using correct mechanics.

11.5.W.2 Students will compose simple, compound, complex, and compound–complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

11.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.



## Evidence of Understanding

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Students will show understanding of English grammar by creating a presentation for the class over a grammatical rule assigned to them by the teacher.



## Digital Tools

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- *Presentation - Keynote, Google Slides, Microsoft PowerPoint*
- *Video Editor- Clips, WeVideo, Do-Ink, iMovie*



## In Practice

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- Students will teach the class the rules associated with a component of grammar, usage, and/or mechanics (adjective/adverb phrases, gerunds, quotation marks, etc.) by creating a digital presentation for the class.
- Students will create a presentation, including examples of correct and incorrect usages, to teach an assigned grammatical rule to the class.
- Student presentations must include at least one exercise (i.e a quiz or response) to engage the class in applying what has been learned.

# RESEARCH & WRITING

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# RESEARCH

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11.6.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 time frames (e.g., a single sitting or a day or two).

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

11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.



## Evidence of Understanding

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Students will show understanding of selecting a relevant and viable topic/questions for argumentative research by evaluating topics/questions for a research project in a digital discussion board.



## Digital Tools

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- *Discussion Board: Google Classroom*
- *Word Processor - Pages, Google Docs, Microsoft Word*



## In Practice

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- Students will use a discussion board to evaluate their research questions by commenting and suggesting in a discussion board.
- Students will share at least one idea for a research question before being able to make suggestions on others' ideas.
- Students will make helpful suggestions on other students' topics/questions to complete the assignment.
- Students' comments will evaluate their classmates' topics/questions in terms of relevance, reliability, and validity.

# WRITING

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11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.

11.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.

11.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.



## Evidence of Understanding

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Students will show understanding of the writing process by revising a personal rough draft based on feedback from an on-line evaluation website.



## Digital Tools

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- *Editor Application:* [Khan Academy](#), [Hemingway App](#)



## In Practice

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- Students will read, analyze, and respond to an SAT article and essay prompt .
- Students will submit essay to an on-line evaluation website and receive a score and feedback.
- Students will revise essays to improve their scores based on the feedback given.

# RESOURCES

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# CONTENT SPECIFIC RESOURCES

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- [gutenberg.org](http://gutenberg.org)
- [This I Believe - Resource Page](#)
- [Propaganda Resources](#)
- [Universal Theme Resources](#)
- [Shakespearean Dating Tips](#)
- [Killer Thesis Statements](#)
- [Logical Fallacies - Purdue Owl](#)
- [The Moth Podcast - True Stories Told Live](#)
- [Media Literacy -Mensa for Kids](#)
- [SimpleMind - Mind Mapping Tool](#)
- [Kurt Vonnegut on the Shapes of Stories](#)
- [How to Argue - pbs video](#)
- [Mysteries of Vernacular - Strange Word Origins from TedEd](#)

# GENERAL RESOURCES FOR ALL ELA:

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- [Khan Academy](#)
- [No Red Ink](#)
- [Read Write Think](#)
- [Scholastic Upfront](#)
- [Credible Research Sources](#)
- [Empire State College--Online Writing Center](#)
- [What is historical context? \(article\)](#)
- [Global Perspectives & Themes Essay](#)
- [Point-of-View Jeopardy](#)
- [Literary Perspectives--Quizlet](#)
- [Heroes & Journeys--Teachers Pay Teachers](#)
- [Common Book Themes--Thoughtco](#)
- [Flocabulary--Reading & Writing Topics](#)
- [Real World Connections--Resources 4 Rethinking](#)
- [7 Habits of Highly Effective Readers--PDF](#)

- [Edit Minion](#)
- [Twin Word Finder--Chrome App](#)
- [Khan Academy--Narrative Writing--How To Video](#)
- [Khan Academy--Informational Writing--How To Video](#)
- [Khan Academy--Argument Writing--How To Video](#)
- [Grammar Girl--Podcast](#)
- [Writewell--Chrome App](#)
- [Werdsmith--Apple App](#)
- [Wattpad--EBook Reader--Apple App](#)
- [Writer's Diet](#)
- [Kelly Gallagher--Article of the Week](#)
- [Speak It--Chrome App](#)
- [News ELA](#)
- [Common Lit](#)
- [Ditch That Textbook graphic organizers](#)
- [Flowboard--Apple App](#)
- [ACT Up--Test Prep and Tutoring--Apple App](#)

- Vocab Genius--Apple App
- Digital Tools for Vocabulary
- What We See When We Read--iBooks (interactive)
- Scholastic Scope
- Teaching with Multiple Modalities--Read Write Think
- EdPuzzle
- Basic Film Terminology power point
- The Other Stories episodes
- Teachers Pay Teachers book report alternatives
- Gutenberg website
- Poetry Foundation--Apple App
- Pens and Machine Cornell Note Taking
- Creating Digital Multimodal Links
- Smithsonian American Art Museum-Education
- Common Lit
- Multimodal Writing
- Multimodal Resources and Online Tools