

EVIDENCE OF UNDERSTANDING

ENGLISH 4



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

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.

FICTION

NOVEL



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

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

12.3.R.6 Students will comparatively analyze the structures of texts and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

12.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

12.7.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

Students will create a multimedia "trailer" for their novel emphasizing a predominant theme in the novel using a movie maker application.



Digital Tools

- *Classroom Management System* - Google Classroom, Edmodo, Apple Classroom
- *Video Editor*- Clips, WeVideo, Do-Ink, iMovie



In Practice

- Students will be grouped into literature circles and charged with reading one of a variety of novels in their literature circle.
- After completing the novel, students will use a movie maker application to create a movie trailer, emphasizing a prominent theme in the novel.

DRAMA



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

12.3.R.6 Students will comparatively analyze the structures of texts and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement

12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

12.7.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

Students will create a digital presentation explaining the correlation between key themes from a classical drama and information about those themes from contemporary, informational texts.



Digital Tools

- [Purdue Online Writing Lab](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)



In Practice

- Students will read and analyze a play to identify themes and major ideas.
- Students will examine evidence of themes and ideas within elements of the play as well as evidence within non-fiction, informational texts.
- Using a presentation tool, students will present their evidence from both the play and the informational texts they have read.
- Students will use appropriately-formatted citations when summarizing and/or quoting from texts in their presentation.

SHORT STORY



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

12.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.

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

12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.

12.7.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:

Students will create a graphic organizer to digitally arrange and illustrate qualities and characteristics shared between an author's purpose in a short story and an author's purpose in an informational text.



Digital Tools

- Articles: NewsELA Featured Text
- *Word Processor* - Pages, Google Docs, Microsoft Word
- Mind-mapping: Venn Diagram, ReadWriteThink, Simple Mind+ Mind Mapping



In Practice

- Students will read short stories and informational texts.
- Students will identify common purposes between authors' texts.
- Students will use digital tools to graphically arrange and illustrate common purposes between authors' texts.

POETRY

POETRY



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

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

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

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

12.5.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.

12.7.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

Students will create a digital portfolio of both original works by the students and published pieces from the established canon.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will read and analyze a variety of poetic forms.
- Using a word processor, students will write original poems in a variety of poetic forms.
- Using digital tools, students will organize and arrange their original, written works as well as selections from the established canon into a digital poetry portfolio.

NON-FICTION

NARRATIVE NON-FICTION



12.2.R.2 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

12.3.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.

12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.

12.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

12.3.R.7 Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.



Evidence of Understanding

Students will use a digital presentation platform to create an autobiographical "manifesto" using multimedia components to represent and explain relevant societal/personal issues of their own choosing.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will read passages of narrative non-fiction and analyze the author's purposes for writing those pieces.
- Students will identify thematic correlations between societal/personal issues in the passage(s) and current issues in their lives today.
- Using a presentation tool, students will create a document that showcases excerpts from the readings as well as articulates the students' ideas about the identified themes.

INFORMATIONAL NON-FICTION



12.2.R.2 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

12.3.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.

12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.

12.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

12.3.R.7 Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.



Evidence of Understanding:

Students will select a topic or issue that is argumentative and relevant to modern society. Students will use a multimedia platform to create a satirical representation of one side of the argument.



Digital Tools

- *Sketch Application:* Canva, Paper by 53
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will identify and analyze examples in multimodal formats of rhetorical/persuasive devices and the effects these have on audiences.
- Students will identify rhetorical devices in media and the desired effects on audiences of these devices.
- Using multimedia tools, students will satirize a relevant, societal issue using rhetorical/persuasive techniques.

GRAMMAR/USAGE/MECHANICS

GRAMMAR/USAGE/MECHANICS



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

12.5.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.

12.5.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



Evidence of Understanding

Students will use the tracking feature in a word processing program to make grammar/usage/mechanical edits and/or revisions and suggest changes in each other's papers.



Digital Tools

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



In Practice

- Using digital tools, students will proofread their own writings as well as their peers' writings, evaluating and correcting errors in spelling, grammar, usage, and mechanics.
- Students will be grouped and given one aspect of revision to use to check other students' papers (one group checks for spelling errors, one group checks for sentence structure revisions, etc.).
- Once a student's work has been evaluated by each group, that student will make necessary revisions and submit the polished paper back to the teacher, electronically.

RESEARCH & WRITING

RESEARCH



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

12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

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

12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.

12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.



Evidence of Understanding

Students will use a presentation tool to annotate their resources to show that they are useful and appropriate for the research question/topic.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- Academic Research Database: EBSCOHost (accessible via school/community library), ERIC, Google Scholar



In Practice

- Students will write research questions over topics that interest them and are approved by the instructor.
- Students will use digital resources and databases to locate articles, studies, and/or reports to provide support for their topic or argument.
- Using a word processor, students will annotate each of their resources, commenting as often as possible the currency, reliability, accuracy, authorship/authority, and purpose of the article to determine if it is useful for their research topic/question.

NARRATIVE WRITING



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



Evidence of Understanding

Students will use digital graphic organizers and applications to organize their prewriting for essays.



Digital Tools

- Mind Mapping Application: Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping, Post-Itj, Visme



In Practice

- Using a digital tool, students will pre-write and organize their ideas for each part of an essay, including specifically the elements of a narrative (plot, characters, etc.).
- Students will embed anecdotal evidence (narratives) as support for points/claims made in formal pieces of writing.

INFORMATIVE WRITING



12.3.W.2 INFORMATIVE 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

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



Evidence of Understanding

Students will show understanding by creating digital representations of how their essay topic is supported by a variety of evidence.



Digital Tools

- Mind Mapping Application: Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping, Post-Itj, Visme



In Practice

- Students will choose a teacher-approved topic to expose in a piece of formal writing.
- Using digital tools, students will illustrate the connections between the main points of the essay and the variety of evidence they will use to support their main points.

ARGUMENT WRITING



12.3.W.4 ARGUMENT Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

12.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.

12.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.



Evidence of Understanding

Students will show understanding of how to write an effective argumentative essay by incorporating multiple modes of writing. Students will arrange their ideas (claims and supports, anecdotal supports, references to research articles, etc.) in a digital info-graphic.



Digital Tools

- Mind Mapping Application: Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping, Post-Itj, Visme



In Practice

- Students will select a teacher-approved research topic and create an appropriate research question from their topic.
- Using a digital tool, the students will create an info-graphic that depicts the relationships between the components of the argument within the body of the essay.

RESOURCES

CONTENT SPECIFIC RESOURCES

- 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:

- [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](#)
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- [Chronicling America: Historic American Newspapers](#)
- [Stanford Encyclopedia of Philosophy](#)
- [What is Plagiarism Poster](#)