

EVIDENCE OF UNDERSTANDING

1ST GRADE ELA



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

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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.
- 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



1.1.R.1: Students will actively listen and speak using agreed-upon rules for discussion.

1.1.R.2: Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.

1.1.R.3: Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.1.R.4: Students will restate and follow simple two-step directions.



Evidence of Understanding

Students will use a whiteboard app to engage in active listening and discussion activities.



Digital Tools

- *Whiteboard* - Draw and Tell HD - by Duck Duck Moose, Sago Mini Doodlecast



In Practice

- Students will use a white board app or a drawing app such as Draw and Tell or Sago Mini Doodlecast to listen to the prompt and follow directions for drawing and narrating their stories.
- In groups, students will discuss their drawings and ways they may change, enhance or edit their stories.

WRITING



1.1.W.1: Students will orally describe people, places, things, and events with relevant details expressing their ideas.

1.1.W.2: Students will work respectfully in groups.



Evidence of Understanding

Students will orally describe people, places and things using digital apps that record student voice.



Digital Resources

- *Story Telling Application - [Sago Mini Doodlecast](#)*
- *Story Telling Application - [Draw and Tell HD - by Duck Duck Moose](#)*
- *Story Telling Application - [Book Creator](#)*
- *Interactive Whiteboard Application - [Educreations](#)*



In Practice

- Using a sketch and voice recording app such as Sago Mini Doodlecast, Draw and Tell, Educreations, or Book Creator, students will select a writing prompt to draw a person or place and orally narrate the description of the person or place.

PHONOLOGICAL AWARENESS



1.2.PA.1: Students will blend and segment onset and rime in spoken word (e.g. /ch/+/at/=chat)

1.2.PA.2: Students will differentiate short from long vowel sounds in one syllable words.

1.2.PA.3: Students will isolate and pronounce initial, medial, and final sounds in spoken words.

1.2.PA.4: Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).

1.2.PA.5: Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).

1.2.PA.6: Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’)



Evidence of Understanding

Students will develop foundational skills for future reading success by working with sounds, letters, and text. After practice they will produce rhymes and sound out simple CVC (consonant vowel consonant) words by using the links and apps in digital resources below.



Digital Resources

- Website - Reading and Blending Games
- Website - 12 Verbal Literacy Games
- Website - Starfall
- Website - ABC Mouse
- Voice Record Application - Voice Memos
- Story Telling Application - Sock Puppets



In Practice

- Teachers may use the different activities on Starfall or ABC Mouse in a group to demonstrate (on whiteboard, etc.) various phonemic skills.
- Students may work individually or in pairs on the apps to practice their skills.
- Using a voice recording app, have students record themselves practicing reading aloud rhymes and consonant-vowel-consonant exercises.

READING FOUNDATIONS

PRINT CONCEPTS



1.2.PC.1: Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.

1.2.PC.2: Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).



Evidence of Understanding

Students will correctly form letters and use appropriate spacing for letters, words and sentences and use left-to right progression.



Digital Resources

- *Word Processor - Pages Notes*
- *Interactive Whiteboard Application - Whiteboard: Absolute Board*



In Practice

- Students can use Notes, Absolute Board or a similar app to write words and sentences as dictated by the teacher.

PHONICS AND WORD STUDY



1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:
single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)

- consonant blends (e.g., bl, br, cr)
- consonant digraphs and trigraphs (e.g., sh-, -tch)
- vowel sounds: o long o short
- r-controlled vowels (e.g., ar, er, ir or, ur)
- vowel spelling patterns:
 - vowel digraphs (e.g., ea, oa, ee)
 - vowel-consonant-silent-e (e.g., lake)

1.2.PWS.2: Students will decode words by applying knowledge of structural analysis:

most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled)

- inflectional endings (e.g., -s, -ed, -ing)
- compound words
- contractions

1.2.PWS.3: Students will read words in common word families (e.g., -at, -ab, -am, -in).



Evidence of Understanding

Students will show foundational skills for future reading success by working with sounds, letters, and text by using camera and video.



Digital Resources

- *Website - [Roy the Zebra](#)*
- *Content Application - [ABC Ninja](#)*
- *Website - [Starfall](#)*
- *Website - [ABC Mouse](#)*
- *Video Editor - [Clips](#)*



In Practice

- Using cut out letters, teachers can have students go on an alphabet scavenger hunt.
- Once all letters are located, students can play “I have, who has?” by saying the name of their letter and asking the name of the letter that comes next.
- Students can use the camera on their device to take pictures of various items beginning with their letter.
- Using a video editing software such as Clips or something similar students can take pictures of the letters while saying the name/sound the letter makes.
- They can then use the app to properly sequence the letters.

FLUENCY



1.2.F.1: Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

1.2.F.2: Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression connotes comprehension.



Evidence of Understanding

While using the ABC magnetic app and songs the students will develop foundational skills for future reading success by working with sounds, letters, and text.



Digital Resources

- *Content Application* - [ABC Magnetic Alphabetic Lite for Kids](#)
- *Video* - [Heidi Songs](#)
- *Video* - [Have Fun Teaching](#)
- *Digital Portfolio* - [Seesaw](#)



In Practice

- Students can use the free ABC Magnetic App to spell their names and other high frequency words.
- Students can take a picture/screenshot of their names and share in Seesaw with an audio recording.
- Students can learn and practice spelling, learning and singing the songs. Using motions will help student retention of the words.

READING & WRITING PROCESS

READING



1.2.R.1: Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.

1.2.R.2: Students will discriminate between fiction and nonfiction/informational text.

1.2.R.3: Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.



Evidence of Understanding

Students will retell major events in a text, focusing on important details to recognize the main idea and sequence the events in correct order.



Digital Resources

- *Story Telling Application* - [ChatterPix Kids](#)
- *Story Telling Application* - [Felt Board-Mother Goose on the Loose](#)
- *Digital Portfolio* - [Seesaw](#)



In Practice

- Students can use a story telling app such as Felt Board to create scenes from their stories and save them to photo library.
- Students can then open the saved photo in another story telling app such as Chatterpix Kids to retell/reenact/sequence events from a scene.
- Students can also use the story telling app to take a picture of their favorite character and create a digital book report.
- Teachers can provide a variety of fiction and nonfiction texts. The students will sort them by genre and can record their thinking and explanation with a voice recording such as Seesaw or a similar app.

WRITING



1.2.W.1: Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.

1.2.W.2: Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.

1.2.W.3: Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing

1.2.W.4: Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).



Evidence of Understanding

Students will use a variety of recursive reading and writing processes while using story telling and/or writing apps.



Digital Resources

- *Mind Mapping Application - [Popplet Lite](#)*
- *Digital Portfolio - [Seesaw](#)*
- *Story Telling Application - [Write About This](#)*



In Practice

- After teacher modeling and with teacher support, students can brainstorm story ideas using a mind-mapping tool (e.g. Popplet Lite).
- Students will then draw a picture and record their narration as they write with Seesaw or Write About This or similar application.
- Teachers can conference with students to help edit their stories, paying attention to sequence of events, and appropriate spacing between letters and words.

CRITICAL READING & WRITING

READING



1.3.R.1: Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.

1.3.R.2: Students will describe who is telling the story (i.e., point of view).

1.3.R.3: Students will find textual evidence when provided with examples of literary elements and organization:

- setting (i.e., time, place)
- plot
- main characters and their traits in a story.

1.3.R.4: Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.

1.3.R.5: Students will begin to locate facts that are clearly stated in a text.



Evidence of Understanding

Students will be able to answer quiz questions accurately as well as use the use storytelling apps to illustrate, write about and describe the books that they have read.



Digital Resources

- *Digital Portfolio* - Seesaw
- *Video* - 5 W's Song
- *Content Library* - Epic



In Practice

- Students will watch the 5 W's video and discuss the important questions to ask during and after reading.
- Students will use a book app such as Epic to explore different genres and answer questions in teacher created quizzes located within the app.
- Students can use a story telling app like Seesaw to illustrate, write and describe the stories they read.

WRITING: NARRATIVE



1.3.W.1: Narrative: Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.



Evidence of Understanding

Students will use digital storytelling tools to create narratives that include characters, plot and basic setting.



Digital Resources

- *Mind Mapping Application - [Popplet Lite](#)*
- *Digital Portfolio - [Seesaw](#)*
- *Story Telling Application - [Write About This](#)*
- *Story Telling Application - [StoryKit](#)*



In Practice

- Students, with some support, will create story maps in Popplet Lite or other mind mapping app that will help them create a narrative.
- Students will then use Seesaw, Write About This, or similar app. to create a narrative focusing on plot, setting and characters.
- Students will then record, illustrate and publish their story.

WRITING: INFORMATIVE



1.3.W.2: Informative: Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.



Evidence of Understanding

Students will complete KWL charts in response to a text read aloud about a non-fiction topic.



Digital Resources

- *Digital Portfolio* - [Seesaw](#)
- *Mind Mapping Application* - [Popplet Lite](#)
- *Search Engine* - [Safe Search Kids](#)
- *Search Engine* - [Britannica Kids](#)



In Practice

- Students will create a KWL chart in the Graphic Organizer app or Notes.
- They will fill out the K and W columns prior to reading a story.
- Then, students will read a nonfiction text of interest.
- After reading, they will complete the last column of the KWL chart by writing three facts about that topic from their story.

WRITING: OPINION



1.3.W.3: Opinion: Students will express an opinion in writing about a topic and provide a reason to support the opinion.



Evidence of Understanding

Students will present a well reasoned opinion sentence/passage to the teacher using digital storytelling apps and other tools.



Digital Resources

- *Digital Portfolio* - [Seesaw](#)
- *Story Telling Application* - Book Creator, [Pages](#), [Write About This](#), [Google Docs](#)



In Practice

- Using the Book Creator app or other resources listed above the student will write an opinion sentence/passage about a topic.
- Teachers will aide in helping the students provide a reason to support their opinion.
- Students can then app smash that product into Seesaw or similar app and present it to the teacher.

VOCABULARY

READING



1.4.R.1: Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

1.4.R.2: Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.

1.4.R.3: Students will use context clues to determine the meaning of words with guidance and support.

1.4.R.4: Students will name and sort words into categories based on common attributes.

1.4.R.5: Students will use a dictionary (print and/or electronic) to find words.



Evidence of Understanding

Students will use word parts (affixes, roots, stems) to define unfamiliar words with guidance and support.



Digital Resources

- *Student Response - Kahoot Games*



In Practice

- The teacher will make a interactive skills game that will have the students match the correct suffix/affix to root words using a student response tool such as Kahoot! or similar.

WRITING



1.4.W.1: Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.

1.4.W.2: Students will select appropriate language according to purpose in writing with guidance and support.



Evidence of Understanding

Students will create their own working “dictionaries” to aid in writing projects throughout the year.



Digital Resources

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



In Practice

- Students will be introduced to new vocabulary.
- With teacher support, they will take photos to share with the class that illustrate the vocabulary words.
- The teacher will then guide the class as they create and expand descriptive sentences as a whole group.
- Students can keep the pictures and descriptive sentences in a note taking app or word processing app to refer to when writing.

LANGUAGE

READING



1.5.R.1: Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun

1.5.R.2: Students will recognize verbs as actions.

1.5.R.3: Students will recognize color and number adjectives.

1.5.R.4: Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.

1.5.R.5: Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).



Evidence of Understanding

Students will apply knowledge of grammar to reading and writing while using the camera and note taking application or word processing application.



Digital Resources

- *Word Processor* - Notes, Pages, Microsoft Word, Google Docs
- *Sketch Application*- Sketches School, Notes



In Practice

- Using the camera, students will take photos of concrete objects (nouns) in the room.
- Students will then take turns describing their object.
- Using the camera the students will record their peers acting out verbs—running, jumping, etc.
- Students will also take pictures of prepositions (e.g., The dog is on top of the doghouse.) and singular and plural nouns
- Students will write simple sentences using a drawing or text app.

WRITING



1.5.W.1: Students will capitalize:

- the first letter of a sentence,
- proper names
- months and days of the week

1.5.W.2: Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.



Evidence of Understanding

Students will develop the skills to write compound sentences and interrogative sentences with teacher support.



Digital Resources

- *Video* - [Jack Hartmann–Capitalize](#)
- *Video* - [Jack Hartmann–Capital](#)
- *Video* - [The Sentence Song](#)
- *Video* - [Punctuation Explained](#)
- *Digital Portfolio* - [Seesaw](#)
- *Word Processor* - [Notes, Pages, Microsoft Word, Google Docs](#)



In Practice

- Students can use the notes feature on the iPad or their Seesaw journal to practice writing their names.
- Students can write sentences with teacher's support .
- Students can use a writing app to practice writing and reading with different punctuation marks and then record their narration with the iPad/tablet.

RESEARCH

READING



1.6.R.1: Students will decide who can answer questions about their topic or what resources they will need to find the information.

1.6.R.2: Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.

1.6 .R.3: Students will identify the location and purpose of various visual and text reference sources.



Evidence of Understanding

Students will identify graphics such as photos, labels, illustrations, titles, labels, headings, charts, and graphs to understand text.



Digital Resources

- *Content Library* - [Time for Kids](#)
- *Digital Portfolio* - [Seesaw](#)
- *Photo Editor* - [Pic Collage](#)



In Practice

- Teachers will share the Time for Kids articles and have the students help identify the photos, illustrations, etc. and discuss how the photos, illustrations add to understanding of a story or concept.
- Teachers can share photos, illustrations, etc using Seesaw or PicCollage.
- Students can use the audio and/or drawing to demonstrate their understanding.

WRITING



1.6.W.1: Students will generate questions about topics of interest.

1.6.W.2: Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.

1.6.W.3: Students will make informal presentations of information gathered.



Evidence of Understanding

Students will create an informal presentation using information gathered from reading a nonfiction piece of literature.



Digital Resources

- *Content Library - Time for Kids*
- *Content Library - Epic*
- *Digital Portfolio - Seesaw*
- *Photo Editor - PicCollage*
- *Movie - Green Screen*



In Practice

- Using an article on a nocturnal animal from Time for Kids or a book from Epic! student will read or listen to the nonfiction story.
- Then have students create a collage using PiCollage or similar app that is based on facts about their nocturnal animal. (e.g. where they live, what they eat, what they look like).
- This activity can be taken a step further: with teacher assistance, students can put collage into a green screen application and record themselves telling about their animal

MULTIMODAL LITERACIES

READING



1.7.R.1: Students will use provided print and digital resources with guidance and support.

1.7.R.2: Students will explore and compare how ideas and topics are depicted in a variety of media and formats.



Evidence of Understanding

Students will be able to identify types of texts and their purpose for the reader.



Digital Resources

- *Website - [Pebblego](#)*
- *Content Library - [Time for Kids](#)*
- *Content Library - [Epic](#)*



In Practice

- Using apps or websites, students and teacher will explore different kinds and formats of text together.
- Students will discuss each format (digital or print) and then compare and contrast how information is shared in each format.

WRITING



1.7.W.1: Students will select and use appropriate technology or media to communicate with others with guidance and support.

1.7.W.2: Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.



Evidence of Understanding

Students will create visual presentations to communicate with others with clear ideas, thoughts and feelings.



Digital Resources

- *Photo Editor - PicCollage*
- *Digital Portfolio - Seesaw*
- *Story Telling Application - Shadow Puppets EDU*
- *Word Processor - Notes, Pages, Microsoft Word, Google Docs*



In Practice

- Students work in pairs to use Pic Collage or other photo editor to create notes, sentences or pictures to share with one another.
- Students use Shadow Puppets EDU to create a digital story with pictures, audio and illustrations.

INDEPENDENT READING & WRITING

READING



1.8.R: Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.



Evidence of Understanding

Students will create a digital book report to show comprehension of the material they read.



Digital Resources

- *Content Library* - [Epic](#)
- *Website* - [Capstone](#)
- *Website* - [Storyline Online](#)
- *Story Telling Application* - [Book Creator](#)



In Practice

- Students will read or listen to stories on the apps above and then create a digital book report in Book Creator to present to the teacher.
- Guiding questions can be:
 - ★ Name of the story
 - ★ Genre (kind of story)
 - ★ What was your favorite part of the story?
 - ★ Who/What was the main character?
 - ★ Would you recommend this book to your friends? Why or why not?

WRITING



1.8.W: Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support.



Evidence of Understanding

Students will use digital storytelling apps and tools to increase their independent writing skills.



Digital Resources

- *Digital Portfolio* - Seesaw
- *Word Processor* - Notes, Pages, Microsoft Word, Google Docs,
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Story Telling Application* - Write About This



In Practice

- With support, students will choose a word processor, presentation app or story telling app to write about a prompt given by the teacher or choose one of their own.
- Using an app that can also record can help those students that are still in the pre-writing stage be able to share their ideas with their teacher and peers while still participating in the activity.

RESOURCES

TEACHER RESOURCES

Website -

- [Concept of Word Games](#)
- [Concepts of Print with Nursery Rhymes](#)
- [Fantastic Fables](#)
- [Lit2Go: Flesch-Kincaid Grade Level](#)
- [Read Write & Think](#)
- [Storia](#)
- [Vocabulary City](#)

Content Application

- [Wet/Dry/Try Handwriting App](#)
- [Writing Wizard for Kids](#)
- [Print Concepts](#)
- [Grammaropolis App](#)
- [Seesaw](#)

STUDENT RESOURCES

Website -

- [Readworks](#)
- [Word Family Sort](#)

Content Application

- [Epic](#)
- [Happi & the Word Thief](#)
- [Letter Quiz Lite: ABC Tracing](#)
- [Letter School](#)
- [LeVar Burton Kids Skybrary](#)
- [Book Creator](#)