

EVIDENCE OF UNDERSTANDING

KINDERGARTEN 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

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



K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.

K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.

K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

K.1.R.4 Students will follow one and two step directions.



Evidence of Understanding

While putting their hands in and out of the bag, taking turns guessing, students will record their group discussion in Seesaw and post their video.



Digital Tools

- *Story Telling Application - Draw and Tell HD - by Duck Duck Moose*
- *Website - Guess What's in the Bag*
- *Digital Portfolio - Seesaw*



In Practice

- Student will play *Guess What's In The Bag* describing a series of objects.
- Students will take turns reaching into a bag to describe a hidden object, using only their sense of touch. After five clues are given, the other students try to guess what is in the bag based on the descriptive language used by their classmates.
- Students will play *Guess What's On My iPad/Tablet*.
- Students will use the digital portfolio app and take a photo of a classroom object.
- Students will work with a partner to guess the object based on clues.
- Students will use the story telling application to create and record themselves telling a story.

WRITING



K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.

K.1.W.2 Students will work respectfully with others with guidance and support.



Evidence of Understanding

Students will write their answers by illustrating & labeling pictures that are provided in the apps. They will then share their work in a group setting.



Digital Resources

- *Story Telling Application - [Sago Mini Doodlecast](#)*
- *Digital Portfolio - [Seesaw](#)*



In Practice

- Using the Sago Mini Doodlecast app, students will select a writing prompt to draw (for example a plate) and narrate for the class.
- Students will write a story in pairs taking turns adding to the graphics and narrative.
- Students may also use the free seesaw app to create stories from the choices in the activity library. The teacher may also create additional story prompts.

PHONOLOGICAL AWARENESS



1K.2.PA.1 Students will distinguish spoken words in a sentence.

K.2.PA.2 Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.

K.2.PA.3 Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., "the puppy pounces").

K.2.PA.4 Students will recognize the short or long vowel sound in one syllable words.

K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words.

K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/+at=chat; segmenting: cat= /c/+at).

K.2.PA.7 Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast)

K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., "fast"= /f/ /a/ /s/ /t/.

K.2.PA.9 Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., "add /c/ to the beginning of "at" to say "cat;" "remove the /p/ from "pin," to say "in;" "change the /d/ in "dog" to /f/ /r//o/ /g/ to say "frog").



Evidence of Understanding

Students will have developed foundational skills for future reading success by working with sounds, letters, and text.

Students will produce rhymes and sound out simple CVC words by using an audio application.



Digital Resources

- *Story Telling Application* - [ChatterPix Kids](#) -
- *Content Applications* - [ABC Mouse](#), [Starfall](#), [12 Verbal Literacy Games](#), [Reading and Blending Games](#)



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 then may work individually or in pairs on the apps to practice their skills.
- Teachers may also use the resource games above for off line practice and skill building.
- Students will create an audio file using a Story Telling Application.

READING FOUNDATIONS

PRINT CONCEPTS



K.2.PC.1 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.

K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.

K.2.PC.3 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.

K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.

K.2.PC.5 Students will recognize that moves from top to bottom, left to right and front to back (does not have to be matched to voice).

K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.



Evidence of Understanding

Students will show their videos to the teacher as evidence of their practice. .



Digital Resources

- *Digital Portfolio* - [Seesaw](#)
- *Content Library* - [Epic](#)



In Practice

- Students may use the writing apps to practice writing their letters.
- Students may use the print concepts app to reinforce concepts of first and last words in a sentence.
- Using the Epic app, students can review the parts of a book.
- Using the Seesaw app, students can record themselves as they explain the parts of a book.
- Students can use notes or a similar app to write words and sentences as dictated by the teacher.

PHONICS AND WORD STUDY



K.2.PWS.1 Students will name all uppercase and lowercase letters.

K.2.PWS.2 Students will sequence the letters of the alphabet.

K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c=/k/,c=/s/, s= /s/, s=/z/, x= /z/).

K.2.PWS.4 Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/ Consonant (CVC) words (e.g., VC words (e.g., VC words= at, in, up; CVC words= pat, hen, lot)



Evidence of Understanding

Students will have developed foundational skills for future reading success by working with sounds, letters, and text.



Digital Resources

- *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 iPad to take pictures of various items beginning with the letter of the day.
- Using the Clips app, students can take pictures of the letters while saying the name/sound the letter makes.
- Students can use the Clip app to properly sequence the letters.

FLUENCY



K.2.F.1 Students will read first and last name in print.

K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).



Evidence of Understanding

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



K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with guidance and support.

K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.



Evidence of Understanding

Students will have used a variety of recursive reading and writing processes by using Story Telling Application to record their thinking and explanation.



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 the FeltBoard app to create scenes from stories.
- Students can save a photo of their scene to the camera roll.
- Students can use Chatterpix Kids to retell/reenact/sequence events from the scene.
- Students can also use the Chatterpix Kids 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 use the Seesaw app to record their thinking and explanation.

WRITING



K.2. W.1 Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.

K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.

K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.



Evidence of Understanding

Students will have used a variety of recursive reading and writing processes while using Story Telling Application.

Teachers will see growth as they work with students to edit and improve writing skills.



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 Popplet Lite.
- Students will then use Seesaw or Write About This to draw a picture and record their narration as they write.
- Teachers can then 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



K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular story.

K.3.R.2 Students will describe characters and setting in a story with guidance support.

K.3.R.3 Students will tell what is happening in a picture or illustration.

K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.



Evidence of Understanding

Students will use critical thinking skills while creating a collage and connecting to specific text can be exported to share with teacher, family, and classmates.



Digital Resources

- *Digital Portfolio* - Seesaw
- *Content Library* - Epic
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Using an iPad or tablet with teacher support, students will take a photo of a book cover.
- Students can upload their photo in the Keynote app to record themselves naming the author, illustrator, etc.
- Students can also use the feature in Keynote to make a “moving collage” of the book cover with some additional clipart.
- Students can include a #BookSnap of their favorite part in the book (#BookSnaps are a picture of the actual text with annotations)
- Students can use #BookSnaps to explain why the quote the captured is their favorite.

WRITING



K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.



Evidence of Understanding

Students will apply critical thinking skills to reading and writing while using a digital portfolio app.



Digital Resources

- *Digital Portfolio - [Seesaw](#)*



In Practice

- With teacher support, students can take a picture of an item with the camera app on the iPad or the Seesaw app.
- Students can use Seesaw or the camera app on the iPad to write, draw and markup their photos to tell a story.
- Students may also use the notes app on the iPad to illustrate a story.
- Students can use the talk to text feature to write a story.
- Students may also add a photo to the note.

VOCABULARY

READING



K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.

K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.

K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support.



Evidence of Understanding

Students will have expand their working vocabularies to effectively communicate and understand texts while practicing the skills and strategy lessons.



Digital Resources

- *Student Response* - [Kahoot Games](#)



In Practice

- Students will sort picture cards and then take a picture of them with their seesaw app and use the record feature to explain their categories.
- Extra practice ideas are included in the skill and strategy lessons.

WRITING



K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.

K.4.W.2 Students will select appropriate language according to purpose with guidance and support.



Evidence of Understanding

Students will have expanded their working vocabularies to effectively communicate and understand texts, as they create their own “dictionaries” they can refer to them as they begin and expand their writing.



Digital Resources

- *Student Response* - [Kahoot Games](#)



In Practice

- Students will be introduced to new vocabulary.
- With teacher support, students 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.
- Using the Kahoot app, teachers can use pictures students have provided to ask questions that support student mastery of the vocabulary words.

LANGUAGE

READING



K.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read- alouds, and interactive reading.

K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.

K.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.

K.5.R.4 Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.



Evidence of Understanding

Students will have applied knowledge of grammar and rhetorical style to reading and writing while using the camera with the above activities.



Digital Resources

- *Digital Portfolio - Seesaw*



In Practice

- Using the camera or Seesaw app, students will take photos of concrete objects (nouns) in the room.
- Students will then take turns describing their object.
- Using the camera app or the Seesaw app, students will record their peers acting out verbs—running, jumping, etc.

WRITING



K.5.W.1 Students will capitalize, with guidance and support:

- their first name
- the pronoun "I."

K.5.W. 2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.



Evidence of Understanding

Students will be aware that the end mark in a sentence will change the way the sentence is read and understood.



Digital Resources

- *Video* - Jack Hartmann–Capitalize, Jack Hartmann–Capital, The Sentence Song, 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 dictate sentences to their teacher.
- The teacher writes them on the board.
- With teacher support, students can use the Seesaw app to practice “writing and reading” them with different punctuation marks and then record their narration with the iPad/tablet.

RESEARCH

READING



K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.



K.6.R.2 Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.



Evidence of Understanding

Students will draw and record a summary on a topic of interest.



Digital Resources

- *Content Library - Time for Kids*
- *Digital Portfolio - Seesaw*
- *Photo Editor - Pic Collage*



In Practice

- Teachers can share the Time for Kids articles on the Smartboard/Whiteboard, or SeeSaw.
- Students can help identify the photos, illustrations, etc., and discuss how they add to understanding of a story or concept in class or in a Seesaw activity.
- Teachers can share photos, illustrations, etc using Seesaw.
- Students can use the audio and/or drawing to demonstrate their understanding.

WRITING



K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.



K.6.W.2 Students will find information from provided sources during group research with guidance and support.



Evidence of Understanding

Students will demonstrate of about a topic through the development of additional questions.



Digital Resources

- *Content Library* - [Time for Kids](#)
- *Content Library* - [Epic](#)
- *Digital Portfolio* - [Seesaw](#)



In Practice

- Using an article of interest, students will listen to a nonfiction passage and then generate further questions for peers or teachers to answer (a KWL chart may be used for clarity).
- Using the Seesaw app, students will work together to find, record and seek additional information on a topic of interest.

MULTIMODAL LITERACIES

READING



K.7.R.1 Students will recognize formats of print and digital text with guidance and support.

K.7.R.2 Students will explore how ideas and topics are depicted in a variety of media and formats.



Evidence of Understanding

Students will have acquired, refined, and shared knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

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 either on the iPad/tablet or Smartboard, students and the 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



K.7.W.1 Students will use appropriate technology to communicate with others with guidance and support.



K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.



Evidence of Understanding

Students will create a multimodal texts to communicate knowledge with their peer while using photo editor.



Digital Resources

- *Photo Editor - [PicCollage](#)*
- *Digital Portfolio - [Seesaw](#)*
- *Story Telling Application - [Shadow Puppets EDU](#)*



In Practice

- Students work in pairs to use Pic Collage or Seesaw 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



K.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.



Evidence of Understanding

Students will think deeply about their books as they answer questions designed to be thought provoking.

Students will share their books with their peers and will increase their awareness of the need for thoughtful answers.



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](#)