

6TH 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:



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Paige Holden, Norman Public Schools

Suzy Holt, Broken Arrow Public Schools

Brook Meiller, Norman Public Schools

Donna Morris, Yukon Public Schools

Vanessa Perez, Clinton Public Schools

Tawn Rundle, Merritt Public Schools

Merry Stone, Duncan Public Schools

Leslie Wichert, Enid Public Schools

Leila Williamson, Broken Arrow Public Schools

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

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

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

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

WHY OKLDR?

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

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

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

HOW TO USE OKLDR



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



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



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



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

MOVING FORWARD

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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



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

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

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



Evidence of Understanding

Students will show evidence of understanding active listening and speaking clearly using appropriate discussion rules through creation of a skit with a peer or in a small group using a video editor.



Digital Tools

- *Video Editor-* Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video



In Practice

- Have students create a skit with a presentation or video editor app.
- Each skit must have students speaking clearly, actively listening and speaking with appropriate discussion.
- Throughout the entire creation, students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

WRITING



6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.

6.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.



Evidence of Understanding

Students will show evidence of understanding by giving a presentation as a group or as an individual, organizing information and determining appropriate content and purpose for their audience.



Digital Tools

- *Podcast* - Anchor, Voice Record Pro App, Podbean iTalk
- *Word Processor* - Pages, Google Docs, Microsoft Word



In Practice

- Have students create a podcast using a podcast application. Topics can be subject specific (e.g. famous writers) or cross curricular (e.g. Western Hemisphere land formations).
- Students will write their script, effectively organizing their thoughts and information.
- Using the podcast application, students can record directly into their phone, or iPad, then add background music, and invite people to listen to their podcasts.

READING & WRITING PROCESS

READING



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

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

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



Evidence of Understanding

Students will show evidence of understanding paraphrasing main ideas with supporting details through creation of an informational poster about a book they have read using a word processor and QR Code Generator.



Digital Tools

- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *QR Code Generator* - [QR Code Generator](#), [QR Stuff](#)
- *QR Code Reader*: [Scan](#) , [Google](#), [QR Code Reader & Scanner](#)
- *Photo Editor* - [Pic Collage](#), [Adobe Spark](#), [Canva](#), [Phonto](#), [Pics for Learning](#), [Photo for Class](#), [PhotoScissors.com](#), [Mematic Meme Maker](#)



In Practice

- Students will create an interactive poster about a book they have read individually or as a class. Students will use a word processor, PicCollage or other application to create the digital posters.
- Posters must have the book title and at least five pictures with a brief caption indicating how each picture pertains to the story.
- Posters must also include at least one QR Code that links to information the student has written, such as a summary or their opinion of the book.
- It must also contain at least two more QR Codes that link to additional information about the book (e.g. video clip about the content) and a works cited page.

WRITING



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

6.2.W.2 Students will plan (e.g., outline) and pre-write a first draft as necessary.

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

6.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.

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



Evidence of Understanding

Students will show understanding of the recursive writing process by pre-writing, editing and revising multiple drafts of an organized essay with multiple paragraphs using word processing software.



Digital Tools

- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Editor Application* - Hemingway App



In Practice

- After reading the Diary of Anne Frank or other novel as a class, students will write a five paragraph essay that focuses on three parts of the story that were the most significant to them and why.
- Students will enter their first draft of writing into the Hemingway Editor app. (This app will highlight problem areas and name the problem, but it will not fix errors for students.)
- Students will have to look at all highlighted mistakes and correct their errors.

CRITICAL READING & WRITING

READING



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

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

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

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

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

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- symbolism*
- tone*

6.3.R.5 Students will categorize facts included in an argument as for or against an issue.

6.3.R.6 Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.

6.3.R.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.



Evidence of Understanding

Students will show understanding of central idea and themes of a text and how characters and setting impact the story by creating a movie trailer about a book/story they have read.



Digital Tools

- *Video Editor* - Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video
- *Sound Editor* - Splice



In Practice

- Using a Video Editor individually or in small groups students will create a short commercial over a novel, incorporating the setting, major plot details, characters, and theme.

WRITING: NARRATIVE



6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.



Evidence of Understanding

Students will show evidence of understanding by writing narratives, incorporating dialogue, using a word processor or presentation app.



Digital Tools

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



In Practice

- Put students in small groups to create short narratives within their groups (4-5 sentences, including dialogue based on a topic given by the teacher).
- Groups will cut up their sentences, mix them up, and switch with another group.
- Using a presentation app, groups will arrange the "jig-sawed" pieces to either recreate the other group's original story or create a new story, based on the interpretation of the sentences.

WRITING: INFORMATIVE



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



Evidence of Understanding

Students will show understanding of how to incorporate evidence into formal writing by creating an informative essay.



Digital Tools

- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Mind Mapping*: ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping, Inspiration Maps, Mindomo, iMindMap Kids, Mural, Lucidchart, Bubbl.us



In Practice

- Provide students with non-fiction, informational articles. Students can use a mind mapping application to brainstorm.
- Students will write an informative essay using a word processor.
- Students must include evidence from the articles that support their reasoning.
- This lesson can be extended by having the students include at the end of their essay a list of works cited .

WRITING: OPINION



6.3.W.3 Students will clearly state an opinion supported with facts and details.

6.3.W.4 Students will show relationships among facts, opinions, and supporting details.



Evidence of Understanding

Students will show understanding of how to state an opinion and support it with at least three facts or details through creating a news clip.



Digital Tools

- *News Creator* - Touch Cast Studio
- *Video Editor*- Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video



In Practice

- Using a video editor or news creator app, students will create a TV News clip stating their own opinions with supporting facts and details.
- Students must include a relevant picture into their news segment.

VOCABULARY

READING



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

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

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

6.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.

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



Evidence of Understanding

Students will show evidence of understanding of vocabulary by creating a visual dictionary.



Digital Tool

- *Sketching*- Sketches School, Notes, ibis, Absolute Board, Google Draw, Auto Draw, Do-Ink, Paper by 53, Web Paint
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will “decorate” their vocabulary words in a drawing app so that it visually represents the word. (e.g. change the “o” in “hot” to a fiery sun, show the “t” to be sweating, etc.)
- Have students then place “decorated” word into a presentation app and add a sentence using the word correctly underneath.
- Students must make the vocabulary word in the sentence a separate color from the rest of the sentence.

WRITING



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

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



Evidence of Understanding

Students will be able to select appropriate language to create a specific effect according to purpose in writing.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Dictionary* - Online dictionary and/or thesaurus



In Practice

- Using a word processing app, students will write a letter (e.g. to a character in a novel), and include in the letter at least three questions.
- Students will switch letters with a partner and create another letter in response to their partner's letter. They must answer the questions in the first letter.

LANGUAGE

READING



6.5.R.1 Students will recognize simple and compound sentences to signal differing relationships among ideas.

6.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.

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



Evidence of Understanding

Students will show evidence of understanding simple and compound sentences through the use of a presentation app.



Digital Tools

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



In Practice

- Using a presentation application, students will create slides with the following labels: "simple sentence" and "compound sentence".
- Students will find 2-3 examples each of simple sentences and compound sentences from a book or story they have read in class and put them on the appropriate slide.
- Students will share their slides with the class and explain how their examples fit under the heading.

WRITING



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

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

6.5.W.3 Students will use intensive and reflexive pronouns.

6.5.W.4 Students will recognize and correct inappropriate shifts in pronoun number and person.

6.5.W.5 Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).



Evidence of Understanding

Students will show evidence of understanding of correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons through creation of an interactive image.



Digital Tools

- *Interactive Image- Thinglink, Slides, Keynote, Powerpoint*
- *Word Processor: Pages, Google Docs, Microsoft Word*
- *Presentation - Keynote, Google Slides, Microsoft PowerPoint*



In Practice

- Students will create an interactive picture summarizing the rules of commas, apostrophes, quotation marks, colons, and semi-colons that have been covered in class.
- Have students search or create a picture and insert into ThingLink or a word processing or presentation app.
- Students will then embed text and or audio links stating various rules of commons, apostrophes, quotation marks, colons and semi-colons.

RESEARCH

READING



6.6.R.1 Students will use their own viable research questions to find information about a specific topic.

6.6.R.2 Students will record and organize information from various primary and secondary sources (e.g., print and digital.)

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



Evidence of Understanding

Students will show evidence of understanding by creating a video or podcast based on a research question (teacher approved), using only reliable sources.



Digital Tools

- *Video Editor*- Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video
- *Podcast Application* - Opinion, Anchor, Voice Record Pro App, iTalk
- *Word Processor* - Pages, Google Docs, Microsoft Word



In Practice

- After teacher approves a student's research question, have them collect information from reliable sources (print as well as an interview) that address the chosen topic.
- Have students organize the information they have gathered with a word processor and make an outline for their podcast.
- Students will then use a video app or podcast app to cover the topic being researched.
- Students will include where their resources came from at the end of the video.

WRITING



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

6.6.W.2 Students will refine and formulate a viable research question and/or topic from initial findings.

6.6.W.3 Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.

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



Evidence of Understanding

Students will show evidence of understanding how to write independently over short and extended periods of time by creating a daily/weekly writing journal that is used to respond to various prompts provided by the teacher.



Digital Tools

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



In Practice

- Students will create a “Guide Book” for the upcoming 6th graders using a word processing application.
- Teacher will provide prompts daily or weekly for students to write about or topics to reflect on.
- Examples of topics: What study habits do you need to be successful in sixth grade?
- Describe the difference between fifth grade and sixth grade with three words - why did you choose those words? What is something you wish you knew about sixth grade before you became one?

MULTIMODAL LITERACIES

READING



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

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



Evidence of Understanding

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



Digital Tools

- *Student Response* - Flipgrid, Kahoot, Quizizz, Plickers, Google Forms



In Practice

- Teacher will provide the students with a variety of different texts (news article, website, textbook, novel) that share a common. (i.e. Holocaust)
- Students will compare/contrast the differences in the text.
- Students will post what they discovered in Flipgrid or another online discussion, and posing and answering questions for one another.

WRITING



6.7.W.1 Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.

6.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.



Evidence of Understanding

Students will show understanding by integrating visual displays and other multimedia in a presentation.



Digital Tools

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



In Practice

- Students will create a presentation using a presentation application to create at least six slides. First slide must be the title and include a picture conveying the topic.
- Students will include three or more slides that will include information on at least three facts about the topic and include an image that corresponds to the information.
- Encourage students to get creative with adding “effects” to the slides.
- The next to last slide is the conclusion and must include a visual representation. The final slide is where students will cite where their information came from.
- Students can also embed links to short videos about their topic if wish.

INDEPENDENT READING & WRITING

READING



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



Evidence of Understanding

Students will show evidence of understanding by creating a multimedia "sales-pitch" after reading information over an assigned topic.



Digital Tools

- *Video Editor-* Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video



In Practice

- Students will be put into two groups: reading for information and reading for entertainment.
- Using a video editor app, students will create a book commercial/tailer/advertisement to promote their reading purpose as well as reading selection.
- Creations should include relevant details from the book that students believe will grab their audience's attention.

WRITING



6.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.



Evidence of Understanding

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



Digital Tools

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



In Practice

- Students will create original, written works in various modes across units throughout the year.
- Student will group their favorite works from each mode and organize them into an anthology.
- Students will creatively incorporate illustrations, font sizes/designs, etc. in the anthology.

RESOURCES

TEACHER RESOURCES

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

STUDENT RESOURCES

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