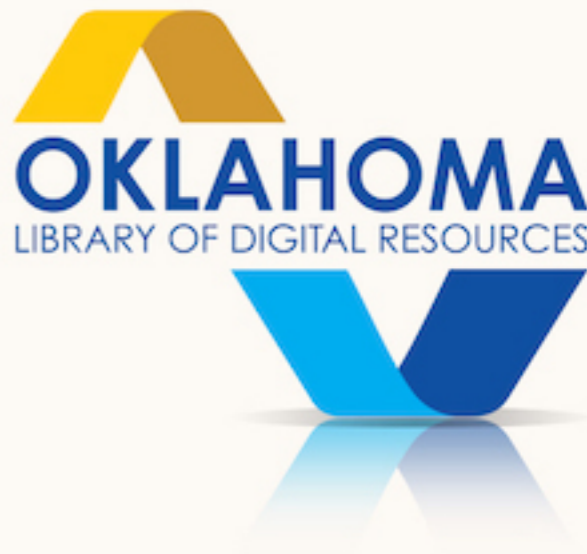


8TH GRADE ELA



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

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



8.1.R.1: Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

8.1.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.



Evidence of Understanding

Students will show evidence of learning by actively listening and asking clarifying questions of a speaker and clearly interpret their message and perspective.



Digital Tools

- *Discussion Boards* - [Backchannel Chat](#), [Google Classroom](#), [Padlet](#)
- *Video Editor* - [Clips](#), [WeVideo](#), [Flipgrid](#), [ExplainEverything](#)



In Practice

- Students will participate in classroom discussion through a discussion board.
- Students will create an interactive note taking presentation using a video app such as flip grid, where students will take notes on a presented topics in class, and record each topics main points in a short video to present to the class.
- Students will review the videos created and share what information is missing, or additional ways that the information can be re-worded for better understanding.
- Students can then use these videos as future study guides.

WRITING



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

8.1.W.2: Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.



Evidence of Understanding

Students will explore and practice how information can be presented as formal or informal, and discuss the impact the target audience has on how information is presented.

Students will work in diverse groups to review and make contributions to each others work.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Discussion* - Backchannel Chat, Go To Meeting, Google Hangout



In Practice

- Students will create two brief presentations over the same topic, one formal and one informal using a presentation app. They will then move to small groups to analyze and compare and contrast each presentation video to determine which was the most effect method to present the information.
- Students will meet in small groups to discuss the impact on the method of presenting (informal and formal) based on the audience receiving the information.
- Students will explain how audience impacts how information should be presented.

READING & WRITING PROCESS

READING



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

8.2.R.2: Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.

8.2.R.3: Students will generalize main ideas with supporting details in a text.



Evidence of Understanding

Students will show evidence of understanding summarization and paraphrasing while maintaining a logical sequence of events by creating a timeline based on a book they just read.



Digital Tools

- *Word Processor* - [Google Docs](#), [Pages](#), [Microsoft Word](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#)
- *Timeline Maker* - [Visme](#), [Sutori](#), [myHistro](#)



In Practice

- Students can use a word processing application, or timeline app to create a timeline with pictures.
- The timeline should begin with the beginning of the book and then the next item should be something pivotal in the story.
- Students continue with the timeline until have a visual representation and summary of what happened chronologically in the book.
- Students can create their nonfiction texts, while incorporating objective summaries, main idea, text features, and logical sequence of events.

WRITING



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

8.2.W.2: Students will plan (e.g., outline) and a first draft as necessary.

8.2.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.

8.2.W.4: Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.

8.2.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 by reflecting on their own errors in writing and correcting them as part of the recursive writing process.



Digital Tools

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



In Practice -

- Using a word processor, students will write to a prompt, provide and incorporate peer review effectively, and substantively revise their work based on feedback.
- Students will share their document with the teacher.
- Students will respond in writing to evaluate and provide feedback on other students writing through a word processor.

CRITICAL READING & WRITING

READING



8.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.

8.3.R.2: Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.

8.3.R.3: Students will analyze how authors use key literary elements to contribute to the meaning of a text:

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

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

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



Evidence of Understanding

Students will show understanding by engaging in collaborative discussions about appropriate topics and texts, while expressing their own ideas clearly and building on the ideas of others in pairs, diverse groups, and whole class settings.



Digital Tools

- *Digital Discussions* - Kialo, NowComment, YoTeach
- *Theater* - Puppet Pals, Sock Puppet
- *Photo Editor* - Mematic Meme Maker, Pics for Learning, Photo for Class
- *Video Editor*- Clips, WeVideo, iMovie



In Practice

- Using texts and documents that are relevant to class discussion, students can collaborate on multiple threads.
- Teachers can create deadlines and restrictions on conversations.
- Students can use a student application app such as puppet pal, to make a goofy presentation to demonstrate simile, metaphors, personification, and tone.
- Student will look at and create their own meme's using photo app to explore and explain irony.
- Students will create their own comic book page using an app such as Book Creator to explore onomatopoeias
- Students will use a video app such as iMovie to create a movie trailer exploring plot elements such as character, conflict, setting, plot and theme.

WRITING: NARRATIVE



8.3.W.1 Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details.



Evidence of Understanding

Students can show evidence of understanding by analyzing the structures of texts and content by making inferences about texts and use textual evidence drawing simple logical conclusions.



Digital Tools

- *Story Telling* - Canva Comic Strip Maker, Powtoon, Comic Strip - Comic Maker, Comic Life
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Augmented Reality* - Augmented Freedom Stories



In Practice

- Students will create a comic strip using dialogue between the main characters.
- Students will write a short description on why they chose that scene to create a comic.
- Students will create an AR walkthrough of the classroom, hallway, building, and/or the grounds of the school tagging elements in the AR world with a list of sensory details for various items.
- Students will use a story telling app to create a narrative story about themselves, recording it in two or more points of views.
- Students will then reflect on how the change of point of view impacted how the story was told through a word processor app.

WRITING: INFORMATIVE



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



Evidence of Understanding

Students will show understanding by creating a scavenger hunt that incorporates the information they have gathered over their research topic.



Digital Tools

- *Scavenger Hunt:* GooseChase
- *Word Processor* - Pages, Google Docs, Microsoft Word



In Practice

- Students will use a word processor to create their essay based on a researched topic that they have researched, incorporating evidence (e.g., specific facts, examples, details) while maintaining an organized structure and a formal style.
- Students will then create an informative scavenger hunt based on their essay using a scavenger hunt app like GooseChase
- Students will create a quest using a scavenger hunt application for other students to go on.
- Students will be looking for information that supports the writers claims.

WRITING: OPINION



8.3.W.3 Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.



Evidence of Understanding

Students will write an essay/report that introduces a claim they have researched, students will incorporate evidence to support their claim such as, specific facts, examples, details while maintaining an organized structure.



Digital Tools

- *Comic Maker* - [Comic Touch 2](#), [Comic Puppets](#), [Canva Comic Strip Maker](#), [Powtoon](#), [Comic Strip - Comic Maker](#)
- *Collage Maker* - [PicStitch](#), [PicStitch - Collage Editor](#)
- Student Application: [Chatter Pix](#), [Puppet Pals](#),



In Practice

- Students will use a comic maker application or collage maker to create two characters that are engaged in dialogue about the same topic from different points of view.
- Students can create a editorial using a word processor that look at both sides of an emerging issue, providing evidence in support for both sides.
- Students will research a political figure's claim, and then using an student application such as Chatter pix or puppet pals to have the political figure talk to provide a counter claim to their normal point of view.

VOCABULARY

READING



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

8.4.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.

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

8.4.R.4: Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.

8.4.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 demonstrate their understanding of vocabulary by applying their knowledge of academic, domain appropriate grade-level vocabulary and their ability to infer meaning and relationship among words through the use of context clues.



Digital Tools

- *Content* - Word a Day
- *Content* - Johnny Grammar Word Challenge
- *Student Response* - Kahoot, Quizizz, Plickers, Google Forms



In Practice

- Students challenge themselves over common vocabulary, spelling and grammar that appears in everyday English.
- This game features: three quiz categories - Words, Grammar, Spelling, with three levels - Easy, Medium, Hard, covers ten common topics to practice vocabulary - Food and Restaurants, Travel, Small Talk, Hobbies etc., 12 grammar topics - Prepositions, Irregular verbs, Conjunctions etc. Students earn badges as they play and share with others.
- Students compete with other players on a global leaderboard, and share your badges with other players on a leaderboard.
- As a bonus, students may read the feedback on wrong answers to learn how to improve their knowledge.
- Students will create their own vocabulary game using a quiz or student response application such as Kahoot, Quizzes, or Plickers.

WRITING



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

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



Evidence of Understanding

Students will create a sample of writing that demonstrates the students understanding of appropriate vocabulary and language that clearly demonstrates their understanding of the purpose for the writing.



Digital Tools

- *Collaboration Writing* - Boom Writer Pages, Google Docs, Microsoft Word



In Practice

- Students will use a teacher generated vocabulary list to construct a writing sample using a word processor that incorporates those words effectively.
- Students will add their words to a presentation application, define the word, and use the word correctly in a sentence.
- Students will use collaborative writing tool such as Boom Writer, to construct a group writing sample.
- Each student will start writing on a topic and then after five minutes they will switch their writing product with another student maintaining the vocabulary and writing style of the previous writer.

LANGUAGE

READING



8.5.R.1: Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses.

8.5.R.2: Students will recognize the use of active and passive voice.

8.5.R.3: Students will recognize and correct inappropriate shifts in verb tense.

8.5.R.4: Students will recognize the subject and verb agreement, and correct as necessary.



Evidence of Understanding

Students will demonstrate their understanding of grammar concepts of active and passive voice, the use of verbals, subject-verb agreement, and inappropriate shifts in verb tense through the creation and defense of student generated products.



Digital Tools

- *Video Editor*- Clips, WeVideo, Do-Ink, iMovie
- Camera
- *Storyboard* - Animoto, mysimpleshow



In Practice

- Students will use a video editor to create a past, present, and future reaction to a situation to demonstrate verb tense.
- Students will review and discuss each others videos to point out common markers of verb tense.
- Students will use a story board app to create their own fables.
- Students will then review the fables to identify active and passive voice.
- Students will work in small groups to change the voice in these fables from active and passive voice.

WRITING



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

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

8.5.W.3: Students will use verbals (e.g., gerunds, participles, infinitives) in writing.

8.5.W.4: Students will form and use verbs in the active and passive voice.

8.5.W.5: Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.



Evidence of Understanding

Students will show evidence of understanding by creating blogs that incorporate grammar lessons being taught in class.



Digital Tools

- *Blog* - Edublogs
- *Story Telling* - Sago Mini Doodlecast, Book Creator



In Practice

- Students can use this app to create blogs on a given topic with a parameter of how many sentences must be of which type or in which voice (active or passive) in order to practice correct mechanics.
- Students will use a story telling application such as Book Creator to create children stories where students must incorporate the various sentence types, simple, compound, complex, compound-complex.
- Students will share their stories with the purpose of editing (combing, identifying, modifying) the types of sentences to fit a specific audience.
- Students will edit their stories to fit a target audience assigned by the teacher. (such as writing for a kindergarten class and using mainly simple sentences, to writing for an 8th grade class using mainly compound, complex, and compound-complex sentences).

RESEARCH



READING



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

8.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).

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



Evidence of Understanding

Students will design their own research project that demonstrates their understanding of the research process, primary and secondary sources, the validity of sources, the construction of valid research questions, and thesis statements.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Content Website* - see Teachers Resources
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Students will create a presentations, visual, oral, digital, or a hard copy, that demonstrates the students understanding of the topic.
- Students will validate their understanding of the research process by using primary and secondary sources, the construction a valid research question, and the construction of a clear and concise thesis statement.

WRITING



8.6.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).

8.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.

8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

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



Evidence of Understanding

Students will show evidence of understanding by summarizing information they have found over a given topic and presenting the information in a report with an emphasis on MLA citation of sources.



Digital Tools

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



In Practice

- Students will choose a topic from a broad category given from the teacher (i.e. pop culture).
- Students will gather information over the topic from a number of sources to be determined by the teacher.
- Using a word processor, students will create a one page report that will be presented to the class.
- The student report should follow guidelines of an accepted, academic formatting style to be determined by the teacher (i.e. MLA, APA, etc.).

MULTIMODAL LITERACIES

READING



8.7.R.1 Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

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



Evidence of Understanding

Students will provide evidence of understanding of rhetorical effects by making analytical annotations on selected media to identify visual, digital, non-verbal, and interactive rhetorical tools.



Digital Tools

- *Annotation-* Easy Annotate, Explain Everything, iAnnotate, Pages



In Practice

- Teacher will provide image options that goes along with texts they have read.
- Students will make annotations on what they perceive to be important qualities or components of the image and explain how the identified quality or component contributes to the meaning of the image.
- Students will look at commercials and magazine ads for the purpose of identifying rhetorical or persuasive techniques that are being used.
- Students will identify these techniques through group discussion and the use of a website such as iAnnotate.

WRITING



8.7.W.1 Students will select, organize, or create multimodal content that encompasses different points of view.

8.7.W.2 Students will utilize multimedia to clarify information and emphasize salient points.



Evidence of Understanding

Students will show understanding by viewing the stories and utilizing the multimedia to clarify information and emphasize salient points.



Digital Tools

- *Augmented Reality: Augmented Freedom Stories*
- *Website - Future Stories*
- *Design Tools - Canva, Web Poster Wizard, Collage Maker*



In Practice

- Using the Augmented Freedom Stories app, students can utilize multimedia to clarify information and emphasize salient points.
- By going to the website associated with this app, teachers can print off stories over the Underground Railroad and slavery so that students can launch the app.
- Students point the camera at the image on each of the cards, and see the intricate augmented reality stories spring to life.
- Students can research the topics and use this app to gather more information on the topic or as an enriching activity to be paired with a lesson on non-fiction historical texts.
- With the information that the students found important, students will create an informational flyer using Canva or similar application.

INDEPENDENT READING & WRITING

READING



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



Evidence of Understanding

Students will show understanding by reading and interacting with appropriate texts for specific purposes and reading independently for extended periods of time.



Digital Tools

- *Content* - Actively Learn
- *Website* - Actively Learn
- *Photo Editor* - Pic Collage, Adobe Spark, Canva, Phonto, Pics for Learning, Photo for Class, PhotoScissors.com, Mematic Meme Maker
- *Sketch Application* - Sketches School, Notes, ibis, Absolute Board, Google Draw,



In Practice

- Using the Actively Learn app, students will select a famous short story or non fiction text and interact with the text by answering questions that pop up within the text.
- This site also lets students hear words that they cannot pronounce, see definitions of words they do not know, and add comments to the text.
- This gives students the ability to annotate stories in a multitude of ways.
- Students will recreate a digital image that depicts one of their favorite books they have read.

WRITING



8.8.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/or analyze different perspectives.



Evidence of Understanding

Students will show understanding by writing 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), while varying their modes of expression to suit audience and task, and/or analyze different perspectives.



Digital Tools

- *Blog* - EduBlog



In Practice

- Using this site, students will be assigned to a class blog, of pre-existing topics, where they will write over topics being introduced in class as they pertain to specific classroom content.
- Students will continue to add content to this blog throughout the year, as a continual effort of understanding and to practice their independent writing skills.

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](#)
- [KQED Education](#)

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](#)