

EVIDENCE OF UNDERSTANDING

ENGLISH 1



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.

FICTION

NOVEL



9.3.R.7: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts.

9.4.W: Student will apply knowledge of vocabulary to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: setting plot characters (i.e.,protagonist, Antagonist) character development theme conflict (i.e.,internal and external) archetypes.



Evidence of Understanding

Students will show understanding of literary elements in a novel, such as character development and conflict.



Digital Tools

- *Digital Profiles-* [Farcebook](#), [Twister](#), [Snapsr](#), [Simitator](#), [iFakeText](#), [Prankmenot](#)
- *Blogging Tools -* [Edu Blogs.Org](#)



In Practice

- Students will create and update a fictional, social media account (e.g., Facebook, Twitter, Snapchat, Instagram, etc.) for a character from a story that has been read in class.
- The fake account should reflect the character's identity, beliefs, interests, abilities, and salient information that reflects how that character would fit into contemporary society, etc.
- Using the blog tools students will follow development of a character through the story.

DRAMA



9.3.R.7: Students will comprehend, interpret, evaluate and respond to a variety of complex texts.

9.7.W.1: Students will create multimodal texts to communicate knowledge and develop arguments.

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



Evidence of Understanding

Students will use a multimedia tool to create adaptation of a play in a new context and creating a notes document that reflects their analysis in comparing their adaptation to the original play.



Digital Tools

- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [MajistoClips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Note Taking* - [Notes](#), [Paper by 53](#), [Evernote](#), [Book Creator](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#), [Notes](#)



In Practice

- Students will use a video tool to create an adaptation of the play that has been read in class in a new context (e.g., contemporary high school, space opera, animal world, etc).
- Students will discuss possible adaptations and how changes in setting, context, language, etc. might affect meaning.
- Students will discuss how elements of the play (character development and motivations, setting, imagery, figurative language) impact the tone and theme.
- Students will engage in analysis of how the changes impacted the tone and theme compared to the original text.

SHORT STORY



9.3.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.

9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

9.7.R.3 Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

9.7.W Students will create multimodal texts to communicate knowledge and develop arguments.



Evidence of Understanding:

Students will create a digital, annotated copy of a short story that shows their analysis of elements of fiction.



Digital Tools

- *Annotation*- Explain Everything, iAnnotate, Pages, Newsela, Actively Learn, Easy Annotate, Explain Everything, iAnnotate, Pages
- *Video Editor* - Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, MajistoClips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video
- *Word Processor* - Pages, Google Docs, Microsoft Word, Notes



In Practice

- Students will read a set of short stories and create a video to explore thematic ideas.
- Student videos will consider literary elements, including the author's choices in diction and syntax, and how they inform the theme of the stories.
- Using one of the Digital Tools, students will create a digital video annotation of the text.

POETRY

POETRY



9.2.R.3 Students will synthesize main ideas with supporting details in texts.

9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:

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



Evidence of Understanding

Students will create a visual representation of a poem using poetic devices.



Digital Tools

- *Video Editor* - [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Design tools* - [Canva](#), [Web Poster Wizard](#), [Collage Maker](#)
- *Storyboard* - [Animoto](#), [mysimpleshow](#)



In Practice

- Using design tools students will analyze poetic devices in poetry.
- Students will create a visual representation (short film, slides, storyboard, etc.) of the poem that accurately synthesize the tone and theme.
- Students will include the text of the poem in the visual product.
- Students may include pictures, digital artwork, or other video content that reflects the meaning or effect of the line.
- Students may consider including abstract images as well as literal images from the poem.

NON-FICTION

NARRATIVE NON-FICTION



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

9.1.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.

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



Evidence of Understanding

Students will collaboratively respond to the ideas of others, citing textual evidence to express their own ideas and support the main idea of the text.



Digital Tools

- *Discussion Boards* - Canvas Student, Canvas Teacher, Blackboard, Google Classroom, Backchannel Chat, Go To Meeting, Google Hangout
- *Word Processor* - Pages, Google Docs, Microsoft Word.



In Practice

- Teacher will set up a discussion board with appropriate settings and functions for intended result.
- Students will post questions or statements of analysis based on the text provided by the teacher.
- Students will respond to each other's statements or questions using appropriate sentence stems ("I agree, but/and...", "I disagree because...") and providing textual evidence.

INFORMATIONAL NON-FICTION



9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.

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



Evidence of Understanding:

Students will create a visual annotation of an advertisement that evaluates rhetorical appeals and logical fallacies.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Student Response* - Flipgrid
- *Design tools* - Canva, Web Poster Wizard, Collage Maker



In Practice

- Using ads students will create a visual annotation of the use of rhetorical appeals and logical fallacies. This could include both image editing (drawing and writing on the ad in a pictures app) and audio explanation.
- Students will view advertisements and discuss the rhetorical appeals in the ad, exploring what the ad claims and how the appeals support the claim.
- Students will evaluate the reasoning in the ads and explain any logical fallacies the ad might contain.

GRAMMAR/USAGE/MECHANICS

GRAMMAR/USAGE/MECHANICS



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

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



Evidence of Understanding

Students will respond using agreement and shifts in verb tense .



Digital Tools

- *Student Response* - [Kahoot!](#), [Flipgrid](#), [Quizizz](#), [Plickers](#), [Google Forms](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#), [Notes](#)



In Practice

- Students will use blog tools in small groups to create posts using correct shifts in verb tense and subject-verb agreement.
- Students will create a Kahoot to show their understanding of verb tense and subject-verb agreement.

RESEARCH

RESEARCH



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

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



Evidence of Understanding

Students will create a voice recording in which they discuss the main points of the source and its credibility.



Digital Tools

- *Voice Recorder* - [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [MajistoClips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Podcast* - [Anchor](#), [Voice Record Pro App](#), [Podbean](#) [iTalk](#)



In Practice

- Students will create a voice recording in which they summarize a source's main argument and/or purpose, paraphrase important information, quote important phrases or ideas, and evaluate the relevancy and reliability of the source.

WRITING



9.3.W.1 Students will write nonfiction narratives (e.g., memoirs, personal essays).

9.2.R.3 Students will synthesize main ideas with supporting details in texts.

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



Evidence of Understanding

Students will use a storyboard as a pre-writing tool to their own personal narrative.



Digital Tools

- *Storyboard* - [Animoto](#), [mysimpleshow](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)



In Practice

- Using a digital tool, students will create a digital storyboard that represents the major events in their story. The storyboard will reflect the major conflict and plot arc (exposition, rising action, climax, falling action, and resolution).
- Students will brainstorm personal stories of significant moments in their life (i.e. first time jumping off the high dive, birth day of a sibling, loss of a favorite pet, etc.).

RESOURCES

CONTENT SPECIFIC RESOURCES

- gutenberg.org
- [This I Believe - Resource Page](#)
- [Shakespearean Dating Tips](#)
- [Killer Thesis Statements](#)
- [Logical Fallacies - Purdue Owl](#)
- [The Moth Podcast - True Stories Told Live](#)
- [Media Literacy -Mensa for Kids](#)
- [SimpleMind - Mind Mapping Tool](#)
- [Kurt Vonnegut on the Shapes of Stories](#)
- [How to Argue - pbs video](#)

GENERAL RESOURCES FOR ALL ELA:

- [Khan Academy](#)
- [No Red Ink](#)
- [Read Write Think](#)
- [Scholastic Upfront](#)
- [Credible Research Sources](#)
- [Empire State College--Online Writing Center](#)
- [What is historical context? \(article\)](#)
- [Global Perspectives & Themes Essay](#)
- [Point-of-View Jeopardy](#)
- [Literary Perspectives--Quizlet](#)
- [Heroes & Journeys--Teachers Pay Teachers](#)
- [Common Book Themes--Thoughtco](#)
- [Flocabulary--Reading & Writing Topics](#)
- [Real World Connections--Resources 4 Rethinking](#)

- [Edit Minion](#)
- [Twin Word Finder--Chrome App](#)
- [Khan Academy--Narrative Writing--How To Video](#)
- [Khan Academy--Informational Writing--How To Video](#)
- [Khan Academy--Argument Writing--How To Video](#)
- [Grammar Girl--Podcast](#)
- [Writewell--Chrome App](#)
- [Werdsmith--Apple App](#)
- [Wattpad--EBook Reader--Apple App](#)
- [Writer's Diet](#)
- [Kelly Gallagher--Article of the Week](#)
- [Speak It--Chrome App](#)
- [News ELA](#)
- [Common Lit](#)
- [Ditch That Textbook graphic organizers](#)
- [Flowboard--Apple App](#)
- [ACT Up--Test Prep and Tutoring--Apple App](#)

- Vocab Genius--Apple App
- Digital Tools for Vocabulary
- What We See When We Read--iBooks (interactive)
- Scholastic Scope
- Teaching with Multiple Modalities--Read Write Think
- EdPuzzle
- Basic Film Terminology power point
- The Other Stories episodes
- Teachers Pay Teachers book report alternatives
- Gutenberg website
- Poetry Foundation--Apple App
- Pens and Machine Cornell Note Taking
- Creating Digital Multimodal Links
- Smithsonian American Art Museum-Education
- Common Lit
- Multimodal Writing
- Multimodal Resources and Online Tools