

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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Getting to Know OKLDR	5	Grammar/Usage/Mechanics	33
Who Is OSSBA?	6	Grammar/Usage/Mechanics	34
Why OKLDR?	7		
How to Use this Book	8	Research & Writing	37
Moving Forward	9	Research	38
		Narrative Writing	41
Fiction	10	Argumentative Writing	44
Novel	11	Informative Writing	47
Drama	14		
Short Story	17	Resources	50
		Content Specific Resources	51
Multimodal Literacy	20	General Resources for all ELA:	52
Multimodal Literacy	21		
Poetry	24		
Poetry	25		
Non-Fiction	28		
Narrative Non-Fiction	29		
Informational Non-Fiction	31		

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 THIS BOOK



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.

FICTION

NOVEL



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

10.1.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.

10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.

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

10.6.W.4 Students will synthesize and present information in a report.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

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

10.8.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 draw and justify appropriate conclusions.



Evidence of Understanding

Students will create a multimedia presentation or TED-talk style presentation while answering the question, "What drives the character?"



Digital Tools

- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Student Response* - [Flipgrid](#), [Kahoot](#), [Quizizz](#), [Plickers](#), [Google Forms](#)
- *Sketch* - [Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), [Google Draw](#), [Auto Draw](#),



In Practice

- Students will use digital tools to create a multimedia presentation talk (i.e. TED-style) exploring the influence of outside factors such as family, environment, social class, societal structures, etc. on a primary character's decision making throughout the novel.
- Preview how outside factors influence a character's decision making.
- Students will evaluate specific choices the author made to develop a character.

DRAMA



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

10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

10.1.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.

10.1.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.

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

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



Evidence of Understanding

Students will analyzing themes in dramatic literature, focusing their analysis on how significant events and experiences drive character development and by writing, producing, performing, and filming an adaptation of a drama or an original dramatic work.



Digital Tools

- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Sketch* - [Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), [Google Draw](#), [Auto Draw](#), [Do-Ink](#), [Paper by 53](#), [Web Paint](#)
- *Note Taking* - [Notes](#), [Paper by 53](#), [Evernote](#), [Book Creator](#)



In Practice

- Students will read dramatic works including at least one work by Shakespeare and analyze dramatic works for themes about how significant events and experiences drive character development in dramatic literature.
- Students will write, produce, perform, and film an adaptation or original drama using digital tools and work interdependently to produce a high-quality performance.

SHORT STORY



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

10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.

10.3.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.

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

10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: figurative language, imagery, tone, symbolism, irony

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



Evidence of Understanding:

Students will analyzing how themes develop in short stories by creating a technology-enhanced poster, video, or presentation, analyzing the development and impact of the selected theme across short stories by different authors.



Digital Tools

- *Note Taking* - Notes, Paper by 53, Evernote, Book Creator
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Video Editor*- Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video
- *Design tools* - Canva, Web Poster Wizard, Collage Maker



In Practice

- Students will read and discuss short stories.
- Students will create a technology-enhanced poster, video, or presentation analyzing the development and impact of the selected theme.

MULTIMODAL LITERACY

MULTIMODAL LITERACY



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

10.1.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.

10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.

10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.

10.6.W.4 Students will synthesize and present information in a report.

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

10.7.W.1 Students will critique the sources of multimodal content.

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

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

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

10.8.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 draw and justify appropriate conclusions.



Evidence of Understanding

Students will analyzing speeches, advertisements, posters, images, etc. of historical significance, sharing their analysis with the other members of the class.



Digital Tools

- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [MajistoClips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Student Response* - [Flipgrid](#), [Kahoot](#), [Quizizz](#), [Plickers](#), [Google Forms](#)



In Practice

- Students will select and analyze speeches, images, advertisements, etc. of historical significance.
- Students will create a multimedia text using a presentation tool.
- Using a word processor, students will work interdependently to draft and revise a best practices guide to rhetoric.

POETRY

POETRY



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

10.2.R.2: Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.

10.3.R.4: Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: figurative language, imagery, tone, symbolism, irony.

10.3.R.6: Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.

10.3.R.7: Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.

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



Evidence of Understanding

Students will write original poetry, analyze literary devices, literary elements, figurative language, theme, and the poetic form in each selected poem, and including student-created illustrations.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Sketch Application* - Sketches School, Notes, ibis, Absolute Board, Google Draw, Auto Draw, Do-Ink, Paper by 53
- *Digital Portfolio* - Seesaw, Book Creator
- *Note Taking* - Notes, Paper by 53, Evernote, Book Creator



In Practice

- Using word processor and presentation tools, students will create a poetry notebook to include well-established examples of poetic forms, analysis (literary devices, terms, elements, figurative language, and poetic forms), original poems, and illustrations.
- Students will use digital tools to organize and illustrate selected poems.

NON-FICTION

NARRATIVE NON-FICTION

10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.

10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

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



Evidence of Understanding

Students will create digital storyboard over one work of narrative non-fiction, analyzing how the genre supports the author's purpose and conveying specific meanings and/or reflecting specific rhetorical styles.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Storyboard App* - Storyboard, Animoto, mysimpleshow
- *Content* - Newsela, Epic!, Time for Kids, Lit2Go



In Practice

- Students will read narrative, non-fiction texts and analyze the literary elements and rhetorical devices within the texts.
- Students will create a storyboard over one of the texts using digital tools.
- Storyboard should consist of examples of the literary elements and rhetorical devices from their chosen story.
- Students will share their storyboards with their classmates and/or the teacher.

INFORMATIONAL NON-FICTION



10.3.R.5 Students will distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.

10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.

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



Evidence of Understanding:

Selecting topics from multiple nonfiction sources, students will distinguish and evaluate the different kinds of evidence gathered in order to create a digital slide show about the topic, focusing on the use of rhetorical devices and strategies.



Digital Resources

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Design tools* - Canva, Web Poster Wizard, Collage Maker, BookCreator



In Practice

- Students will read and analyze a variety of informational nonfiction works on a single subject of interest with an emphasis on rhetorical devices and strategies.
- Students will synthesize the information from multiple sources to create a digital informational slideshow using the rhetorical devices.

GRAMMAR/USAGE/MECHANICS

GRAMMAR/USAGE/MECHANICS



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

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

10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

10.5.W.1 Students will write using correct mechanics.

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

10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.



Evidence of Understanding

Students will create a digital comic strip demonstrating correct grammar usage and mechanics.



Digital Tools

- *Comic Maker* - [Comic Touch 2](#), [Comic Puppets](#), [Canva Comic Strip Maker](#), [Powtoon](#), [Comic Maker](#), [Make Beliefs Comix](#), [Toontastic](#), [Pixton EDU](#)



In Practice

- Students will create a digital comic showing their understanding of correct grammar, usage and mechanics.

RESEARCH & WRITING

RESEARCH



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

10.6.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).

10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.

10.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

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

10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

10.6.W.4 Students will synthesize and present information in a report.



Evidence of Understanding

Students will be researching a topic of interest and create a series of podcasts.



Digital Tools

- *Podcast* - [Anchor](#), [Voice Record Pro App](#), [Podbean](#) [iTalk](#)
- *Citation Generators* - [Easybib](#), [Citation Machine](#)
- *Reference Guide* - [Purdue Online Writing Lab](#)



In Practice

- Students will brainstorm and formulate one research question and research the selected topic using valid, reliable, relevant resources.
- Students will write a script for their podcasts and record those episodes with voice recorders.
- Students will produce a reference list for resources used in each episode.

NARRATIVE WRITING



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

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

10.2.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.

10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts

10.2.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).

10.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.

10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

10.5.W.1 Students will write using correct mechanics.

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

10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

10.7.R.2 Students will analyze the impact



Evidence of Understanding

Students will create a photo essay with commentary to form a well-developed narrative.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Photo Collage* - PicCollage, PhotoCollage, Canva,



In Practice

- Students will view exemplar photo essays and analyze the elements of narrative structure as they apply to the photo essay format.
- Students will use their camera app and a digital tool to create a narrative photo essay of several images that collectively tells a story about a significant life event.

ARGUMENTATIVE WRITING



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

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

10.2.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.

10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.

10.2.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).

10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.

10.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays

10.5.W.1 Students will write using correct mechanics.

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

10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

10.7.W.1 Students will critique the sources of multimodal content.



Evidence of Understanding

Students will create a multimedia political campaign for a fictional ideal candidate using the writing process to blend multiple modes of writing to produce effective argumentative essays.



Digital Tools

- *Design tools* - Canva, Web Poster Wizard, Collage Maker
- *Word Processor* - Pages, Google Docs, Microsoft Word, Notes



In Practice

- Students will draw upon previous knowledge of rhetorical strategies and devices, or the teacher will begin with lessons about rhetorical strategies and devices.
- Students will brainstorm traits and policy positions of their ideal candidate.
- Students will draft argumentative text for policy positions, candidate profiles, and ads to include all elements of appropriate rhetorical devices.
- Students will create a multimedia political campaign to include print, web, radio/podcast, and television ads and policy information for the ideal candidate.

INFORMATIVE WRITING



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

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

10.2.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.

10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.

10.2.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).

10.3.W.1 Students will write narratives embedded in other modes as appropriate.

10.5.W.1 Students will write using correct mechanics.

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

10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.



Evidence of Understanding

Students will use the writing process and create a website or blog to inform an audience about a topic of their choosing.



Digital Tools

- *Flowchart Generator* - [Lucid Chart](#), [Bubbl.us](#)
- *Blog* - [Medium](#), [Edublog](#)
- *Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#), [Notes](#)



In Practice

- Students will choose a topic for informational (expository) writing.
- Students will brainstorm their topic.
- Students will draft and revise their writing.
- Students will create a website or blog to host their writing.
- Students will submit constructive comments on classmates' writing.

RESOURCES

CONTENT SPECIFIC RESOURCES

- gutenberg.org
- [This I Believe - Resource Page](#)
- [Propaganda Resources](#)
- [Shakespearean Dating Tips](#)
- [Killer Thesis Statements](#)
- [Logical Fallacies - Purdue Owl](#)
- [The Moth Podcast - True Stories Told Live](#)
- [Media Literacy -Mensa for Kids](#)
- [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](#)
- [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](#)
- [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
- Kelly Gallagher--Article of the Week
- News ELA
- Common Lit
- Ditch That Textbook graphic organizers
- FlowVella--Apple App
- Vocab Genius--Apple App
- 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](#)
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- [Smithsonian American Art Museum-Education](#)
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