The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching 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 to 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.
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

11.1.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.

11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

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

11.3.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.

Evidence of Understanding

Students will engage in collaborative group discussions and create a comic strip from an assigned chapter to show understanding of point of view and character perspective.
Digital Tools

• *Comic Maker* - Comic Touch 2, Comic Puppets, Canva Comic Strip Maker, Powtoon, Comic Maker, Make Beliefs Comix, Toontastic, Pixton EDU

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

In Practice

• Students will work collaboratively in small groups to read teacher-approved novels.

• Each group will create chapter-by-chapter comic strips from a book, showing character development and important plot line events.

• Students in each group will combine all chapter comic strips in a video presentation to create a complete graphic novel representation of the original novel.
11.3.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.

11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

11.1.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.

Evidence of Understanding

Students will create digital illustrations using author's perspective of the main characters in a play.
Digital Tools

- **Photo Editor** - Phonto, Pic Collage, Adobe Spark, Canva, Mematic Meme Maker, Pics for Learning, Bitmoji

- **Sketch Applications** - Auto Draw, Paper by 53 Sketches School, Notes, ibis

- **Mind Mapping Application** - ReadWriteThink, Popplet, Padlet Simple Mind+, Mind Mapping, Inspiration Maps, Mindomo, iMindMap Kids

In Practice

- Students will work individually using a digital tool such as Bitmoji to synthesize a character’s description to create their idea of what the character looks like.

- Using a mind mapping application, students will justify the characteristics that they have given their characters based on the description they were given.
Short Story

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

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

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

11.1.R.3  Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

11.1.W.2  Students will work effectively and respectfully within diverse groups, demonstrate 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 create a one-page newspaper depicting the facts of the fictional story as real-life events using an online newspaper template.
Digital Tools

• *Design Tool:* Canva, Web Poster Wizard, Collage Maker
• *Word Processor:* Pages, Google Docs, Microsoft Word
• *Story Telling Application:* Fake Newspaper

In Practice

• Students will apply understanding of story elements (setting, plot, imagery, theme, motive, etc.) through the writing of news articles.
• Students may use a design tool, story telling app or word processing application to create the one page new article.
POETRY

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

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

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

Evidence of Understanding

Students will create an original poem from a photo and then use lip-syncing software to produce an animated talking head.
Digital Tools

- Lip-syncing - iFunFace, ChatterPix, Blabberize
- Word Processor - Pages, Google Docs, Microsoft Word

In Practice

- Using a word processor, students will write an original poem based on either a meaningful photo from their camera roll or an inspirational image from the internet.
- Students will create an animated talking head by using lip-syncing software or apps.
NARRATIVE NON-FICTION

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

11.3.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.

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

11.7.W.1 Students will design and develop multimodal content for a variety of purposes.

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

Evidence of Understanding

Students will create a photo journal showing an author’s historical and cultural background.
Digital Tools

- **Video Editor**: Clips, WeVideo, Do-Ink, iMovie
- **Presentation**: Keynote, Google Slides, Microsoft PowerPoint
- **Story Telling Application**: ChatterPix Kids-, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs, Google Story Builder, Toontastic
- **Photo App**: Photos for Class, Pics4Learning

In Practice

- Using a photo app, students will find photos of significant events in a chosen author's life.

- Students will place these photos in a presentation tool or app, making comments on what the photos depict, and the “when, where, why” of it being taken as well as why it is important to understand the historical and cultural background of a writer.

- Students will present their digital presentation to the class.
INFORMATIONAL NON-FICTION

11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

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

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

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

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

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

Evidence of Understanding:

Students will create an original commercial and a written script about a fictitious product using rhetorical devices and emotional appeals.
Digital Tools

- **Video Editor** - Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video
- **Word Processor** - Pages, Google Docs, Microsoft Word

In Practice

- Students will identify and analyze the use of different types of propaganda, rhetoric, and emotional appeals.
- Students will write an original script of the commercial using a word processor.
- In groups, students will invent an original product and create a commercial using a multimedia application.
- Students will present their commercials in class.
11.5.R.1  Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a
variety of texts, understanding that usage and convention change over time and using that
understanding to manipulate style when appropriate.

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

11.5.W.2  Students will compose simple, compound, complex, and compound-complex sentences and
questions, including the use of phrases and clauses, to signal differing relationships among ideas.

11.5.W.3  Students will demonstrate command of Standard American English, grammar, mechanics,
and usage through writing, presentations, and/or other modes of communication to convey specific
meanings and interests.

11.2.W.4  Students will edit and revise multiple drafts for logical organization, enhanced transitions and
coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to
establish meaningful texts.

Evidence of Understanding

Students will create a presentation for the class over a grammatical rule.
Digital Tools

- **Presentation** - *Keynote, Microsoft Powerpoint, Google Slides*
- **Video Editor** - *Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video*
- **Design tools** - *Canva, Web Poster Wizard, Collage Maker, Book Creator*

In Practice

- Students will create a presentation, including examples of correct and incorrect usages, to teach an assigned grammatical rule to the class.
- Student presentations may include at least exercises (i.e. a quiz or response) to engage the class in applying what has been learned.
RESEARCH & WRITING
RESEARCH

11.6.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 time frames (e.g., a single sitting or a day or two).

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

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

Evidence of Understanding

Students will select a relevant and viable topic/questions for a research project in a digital discussion board.
Digital Tools

- *Discussion Board:* Google Classroom, Backchannel Chat, Go To Meeting, Google Hangout, Jamboard
- *Word Processor:* Pages, Google Docs, Microsoft Word

In Practice

- Students will use a discussion board to evaluate their research questions.
- Students will make helpful suggestions on other students’ topics/questions to complete the assignment.
- Students' comments will evaluate their classmates' topics/questions in terms of relevance, reliability, and validity.
11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.

11.3.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.

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

11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.

Evidence of Understanding

Students will use an on-line evaluation website to explore the writing process.
Digital Tools

- **Editor Application**: Khan Academy, Hemingway App
- **Word Processor**: Pages, Google Docs, Microsoft Word, Notes
- **Digital Portfolio**: Seesaw, Book Creator

In Practice

- Students will submit essay to an on-line evaluation website and receive a score and feedback.
- Students will revise essays to improve their scores based on the feedback given.
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
- 7 Habits of Highly Effective Readers--PDF
- 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
• Werdsmithe--Apple App
• Wattpad--EBook Reader--Apple App
• Kelly Gallagher--Article of the Week
• Speak It--Chrome App
• News ELA
• Common Lit
• Ditch That Textbook graphic organizers
• Flowboard--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
• Pens and Machine Cornell Note Taking
• Creating Digital Multimodal Links
• Smithsonian American Art Museum-Education
• Multimodal Writing
• Multimodal Resources and Online Tools