Technology Embedded in Common Core

**Kindergarten**

W.K.6 With guidance and support from adults, **explore** a variety of **digital tools** to **produce** and **publish writing**, including in collaboration with peers.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **a. Understand and follow one-­‐ and two-­‐step oral directions.**

**First Grade**

RI.1.5 Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

W.1.6 With guidance and support from adults, **explore** a variety of **digital tools** to **produce** and **publish writing**, including in collaboration with peers.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. A. Give, restate, and follow simple two-step directions.

**Second Grade**

W.2.6 With guidance and support from adults, **explore** a variety of **digital tools** to **produce** and **publish writing**, including in collaboration with peers.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. A. Give and follow three and four-step oral directions.

SL.2.2 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas.**

**Third Grade**

W.3.6 With guidance and support from adults, **use technology** to **produce** and **publish writing** (**using keyboarding skills**) as well as to interact and collaborate with others.

W.3.8 Recall information from experiences or **gather information from** print and **digital sources**; take brief notes on sources and sort evidence into provided categories.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

S.L.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SL.3.5 **Create** engaging **audio recordings** of stories or poems that demonstrate fluid reading at an understandable pace; **add visual displays** when appropriate to emphasize or enhance certain facts or details.

L.3.4d **Use glossaries** or beginning **dictionaries**, both print and **digital**, to determine or clarify the precise meaning of key words and phrases.

**Fourth Grade**

RL.4.7 Make **connections** between the **text** of a story or drama and a **visual or oral presentation** of the text, identifying where each version reflects specific descriptions and directions in the text.

RI.4.7 **Interpret information** presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or **interactive elements on Web pages**) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-­‐specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.

W.4.6 With some guidance and support from adults, **use technology**, including the **Internet**, to **produce** and **publish writing** as well as to **interact and collaborate with others**; demonstrate **sufficient command** of **keyboarding skills** to type a **minimum of one page** in a single sitting.

W.4.8 Recall relevant information from experiences or gather relevant information from print and **digital sources**; take notes and categorize information, and **provide a list of sources**.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker or media source provides to support particular points.

SL.4.5 Add **audio recordings** and **visual displays to presentations** when appropriate to **enhance** the development of **main ideas** or **themes**.

L.4.4c Consult **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Fifth Grade**

RL.5.7 **Analyze** how **visual** and **multimedia elements** contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.5.7 Draw on information from **multiple** print or **digital sources**, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-­‐specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.

W.5.6 With some guidance and support from adults, **use technology**, including the **Internet,** to **produce** and **publish writing** as well as to **interact and collaborate with others**; demonstrate **sufficient command of keyboarding skills** to type a **minimum of two pages** in a single sitting.

W.5.8 Recall relevant information from experiences or **gather relevant information** from print and **digital sources**; summarize or paraphrase information in notes and finished work, and **provide a list of sources**.

SL.5.2 Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze and logical fallacies.

SL.5.5 Include **multimedia components** (e.g., graphics, sound) and **visual displays** in presentations when appropriate to **enhance** the development of **main ideas** or **themes.**

L..5.4c Consult **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Sixth Grade**

RL.6.7 **Compare and contrast** the experience of reading a story, drama, or poem to listening to or **viewing an audio, video, or live version of the text**, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. A. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.

RI.6.7 **Integrate information presented in different media or formats** (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RH.6.7 **Integrate visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and **digital texts.**

RST.6.9 **Compare and contrast** the information gained from experiments**, simulations, video, or multimedia sources** with that gained from reading a text on the same topic.

W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), **graphics (e.g., charts, tables),** and **multimedia** when useful to aiding comprehension.

W.6.6 Use **technology,** including the **Internet**, to **produce and publish writing** as well as **to interact and collaborate with others**; demonstrate **sufficient command of keyboarding skills** to type a **minimum of three pages** in a single sitting.

W.6.8 Gather **relevant information** from **multiple** print and **digital sources**; **assess the credibility of each source**; and **quote or paraphrase the data and conclusions** of others while

WHST.6.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6.6 Use **technology**, including the **Internet**, to **produce and publish writing** and present the relationships between information and ideas clearly and efficiently. avoiding plagiarism and **providing basic bibliographic information for sources**.

WHST.6.8 Gather relevant information from multiple print and digital sources **(primary and secondary),** using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.6.2 **Interpret information** presented in **diverse media and formats** (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.5 **Include multimedia components** (e.g., graphics, images, music, sound) and **visual displays** in presentations to clarify information.

L.6.4c Consult **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

General College and Career Readiness (CCR) Anchor Standards for Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.