

# Digital Writing in the Common Core State Standards

## K-6 Common Core ELA & Digital Literacy Alignment

Domain	Anchor Standard <sup>i</sup>	Grade Specific Description <sup>ii</sup>						
		Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>Reading Literature</b> (Integration of Knowledge & Ideas)	<i>7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.</i>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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.	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).	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.
<b>Reading Informational Text</b> (Integration of Knowledge & Ideas)	<i>7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.</i>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place thing, or idea in the text an illustration depicts).	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	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.	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.	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.

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Writing (Production & Distribution)	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	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.	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.	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.
Writing (Research to Build & Present Knowledge)	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.	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.	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 avoiding plagiarism and providing basic bibliographic information for sources.
Speaking & Listening (Comprehension & Collaboration)	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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. <b>Understand and follow one-and two-step oral directions</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. <b>Give, restate, and follow simple two-step directions.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a. <b>Give and follow three- and four-step oral directions.</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	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.

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Speaking & Listening (Presentation of Knowledge & Ideas)	<i>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	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.	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.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

<sup>i</sup> The National Common Core Standards (NCCS) are based upon a total of 32 anchor standards in four areas – Reading, Writing, Speaking & Listening, and Language. Grade specific standards are derived from these career and college readiness goals. The six displayed in this chart are the ones most directly linked to digital reading and writing, however digital texts are periodically mentioned throughout the entire NCCS document. All anchor standards can be viewed at <http://www.corestandards.org/the-standards/english-language-arts-standards>.

<sup>ii</sup> Grade specific standards are based upon each anchor standard and progress across the grade levels K-12. The Common Core Standards adopted by the California State Board of Education in August 2010 can be viewed at <http://www.scoe.net/castandards/>