

Digital Writing in the Common Core State Standards

K-8 Common Core ELA & Digital Literacy Alignment

Domain	Anchor Standard ⁱ	Grade Specific Description ⁱⁱ			
		Kindergarten	1 st	2 nd	3 rd
Reading Literature (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).
Reading Informational Text (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).
Writing (Production & Distribution)	<i>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	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.
Writing (Research to Build & Present Knowledge)	<i>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.</i>	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.
Speaking & Listening (Comprehension & Collaboration)	<i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	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.	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.	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.	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.
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.

Domain	Anchor Standard ⁱ	Grade Specific Description ⁱⁱ				
		4 th	5 th	6 th	7 th	8 th
Reading Literature (Integration of Knowledge & Ideas)	<i>Same Anchor Standard as Above.</i>	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.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Reading Informational Text (Integration of Knowledge & Ideas)	<i>7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.</i>	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.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Writing (Production & Distribution)	<i>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	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.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Domain	Anchor Standard ⁱ	Grade Specific Description ⁱⁱ				
		4 th	5 th	6 th	7 th	8 th
Writing (Research to Build & Present Knowledge)	<i>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.</i>	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.	Gather relevant information from multiple print and digital sources, 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.	Gather relevant information from multiple print and digital sources, 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.
Speaking & Listening (Comprehension & Collaboration)	<i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	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.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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 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.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ⁱ 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>.

ⁱⁱ 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/>