



PLCs IN ACTION: IMPLEMENTATION PHASE

**Common Core State Standards
Technology Integration K-12**

KINDERGARTEN AND GRADE 1

1. With guidance and support from adults, explore a variety of **digital tools** to produce and publish writing, including in collaboration with peers.
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.
3. Ask and answer questions about key details in a text read aloud or information presented orally or through **other media**.

1. Use information gained from illustrations and words in a print or **digital** text to demonstrate understanding of its characteristics, setting, or plot.
2. 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.



3. With guidance and support from adults, use a variety of **digital tools** to produce and publish writing, including in collaboration with peers.
4. Recount or describe key ideas or details from a text read aloud or information presented orally or through **other media**.
5. Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.



GRADE 3

1. Use text features and search tools (e.g. **key words, sidebars, hyperlinks**) to locate information relevant to a given topic efficiently.
2. With guidance and support from adults, **use technology** to produce and publish writing (using **keyboard skills**) as well as to interact and collaborate with others.
3. Recall information from experiences or gather information from print and **digital sources**; take brief notes on sources and sort evidence into provided categories.
4. 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.



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



2. Write informative/ explanatory texts to examine a topic and convey ideas and information in paragraphs and sections: include formation (e.g. headings) illustrations, and **multimedia** when useful in aiding comprehension 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 setting.**



3. 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.
4. 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.



1. 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**).
2. Interpret information presented visually, orally or quantitatively (e.g. in **charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages**) explain how the information contributes to an understanding of the text in which it appears.



GRADE 5 CONTINUED

3. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 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 in aiding comprehension.
4. 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 setting.



GRADE 5 CONTINUED

5. 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.
6. Include multimedia components (e.g., graphics, sound) and visual display in presentations when appropriate to enhance the development of main ideas or themes.
7. 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.



1. 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.
2. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and **digital** texts.
3. Compare and contrast the information gained from experiments, simulations, **videos, or multimedia** sources with that gained from reading a text on the same topic.



4. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.
5. Use technology including the **Internet**, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.



6. 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.
7. Include **multimedia components (e.g. graphics, images, music, sound)** and visual displays in presentations to clarify information.
8. 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.



1. 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).
2. Consult general and specialize 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.
3. Include **multimedia components and visual displays** in presentations to clarify claims and findings and emphasize salient points.



4. Consult general and specialized 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 the ideas clarify a topic, text, or issue under study.
5. 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.



1. Evaluate the advantages and disadvantages of using different mediums (e.g. print or **digital text, video, multimedia**) to present a particular topic or idea.
2. Consult general and specialize 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.
3. Integrate **multimedia components and visual displays** to clarify information, strengthen claims and evidence, and add interest.



4. Consult general and specialized 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.
5. 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.



6. 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.
7. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, include formatting (e.g. headings) **graphics (e.g. charts and tables)**, and **multimedia** when useful, aiding in comprehension.



1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), **graphics (e.g. charts and tables)** and **multimedia** when useful aiding comprehension.
2. Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and **multimedia**), determining which entails are emphasized in each account.
3. Use **technology, including the Internet**, to produce, publish, and update individual or shared writing products, taking advantage of **technology's** capacity to link to other information and to display information flexibly and dynamically.




4. Gather relevant information from multiple authoritative print and **digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
5. Integrate multiple sources of information presented in **diverse media** or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.



6. Make strategic use of **digital media** (e.g. textual, graphical, audio, visual, and **interactive elements**) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
7. Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print and **digital texts**.



1. Use **technology, including the Internet**, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 2. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, **video**, **multimedia**) in order to address a question or solve a problem.
 3. Integrate multiple sources of information presented in **diverse media** or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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4. Gather relevant information from multiple authoritative print and **digital sources**, use advance searches effectively; assess strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5. Write informative/ explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each element builds on that which proceeds it to create a unified whole; include formatting (e.g. headings) **graphics (e.g. charts and tables), and multimedia** when useful for aiding in comprehension.

