

Technology Standards

(extracted from the content standards)

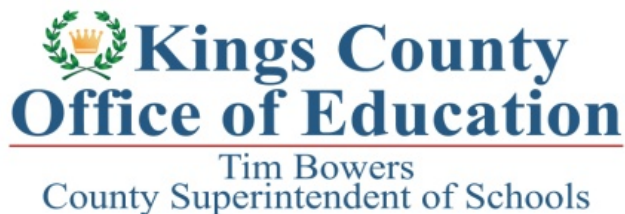
Pages 63-80

*Special thanks to Fresno County Office of Education for their
work on these standards.*



Compiled by the Instructional Technology Services Department. For more information, contact: bcurwick@fcoe.org.

Highlighted text reflects technology that is explicitly stated within the standard. Technology is implied in the areas that are not highlighted.



Technology Standards Extracted from the Content Standard for Reading Literature: Standard 7

RL.CCR.7	7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.
RL.11-12.7. Grade 11-12 students:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, (Include at least one play by Shakespeare and one play by an American dramatist.).
RL.9-10.7. Grade 9-10 students:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.8.7. Grade 8 students:	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.
RL.7.7. Grade 7 students:	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).
RL.6.7. Grade 6 students:	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.
RL.5.7. Grade 5 students:	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).
RL.4.7. Grade 4 students:	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.
RL.3.7. Grade 3 students:	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).
RL.2.7. Grade 2 students:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.1.7. Grade 1 students:	Use illustrations and details in a story to describe its characters, setting, or events.
RL.K.7. K students:	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.)




Technology Standards Extracted from the Content Standard for Reading Information Text: Standard 5

RI.CCR.5	CCR Reading Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.11-12.5. Grade 11-12 students:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, & engaging. A. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
RI.9-10.5. Grade 9-10 students:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). A. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
RI.8.5. Grade 8 students:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. A. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.
RI.7.5. Grade 7 students:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. A. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
RI.6.5. Grade 6 students:	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.5.5. Grade 5 students:	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.4.5. Grade 4 students:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.3.5. Grade 3 students:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.2.5. Grade 2 students:	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.
RI.1.5. Grade 1 students:	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.
RI.K.5. K students:	Identify the front cover, back cover, and title page of a book.



Technology Standards Extracted from the Content Standard for Reading Information Text: Standard 7


RI.CCR.7	7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.	
RI.11-12.7. Grade 11-12 students:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or a problem.	
RI.9-10.7. Grade 9-10 students:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RI.8.7. Grade 8 students:	Evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
RI.7.7. Grade 7 students:	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).	
RI.6.7. Grade 6 students:	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.	
RI.5.7. Grade 5 students:	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.	
RI.4.7. Grade 4 students:	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.	
RI.3.7. Grade 3 students:	Use information gained from the 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).	
RI.2.7. Grade 2 students:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI.1.7. Grade 1 students:	Use illustrations and details in a text to describe its key ideas.	
RI.K.7. K students:	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 and illustration depicts.)	

**Technology Standards Extracted from the Content Standard for Reading Literacy in History Social Studies:
Standard 7**


RH.CCR.7	<i>7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.</i>
RH.11-12.7. Grade 11-12 students:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.9-10.7. Grade 9-10 students:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.8.7. Grade 8 students:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.7.7. Grade 7 students:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6.7. Grade 6 students:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



Technology Standards Extracted from the Content Standard for Reading Literacy in Science and Technical Subjects: Standard 7

RST.CCR.7	<i>7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.</i>	
RST.11-12.7. Grade 11-12 students:	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.	
RST.9-10.7. Grade 9-10 students:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
RST.8.7. Grade 8 students:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
RST.7.7. Grade 7 students:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
RST.6.7. Grade 6 students:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	

Technology Standards Extracted from the Content Standard for Reading Literacy in Science and Technical Subjects: Standard 9

RST.CCR.9	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RST.11-12.9. Grade 11-12 students:	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
RST.9-10.9. Grade 9-10 students:	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
RST.8.9. Grade 8 students:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
RST.7.9. Grade 7 students:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
RST.6.9. Grade 6 students:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	

Technology Standards Extracted from the Content Standard for Writing: Standard 2

W.CCR.2	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2 Grade 11-12 students:	a. Introduce a topic or thesis statement ; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b-f...
W.9-10.2 Grade 9-10 students:	a. Introduce a topic or thesis statement ; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b-f...
W.8.2 Grade 8 students:	Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b-f...
W.7.2 Grade 7 students:	a. Introduce a topic or thesis statement clearly, previewing what is to follow; 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. b-f...
W.6.2 Grade 6 students:	a. Introduce a topic or thesis statement ; 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. b-f...
W.5.2 Grade 5 students:	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.4.2 Grade 4 students:	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.3.2 Grade 3 students:	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.
W.2.2 Grade 2 students:	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.1.2 Grade 1 students:	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.K.2 K students:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



Technology Standards Extracted from the Content Standard for Writing: Standard 6

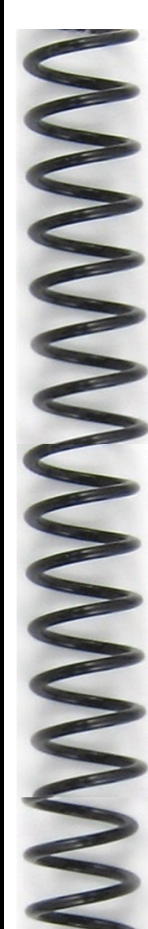
W.CCR.6	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
W.11-12.6. Grade 11-12 students:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
W.9-10.6. Grade 9-10 students:	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.	
W.8.6. Grade 8 students:	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.	
W.7.6. Grade 7 students:	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.	
W.6.6. Grade 6 students:	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.5.6. Grade 5 students:	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.4.6. Grade 4 students:	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.3.6. Grade 3 students:	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.2.6. Grade 2 students:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	
W.1.6. Grade 1 students:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	
W.K.6. K students:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	

Technology Standards Extracted from the Content Standard for Writing: Standard 8


W.CCR.8	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.
W.11-12.8. Grade 11-12 students:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the 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 including footnotes and endnotes.
W.9-10.8. Grade 9-10 students:	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 including footnotes and endnotes.
W.8.8. Grade 8 students:	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.
W.7.8. Grade 7 students:	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.
W.6.8. Grade 6 students:	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.
W.5.8. Grade 5 students:	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.
W.4.8. Grade 4 students:	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.
W.3.8. Grade 3 students:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.2.8. Grade 2 students:	Recall information from experiences or gather information from provided sources to answer a question.
W.1.8. Grade 1 students:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.8. K students:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Technology Standards Extracted from the Content Standard for Writing for Literacy in History/Social Studies, Science and Technical Subjects: Standard 2

WHST.CCR.2	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
WHST.11-12.2 Grade 11-12 students:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b...f	
WHST.9-10.2. Grade 9-10 students:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b...f	
WHST.8.2. Grade 8 students:	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. b...f	
WHST.7.2. Grade 7 students:	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. b...f	
WHST.6.2. Grade 6 students:	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. b...f	

**Technology Standards Extracted from the Content Standard for Writing for Literacy in History/Social Studies,
Science and Technical Subjects: Standard 6**

WHST.CCR.6	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
WHST.11-12.6. Grade 11-12 students:	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.	
WHST.9-10.6. Grade 9-10 students:	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.	
WHST.8.6. Grade 8 students:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
WHST.7.6. Grade 7 students:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
WHST.6.6. Grade 6 students:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	

**Technology Standards Extracted from the Content Standard for Writing for Literacy in History/ Social Studies,
Science and Technical Subjects: Standard 8**

WHST.CCR.8	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.
WHST.11-12.8. Grade 11-12 students:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.
WHST.9-10.8. Grade 9-10 students:	Gather relevant information from multiple authoritative print and digital sources (primary and secondary), 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.
WHST.8.8. Grade 8 students:	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.
WHST.7.8. Grade 7 students:	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.
WHST.6.8. Grade 6 students:	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.




Technology Standards Extracted from the Content Standard for Speaking and Listening: Standard 2

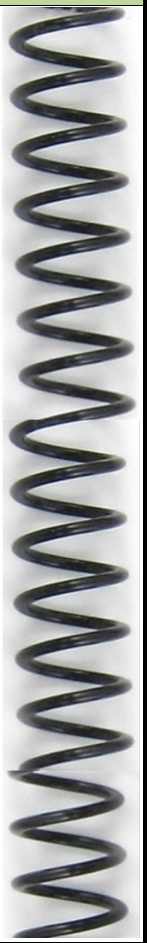
SL.CCR.2	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.11-12.2. Grade 11-12 students:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.9-10.2. Grade 9-10 students:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.8.2. Grade 8 students:	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.
SL.7.2. Grade 7 students:	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.
SL.6.2. Grade 6 students:	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.5.2. Grade 5 students:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.2. Grade 4 students:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.2. Grade 3 students:	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.
SL.2.2. Grade 2 students:	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.1.2. Grade 1 students:	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.
SL.K.2. K students:	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.



Technology Standards Extracted from the Content Standard for Speaking and Listening: Standard 3

SL.CCR.3	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
SL.5.3. Grade 5 students:	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.	
SL.4.3. Grade 4 students:	Identify the reasons and evidence a speaker or media source provides to support particular points.	
SL.3.3. Grade 3 students:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.2.3. Grade 2 students:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
SL.1.3. Grade 1 students:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.K.3. K students:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	


Technology Standards Extracted from the Content Standard for Speaking and Listening: Standard 5

SL.CCR.5	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.11-12.5. Grade 11-12 students:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of finding, reasoning, and evidence and to add interest.	
SL.9-10.5. Grade 9-10 students:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance unstinting of findings, reasoning, and evidence and to add interest.	
SL.8.5. Grade 8 students:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, add interest.	
SL.7.5. Grade 7 students:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
SL.6.5. Grade 6 students:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
SL.5.5. Grade 5 students:	Include multimedia components (e.g., graphics sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
SL.4.5. Grade 4 students:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
SL.3.5. Grade 3 students:	Create engaging audio recording 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.	
SL.2.5. Grade 2 students:	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.	
SL.1.5. Grade 1 students:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
SL.K.5. K students:	Add drawings or other visual displays to descriptions as desired to provide additional detail.	

Technology Standards Extracted from the Content Standard for Language: Standard 4

L.CCR.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.11-12.4. Grade 11-12 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.9-10.4. Grade 9-10 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.8.4. Grade 8 students:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. c. 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 or trace the etymology of words.
L.7.4. Grade 7 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. c. 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 or trace the etymology of words.
L.6.4. Grade 6 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. c. 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.
L.5.4. Grade 5 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. 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 and to identify alternate word choices in all content areas.
L.4.4. Grade 4 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. 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 and to identify alternate word choices in all content areas.
L.3.4. Grade 3 students:	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.
L.2.4. Grade 2 students:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).



	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p>	
<p>L.1.4. Grade 1 students:</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	
<p>L.K.4. K students:</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	