

Why Digital Writing Matters

Common Core ELA Standards & Digital Writing Alignment

Domain	Anchor Standard ⁱ	Grade Specific Description ⁱⁱ			
		Kindergarten	4 th	8 th	12 th
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 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 and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	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.
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.	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.	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 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.
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).	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.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea	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.

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		Kindergarten	4 th	8 th	12 th
Reading Literature (Integration of Knowledge & Ideas)	<i>Same Anchor Standard as Above.</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).	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 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.	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.)
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.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	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.
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 audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	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.

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/>