

## ELA Standards and Technology Matrix (Grades 9-10)

*Click on the standard to view more information in CPALMS.*

*Click on the links to visit the websites for the featured technology tools.*

Grade	Standards	Technology
9-10	<p><a href="#">LAFS.910.L.3.4</a> 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.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), <b>both print and digital</b>, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>- online dictionary/thesaurus software such as <a href="#">Wordsmyth</a></li> <li>- visual dictionaries such as <a href="#">Snappy Words</a></li> <li>- online word analysis tools such as <a href="#">Word Hippo</a></li> </ul>
9-10	<p><a href="#">LAFS.910.RH.3.7</a> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or <b>digital text</b>.</p>	<ul style="list-style-type: none"> <li>- online chart creators such as <a href="#">Create A Graph</a></li> <li>- online data analysis websites such as <a href="#">Tuva</a></li> <li>- spreadsheet programs such as Excel</li> <li>- online search engines such as <a href="#">ERIC</a></li> <li>- spreadsheet software such as Excel</li> <li>- database software such as Access</li> </ul>
9-10	<p><a href="#">LAFS.910.RI.3.7</a> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and <b>multimedia</b>), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> <li>- mind-mapping applications such as <a href="#">Popplet</a></li> <li>- online video/audio repositories such as <a href="#">Teachertube</a></li> <li>- online textbooks and eBooks such as <a href="#">Google Books</a></li> <li>- online timeline creators such as <a href="#">Dipity</a></li> <li>- online graphic organizer websites such as <a href="#">Creately</a></li> </ul>
9-10	<p><a href="#">LAFS.910.RST.3.7</a> Translate quantitative or technical information expressed in words in a text into <b>visual form</b> (e.g., a table or chart) and</p>	<ul style="list-style-type: none"> <li>- online data analysis tools such <a href="#">Tuva</a></li> <li>- multimedia production tools such as <a href="#">pixlr</a> or Photoshop</li> <li>- word processing software such as Word</li> <li>- spreadsheet software such as Excel</li> </ul>

	translate information expressed visually or mathematically (e.g., in an equation) into words.	
9-10	<p><a href="#">LAFS.910.SL.1.2</a> Integrate multiple sources of information presented in <b>diverse media</b> or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>- online poster creators</li> <li>- online chart creators such as <a href="#">Create A Graph</a></li> <li>- reference websites such as <a href="#">AskALibration.org</a></li> <li>- graphics software such as <a href="#">pixlr</a></li> <li>- online photo/video repositories such as <a href="#">Teachertube</a></li> <li>- information literacy interactive tutorials</li> <li>- spreadsheet software such as Excel</li> </ul>
9-10	<p><a href="#">LAFS.910.SL.2.5</a> Make strategic use of <b>digital media</b> (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>- multimedia production software such as Photoshop</li> <li>- online presentation creators such as <a href="#">Prezi</a></li> <li>- online graphic organizer websites such as <a href="#">Creately</a></li> <li>- online search engines such as <a href="#">ERIC</a></li> </ul>
9-10	<p><a href="#">LAFS.910.W.1.2</a> 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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and <b>multimedia</b> when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation</p>	<ul style="list-style-type: none"> <li>- mind-mapping applications such as <a href="#">Popplet</a></li> <li>- online video/media albums</li> <li>- online poster creators</li> <li>- online artifact collectors</li> <li>- word cloud creators such as <a href="#">Wordle</a></li> <li>- online search engines such as <a href="#">ERIC</a></li> <li>- word processing software such as Word</li> </ul>

	presented (e.g., articulating implications or the significance of the topic).	
9-10	<p><a href="#">LAFS.910.W.2.6</a> Use <b>technology, including the Internet</b>, 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.</p>	<ul style="list-style-type: none"> <li>- online blogs</li> <li>- wikis such as <a href="#">Wikispaces Classroom</a></li> <li>- online keyboarding applications</li> <li>- word processing software such as Word</li> <li>- web conference software such as <a href="#">Skype</a></li> </ul>
9-10	<p><a href="#">LAFS.910.W.3.8</a> Gather relevant information from multiple authoritative print and <b>digital sources</b>, 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.</p>	<ul style="list-style-type: none"> <li>- online note-taking applications such as <a href="#">Study Blue</a></li> <li>- online plagiarism detectors such as <a href="#">DupliChecker</a></li> <li>- one citation creators such as <a href="#">EasyBib</a></li> <li>- online search engines such as <a href="#">ERIC</a></li> <li>- information literacy interactive tutorials</li> <li>- word processing software such as Word</li> </ul>
9-10	<p><a href="#">LAFS.910.WHST.1.2</a> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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 <b>multimedia</b> when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> <li>- mind-mapping applications such as <a href="#">Popplet</a></li> <li>- online graphic organizer websites such as <a href="#">Creately</a></li> <li>- online video/media albums</li> <li>- online artifact collectors</li> <li>- word cloud creators such as <a href="#">Wordle</a></li> <li>- online timeline creators such as <a href="#">Dipity</a></li> <li>- interactive writing tutorials such as <a href="#">ReadWriteThink</a></li> <li>- word processing software such as Word</li> </ul>

	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
	<p><a href="#">LAFS.910.WHST.2.6</a>  Use <b>technology, including the Internet,</b> 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.</p>	<ul style="list-style-type: none"> <li>- online blogs</li> <li>- wikis such as <a href="#">Wikispaces</a> Classroom</li> <li>- online keyboarding applications</li> <li>- word processing software such as Word</li> <li>- web conferencing software such as <a href="#">Skype</a></li> <li>- online databases such as <a href="#">instaGrok</a></li> <li>- online database creators such as <a href="#">Sodadb</a></li> <li>- database software such as Access</li> <li>- spreadsheet software such as Excel</li> </ul>
<p><b>9-10</b></p>	<p><a href="#">LAFS.910.WHST.3.8</a>  Gather relevant information from multiple authoritative print and <b>digital sources,</b> using <b>advanced searches</b> 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.</p>	<ul style="list-style-type: none"> <li>- online search engines such as <a href="#">ERIC</a></li> <li>- online note-taking applications such as <a href="#">Study Blue</a></li> <li>- online plagiarism detectors such as <a href="#">Dupli Checker</a></li> <li>- one citation creators such as <a href="#">EasyBib</a></li> <li>- online bookmarking sites such as <a href="#">Diigo</a></li> <li>- interactive information literacy tutorials</li> </ul>