INDIANA STANDARDS CORRELATIONS

Typing.com meets a variety of Indiana student learning standards, helping to prepare students for college, career, and digital citizenship in an increasingly connected world. Our curriculum includes games and media-rich activities that ensure students are engaged and self-motivated while developing important keyboarding, digital literacy, and digital citizenship skills.

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Apply the writing process to
b. Use available technology to produce and publish writing.

Learn the Keys 2

K.RF.2.1
Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.W.4.b
Apply the writing process to
b. Use available technology to produce and publish writing.

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Demonstrate command of capitalization, punctuation, and spelling, focusing on:

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K.RF.2.1
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K.W.4.b
Apply the writing process to
b. Use available technology to produce and publish writing.

Pre-Keyboarding

K-2.DI.3
Recognize that software is created to control computer operations.

K-2.CD.1
Use standard input and output devices to operate computers and other technologies.

Learn the Keys

1.RF.2.3
Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.W.4.b
Apply the writing process to –

b. Use available technology to produce and publish legible documents.

Punctuation & Numbers

1.RF.2.3
Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.W.6.2
Demonstrate command of capitalization, punctuation, and spelling, focusing on:
1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
1.W.6.2 b Punctuation –
     a. Correctly using a period, question mark, and exclamation mark at the end of a sentence.
b. Using commas in dates and to separate items in a series.

1.W.4.b
Apply the writing process to –

b. Use available technology to produce and publish legible documents.

Cross-Curricular Typing

1.RF.2.3
Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.3.1
Produce rhyming words.

1.RF.4.4
Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

1.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

1.W.6.2
Demonstrate command of capitalization, punctuation, and spelling, focusing on:
1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
1.W.6.2b Punctuation –
     a. Correctly using a period, question mark, and exclamation mark at the end of a sentence.
     b. Using commas in dates and to separate items in a series.

Digital Citizenship & Communication

1.RF.2.3
Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.W.6.2
Demonstrate command of capitalization, punctuation, and spelling, focusing on:
1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
1.W.6.2 b Punctuation –
     a. Correctly using a period, question mark, and exclamation mark at the end of a sentence.
b. Using commas in dates and to separate items in a series.

1.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

K-2.IC.1
Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.

K-2.IC.2
Identify positive and negative social and ethical behaviors for using technology.

Pre-Keyboarding

K-2.DI.3
Recognize that software is created to control computer operations.

K-2.CD.1
Use standard input and output devices to operate computers and other technologies.

Learn the Keys

2.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

Punctuation & Numbers

2.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

2.W.6.2.a
Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.

2.W.6.2b
Punctuation –
a. Correctly using a period, question mark, or exclamation mark at the end of a sentence.
b. Using an apostrophe to form contractions and singular possessive nouns.
c. Using commas in greetings and closings of letters, dates, and to separate items in a series.

Cross-Curricular Typing

2.RF.4.4
Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

2.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

2.W.6.1
Demonstrate command of English grammar and usage, focusing on:
a. Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

Digital Citizenship & Communication

2.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

K-2.IC.1
Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.

K-2.IC.2
Identify positive and negative social and ethical behaviors for using technology.

Creative Writing

2.W.3.1
Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.

2.W.3.3
Develop topics for friendly letters, stories, poems, and other narrative purposes that –
a. Include a beginning.
b. Use temporal words to signal event order (e.g., first of all).
c. Provide details to describe actions, thoughts, and feelings.
d. Provide an ending.

2.W.4.b
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

Pre-Keyboarding

3.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.CD.3
Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Learn the Keys

3.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3.W.4
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Punctuation & Advanced Keys

3.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3.W.4
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

3.W.6.2a
Capitalization –
Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

3.W.6.2b
Punctuation –
a. Correctly using apostrophes to form contractions and singular and plural possessives.
b. Using quotation marks to mark direct speech.
c. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Cross-Curricular Typing

3.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3.RF.4.6
Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

3.RN.1
Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

3.RV.1
Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RV.2.1
Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

3.RV.2.2
Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

3.RV.2.4
Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

3.W.4
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

3.W.6.2c
Spelling –
a. Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Digital Citizenship & Communication

3.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3.RN.1
Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

3.W.4
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

3-5.IC.1
Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.

3-5.IC.2
Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.

3-5.IC.4
Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

Creative Writing

3.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3.W.1
Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

3.W.3.1
Write persuasive compositions in a variety of forms that –
a. State the opinion in an introductory statement or section.
b. Support the opinion with reasons in an organized way
c. Connect opinion and reasons using words and phrases.
d. Provide a concluding statement or section.

3.W.3.3
Write narrative compositions in a variety of forms that –
a. Establish an introduction (e.g., situation, narrator, characters).
b. Include specific descriptive details and clear event sequences.

3.W.4
Apply the writing process to –
b. Use available technology to produce and publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Pre-Keyboarding

4.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.CD.3
Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Learn the Keys

4.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

4.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to produce and publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Punctuation & Advanced Keys

4.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

4.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.2b
Punctuation –
a. Correctly using apostrophes to form possessives and contractions.
b. Correctly using quotation marks and commas to mark direct speech.
c. Using a comma before a coordinating conjunction in a compound sentence

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Cross-Curricular Typing

4.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

4.RF.4.6
Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.

4.RL.2.3
Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RN.2.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RV.1
Build and use accurately general academic and content-specific words and phrases.

4.RV.2.1
Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.2.2
Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.RV.2.4
Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

4.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.1a
Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself,

ourselves) and explaining their functions in the sentence.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Digital Citizenship & Communication

4.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

4.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to produce and publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

3-5.IC.1
Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.

3-5.IC.2
Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.

3-5.IC.4
Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

Creative Writing

4.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

4.W.1
Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

4.W.3.1
Write persuasive compositions in a variety of forms that –
a. In an introductory statement, clearly state an opinion to a particular audience.
b. Support the opinion with facts and details from various sources, including texts.

4.W.3.3
Write narrative compositions in a variety of forms that –
a. Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.

4.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to produce and publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Pre-Keyboarding

5.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.CD.3
Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Learn the Keys

5.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

5.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Punctuation & Advanced Keys

5.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

5.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to publish legible documents.

5.W.6.2a
Capitalization – Applying correct usage of capitalization in writing.

5.W.6.2b
Punctuation –
a. Applying correct usage of apostrophes and quotation marks in writing.
b. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Cross-Curricular Typing

5.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

5.RF.4.6
Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.

5.RL.2.3
Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RN.2.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RV.1
Build and use accurately general academic and content-specific words and phrases.

5.RV.2.1
Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.2.2
Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

5.RV.2.4
Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

5.RV.2.5
Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

5.RV.3.1
Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

5.RV.3.2
Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

5.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Digital Citizenship & Communication

5.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

5.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

3-5.IC.1
Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.

3-5.IC.2
Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.

3-5.IC.4
Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

Creative Writing

5.RF.1
Apply foundational reading skills to build reading fluency and comprehension.

5.W.1
Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.W.3.1
Write persuasive compositions in a variety of forms that –
a. Clearly present a position in an introductory statement to an identified audience

5.W.3.3
Write narrative compositions in a variety of forms that –
a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.

5.W.4
Apply the writing process to –
b. Use technology to interact and collaborate with others to publish legible documents.

3-5.CD.1
Demonstrate proficiency with keyboards and other input and output devices.

3-5.PA.1
Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

Tech Readiness

6-8.CD.1
Demonstrate an understanding of the relationship between hardware and software.

6-8.CD.2
Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.

6-8.CD.3
Describe the major components and functions of computer systems and network.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Learn the Keys

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Punctuation & Advanced Keys

6.W.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
b. Punctuation—
● Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
● Using semicolons to connect main clauses and colons to introduce a list or quotation.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Cross-Curricular Typing

6.RN.2.2
Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

6.RV.1
Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6.RV.2.1
Use context to determine or clarify the meaning of words and phrases.

6.RV.2.4

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

6.RV.2.5

Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

6.RV.3.1

Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RV.3.2

Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.

6.RV.3.3

Interpret figures of speech (e.g., personification) in context.

6.W.4

Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –
b. Use technology to interact and collaborate with others to generate, produce, and publish writing.

6.W.6.1

Demonstrate command of English grammar and usage, focusing on:
a. Pronouns- Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronounantecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

6-8.PA.1

Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Digital Citizenship & Communication

6-8.PA.1

Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

6-8.IC.1

Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.

6-8.IC.2

Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Creative Writing

6.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

6.W.3.1

Write arguments in a variety of forms that –
a. Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
b. Use an organizational structure to group related ideas that support the argument.
c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

6.W.3.3

Write narrative compositions in a variety of forms that –
a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.W.4

Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –
b. Use technology to interact and collaborate with others to generate, produce, and publish writing.

6-8.PA.1

Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Tech Readiness

6-8.CD.1
Demonstrate an understanding of the relationship between hardware and software.

6-8.CD.2
Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.

6-8.CD.3
Describe the major components and functions of computer systems and network.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Learn the Keys

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Punctuation & Advanced Keys

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Cross-Curricular Typing

7.RN.2.2
Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

7.RV.1
Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7.RV.2.1
Use context to determine or clarify the meaning of words and phrases.

7.RV.2.4
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent,

bellicose, rebel).

7.RV.2.5
Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

7.RV.3.1
Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on or within a story, poem, or play.

7.RV.3.2
Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Digital Citizenship & Communication

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

6-8.IC.1
Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.

6-8.IC.2
Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Creative Writing

7.W.1
Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

7.W.3.1
Write arguments in a variety of forms that –
a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

7.W.3.3
Write narrative compositions in a variety of forms that –
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

7.W.4

Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative – b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

6-8.PA.1

Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Tech Readiness

6-8.CD.1
Demonstrate an understanding of the relationship between hardware and software.

6-8.CD.2
Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.

6-8.CD.3
Describe the major components and functions of computer systems and network.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Learn the Keys

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Punctuation & Advanced Keys

8.W.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: b. Punctuation –Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Cross-Curricular Typing

8.RN.2.2
Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

8.RV.1
Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.RV.2.1
Use context to determine or clarify the meaning of words and phrases.

8.RV.2.4
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

8.RV.2.5
Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

8.RV.3.2
Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

Digital Citizenship & Communication

6-8.PA.1
Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

6-8.IC.1
Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.

6-8.IC.2
Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Creative Writing

8.W.1
Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

8.W.3.1
Write arguments in a variety of forms that –
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

8.W.3.3
Write narrative compositions in a variety of forms that –
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

8.W.4

Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –

b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

6-8.PA.1

Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.

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Learn the Keys

Punctuation & Advanced Keys

Cross-Curricular Typing

9-10.RN.1
Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

9-10.RV.1
Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10.RV.2.1
Use context to determine or clarify the meaning of words and phrases.

9-10.RV.2.5
Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech,or etymology.

9-10.RV.3.2
Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

9-10.RV.3.3
Interpret figures of speech in context and analyze their role in the text.

Digital Citizenship & Communication

9-10.RN.1
Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

9-10.RN.3.3
Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

9-10.RN.4.1
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9-10.ML.1
Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit culture.

9-10.ML.2.1
Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.

ICS-4.2
Discuss the ethical and appropriate use of computer devices.

ICS-6.1
Examine the dynamic between privacy and security.

ICS-6.3
Evaluate the social and emotional implications of privacy in the context of safety, law, and ethics.

CSI-7.1
Examine the dynamic between privacy and security.

CSI-7.3
Evaluate the social and emotional implications of privacy in the context of safety, law, and ethics.

Creative Writing

9-10.W.1
Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

9-10.W.3.1
Write arguments in a variety of forms that:
a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

9-10.W.3.3
Write narrative compositions in a variety of forms that–
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

9-10.W.4
Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-
b. Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia)

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Learn the Keys

Punctuation & Advanced Keys

Cross-Curricular Typing

11-12.RN.1
Read a variety of nonfiction within a range of complexity appropriate for grades11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

11-12.RN.2.2
Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.

11-12.RV.1
Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.RV.2.1
Use context to determine or clarify the meaning of words and phrases.

11-12.RV.2.5
Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

11-12.RV.3.3
Interpret figures of speech in context and analyze their role in the text.

Digital Citizenship & Communication

11-12.RN.1
Read a variety of nonfiction within a range of complexity appropriate for grades11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

11-12.RN.3.3
Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g.appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.

11-12.RV.3.2
Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

11-12.ML.1
Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.

ICS-4.2
Discuss the ethical and appropriate use of computer devices.

ICS-6.1
Examine the dynamic between privacy and security.

ICS-6.3
Evaluate the social and emotional implications of privacy in the context of safety, law, and ethics.

CSI-7.1
Examine the dynamic between privacy and security.

CSI-7.3
Evaluate the social and emotional implications of privacy in the context of safety, law, and ethics.

Creative Writing

11-12.W.1
Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

11-12.W.3.1
Write arguments in a variety of forms that –
a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

11-12.W.3.3
Write narrative compositions in a variety of forms that –
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

11-12.W.4
Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative–
b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.