

## Alignment with the Common Core State Standards (CCSS)

Read on to see details on how you can use [DigiPals](#) to develop students' Socio-Emotional Skills in relation to the [Common Core State Standards \(CCSS\)](#)



**COLLABORATION:** students improve collaboration skills by gaining experience and learning how to form positive relationships and collaborate efficiently and effectively with people of different backgrounds, customs, cultures, and lifestyles and work styles.

**COMMUNICATION:** students build communication skills through global collaboration, expressing their opinions and beliefs, and also discovering appropriate ways to communicate.



### **Common Core State Standards (CCSS)**

#### **English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening**

##### **COMPREHENSION AND COLLABORATION**

- CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### **English Language Arts Standards > Speaking & Listening > Grade 1**

- CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

##### **English Language Arts Standards > Speaking & Listening > Grade 2**

- CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

### English Language Arts Standards > Speaking & Listening > Grade 3

- CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

### English Language Arts Standards > Speaking & Listening > Grade 4

- CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### English Language Arts Standards > Speaking & Listening > Grade 5

- CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

### English Language Arts Standards > Speaking & Listening > Grade 6

- CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

### English Language Arts Standards > Speaking & Listening > Grade 7

- CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

### English Language Arts Standards > Speaking & Listening > Grade 8

- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

### English Language Arts Standards > Speaking & Listening > Grades 9-10

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

### English Language Arts Standards > Speaking & Listening > Grades 11-12

- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

## English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

### TEXT TYPES AND PURPOSES

- CCSS.ELA-LITERACY.CCRA.W.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.

### English Language Arts Standards > Writing > Grade 1

- CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### English Language Arts Standards > Writing > Grade 2

- CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## English Language Arts Standards > Writing > Grade 3

- **CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.
- CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.

## English Language Arts Standards > Writing > Grade 4

- **CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.4.2.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.
- CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

## English Language Arts Standards > Writing > Grade 5

- **CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.5.2.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.
- CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.

## English Language Arts Standards > Writing > Grade 6

- **CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; 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.
- CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
- CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style.
- CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.

## English Language Arts Standards > Writing > Grade 7

- **CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- CCSS.ELA-LITERACY.W.7.2.A Introduce a topic 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.

- CCSS.ELA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- CCSS.ELA-LITERACY.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.7.2.E Establish and maintain a formal style.
- CCSS.ELA-LITERACY.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

## English Language Arts Standards > Writing > Grade 8

- **CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.8.2.E Establish and maintain a formal style.
- CCSS.ELA-LITERACY.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

## English Language Arts Standards > Writing > Grades 9-10

- **CCSS.ELA-LITERACY.W.9-10.2 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.**
- CCSS.ELA-LITERACY.W.9-10.2.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 multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.9-10.2.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.
- CCSS.ELA-LITERACY.W.9-10.2.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.
- CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.9-10.2.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.
- CCSS.ELA-LITERACY.W.9-10.2.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).

## English Language Arts Standards > Writing > Grades 11-12

- **CCSS.ELA-LITERACY.W.11-12.2 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.**
- CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; 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.
- CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.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.

- [CCSS.ELA-LITERACY.W.11-12.2.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).

## **English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing**

### **PRODUCTION AND DISTRIBUTION OF WRITING**

- [CCSS.ELA-LITERACY.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **English Language Arts Standards > Writing > Grade 1**

- [CCSS.ELA-LITERACY.W.1.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **English Language Arts Standards > Writing > Grade 2**

- [CCSS.ELA-LITERACY.W.2.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **English Language Arts Standards > Writing > Grade 3**

- [CCSS.ELA-LITERACY.W.3.6](#) 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.

### **English Language Arts Standards > Writing > Grade 4**

- [CCSS.ELA-LITERACY.W.4.6](#) 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.

### **English Language Arts Standards > Writing > Grade 5**

- [CCSS.ELA-LITERACY.W.5.6](#) 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.

### **English Language Arts Standards > Writing > Grade 6**

- [CCSS.ELA-LITERACY.W.6.6](#) 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.

### **English Language Arts Standards > Writing > Grade 7**

- [CCSS.ELA-LITERACY.W.7.6](#) 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.

### **English Language Arts Standards > Writing > Grade 8**

- [CCSS.ELA-LITERACY.W.8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### **English Language Arts Standards > Writing > Grades 9-10**

- [CCSS.ELA-LITERACY.W.9-10.6](#) 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.

## English Language Arts Standards > Writing > Grades 11-12

- [CCSS.ELA-LITERACY.W.11-12.6](#) 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.
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**REFLECTION:** Students learn from each other by reflecting on the responses they receive from their DigiPal. As they absorb the new information and comprehend everything, they build a more well-rounded perception. Through reflection, they also compare and contrast their world to their partner's world and become more understanding, appreciative and non-judgemental humans.



## Common Core State Standards (CCSS)

### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

#### English Language Arts Standards > Writing > Grade 1

[CCSS.ELA-LITERACY.W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### English Language Arts Standards > Writing > Grade 2

[CCSS.ELA-LITERACY.W.2.8](#) Recall information from experiences or gather information from provided sources to answer a question.

#### English Language Arts Standards > Writing > Grade 3

[CCSS.ELA-LITERACY.W.3.8](#) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### English Language Arts Standards > Writing > Grade 4

[CCSS.ELA-LITERACY.W.4.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### English Language Arts Standards > Writing > Grade 5

[CCSS.ELA-LITERACY.W.5.8](#) 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.

## English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

### KEY IDEAS AND DETAILS

- CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### English Language Arts Standards > Reading: Informational Text > Grade 1

- CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### English Language Arts Standards > Reading: Informational Text > Grade 2

- CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### English Language Arts Standards > Reading: Informational Text > Grade 3

- CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### English Language Arts Standards > Reading: Informational Text > Grade 4

- CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### English Language Arts Standards > Reading: Informational Text > Grade 5

- CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### English Language Arts Standards > Reading: Informational Text > Grade 6

- CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### English Language Arts Standards > Reading: Informational Text > Grade 7

- CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### English Language Arts Standards > Reading: Informational Text > Grade 8



- CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **English Language Arts Standards > Reading: Informational Text > Grades 9-10**

- CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **English Language Arts Standards > Reading: Informational Text > Grades 11-12**

- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
-