# 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.*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
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</thead>
</table>
| 9-10  | LAFS.910.L.3.4 | - online dictionary/thesaurus software such as **Wordsmyth**  
- visual dictionaries such as **Snappy Words**  
- online word analysis tools such as **Word Hippo** |
|       | 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.  
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), **both print and digital**, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
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). |
| 9-10  | LAFS.910.RH.3.7 | - online chart creators such as **Create A Graph**  
- online data analysis websites such as **Tuva**  
- spreadsheet programs such as Excel  
- online search engines such as **ERIC**  
- spreadsheet software such as Excel  
- database software such as Access |
|       | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital text**. |
| 9-10  | LAFS.910.RI.3.7 | - mind-mapping applications such as **Popplet**  
- online video/audio repositories such as **Teachertube**  
- online textbooks and eBooks such as **Google Books**  
- online timeline creators such as **Dipity**  
- online graphic organizer websites such as **Creately** |
|       | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and **multimedia**), determining which details are emphasized in each account. |
| 9-10  | LAFS.910.RST.3.7 | - online data analysis tools such as **Tuva**  
- multimedia production tools such as **pixlr** or Photoshop  
- word processing software such as Word  
- spreadsheet software such as Excel |
<p>|       | Translate quantitative or technical information expressed in words in a text into <strong>visual form</strong> (e.g., a table or chart) and |</p>
<table>
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<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
<th>Tools and Resources</th>
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<tr>
<td>9-10</td>
<td>LAFS.910.SL.1.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
<td>online poster creators, online chart creators such as Create A Graph, reference websites such as AskALibration.org, graphics software such as pixlr, online photo/video repositories such as Teachertube, information literacy interactive tutorials, spreadsheet software such as Excel</td>
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<tr>
<td>9-10</td>
<td>LAFS.910.SL.2.5</td>
<td>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.</td>
<td>multimedia production software such as Photoshop, online presentation creators such as Prezi, online graphic organizer websites such as Creately, online search engines such as ERIC</td>
</tr>
<tr>
<td>9-10</td>
<td>LAFS.910.W.1.2</td>
<td>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.</td>
<td>mind-mapping applications such as Popplet, online video/media albums, online poster creators, online artifact collectors, word cloud creators such as Wordle, online search engines such as ERIC, word processing software such as Word</td>
</tr>
</tbody>
</table>
presented (e.g., articulating implications or the significance of the topic).

| 9-10 | LAFS.910.W.2.6 | 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. | - online blogs  
- wikis such as Wikispaces Classroom  
- online keyboarding applications  
- word processing software such as Word  
- web conference software such as Skype |
| 9-10 | LAFS.910.W.3.8 | Gather relevant information from multiple authoritative print and **digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | - online note-taking applications such as Study Blue  
- online plagiarism detectors such as DupliChecker  
- one citation creators such as EasyBib  
- online search engines such as ERIC  
- information literacy interactive tutorials  
- word processing software such as Word |
| 9-10 | LAFS.910.WHST.1.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | - mind-mapping applications such as Popplet  
- online graphic organizer websites such as Creately  
- online video/media albums  
- online artifact collectors  
- word cloud creators such as Wordle  
- online timeline creators such as Dipity  
- interactive writing tutorials such as ReadWriteThink  
- word processing software such as Word |
| 9-10 | **LAFS.910.WHST.2.6**  
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. | - online blogs  
- wikis such as [Wikispaces](https://www.wikispaces.com) Classroom  
- online keyboarding applications  
- word processing software such as Word  
- web conferencing software such as [Skype](https://www.skype.com)  
- online databases such as [instaGrok](https://www.instagrok.com)  
- online database creators such as [Sodadb](https://www.sodadb.com)  
- database software such as Access  
- spreadsheet software such as Excel |
| 9-10 | **LAFS.910.WHST.3.8**  
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | - online search engines such as [ERIC](https://www.eric.ed.gov)  
- online note-taking applications such as [Study Blue](https://www.studyblue.com)  
- online plagiarism detectors such as [Dupli Checker](https://www.duplichecker.com)  
- one citation creators such as [EasyBib](https://www.easybib.com)  
- online bookmarking sites such as [Diigo](https://www.diigo.com)  
- interactive information literacy tutorials |