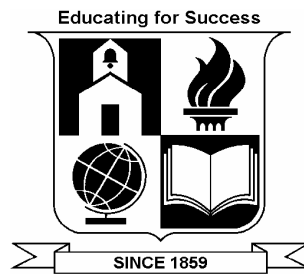


SAN LORENZO UNIFIED SCHOOL DISTRICT



Curriculum/Technology Integration Matrix English/Language Arts

Revised: August – 2006

**Based on SLZUSD Essential Standards for Language Arts,
Standards and Guidelines for Strong School Libraries,
Includes ELD Standards**

Supporting Project-based Classrooms

2006 -2009

Technology Benchmarks

During the 2005 – 2006 school year the San Lorenzo Unified School District's *Technology Use Plan* was revised to reflect both State and Federal guidelines related to the use of classroom technology.

The current plan includes a Curriculum/Technology Integration Matrix for Language Arts which acts as a curriculum integration model for integration of technology skills.

The goal each year is to have teachers at each grade level incorporate the identified technology and research standards into a lesson plan or unit.

Each student at each grade level will accomplish the yearly technology integration benchmark(s) identified in the Curriculum Technology Integration Matrices

The Curriculum/Technology Integration Matrix is based on state standards for research and technology as well as the identified academic standard for language arts, *Standards and Guidelines for Strong School Libraries* (grades 4-8), and the Essential Standards for Language Arts recommended by the District (SPIRAL) Literacy Committee.

Curriculum/Technology Integration Matrix for Language Arts

Kindergarten		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	Skill	Level
	Turn on computer	Introduce
	Choose a program	Introduce
	Change activity within a program	Introduce
	Exit program	Introduce
	Select another program	Introduce
	Shutdown computer	Introduce
	Use mouse	Introduce
	General Keyboard Orientation / Correct use of right hand and left hand	Introduce
	Input a CD-ROM/DVD	Introduce
Print Document	Introduce	
Examples Of Projects Using Technology Skills	Alphabet Book Counting Book Sign with their name	
English/Language Arts Content Standards California Public Schools	<p>Reading 1.0 Word Analysis, Fluency, and Systemic Vocabulary Development 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>2.0 Reading Comprehension 2.2 Use pictures and context to make predictions about story content.</p> <p>1.0 Writing Strategies 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>ELD 2.2 Use pictures and context to make predictions about story content.</p>	
YEARLY BENCHMARKS	Students will accomplish basic orientation of the keyboard and will create an alphabet book. Students will create a project using KidPix to draw and label pictures related to a story or topic.	

First Grade		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	Skill	Level
	Turn on/off computer	Practice
	Choose a program	Practice
	Change activity within a program	Practice
	Exit program	Practice
	Print document	Practice
	Manipulate basic keyboard functions (return, shift, space, and backspace)	Practice
	Select another program	Practice
	Demonstrate correct hand placement on keyboard	Practice
	Insert Graphics	Introduce
	Use graphic organizer	Introduce
Examples Of Projects Using Technology Skills	Class Story/individual Story Posters “All About Me” poster Journal	
English/Language Arts Content Standards California Public Schools	<p>1.0 Word Analysis, Fluency, and Systemic Vocabulary Development <i>Concepts About Print</i> 1.3 Identify letters, words, and sentences.</p> <p>1.0 Writing Strategies <i>Organization and Focus</i> 1.1 Select a focus when writing</p> <p>1.0 Written and Oral English Language Conventions (Includes ELD) <i>Spelling</i> 1.8 Spell three and four letter short-vowel words and grade-level appropriate sight words correctly.</p> <p><i>Punctuation</i> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing</p>	
YEARLY BENCHMARKS	<p>Students will word process, format, and spell check a brief narrative about an insect and its habitat.</p> <p>Students will create a flyer, insert a picture and write a narrative about the picture to support the curriculum.</p>	

Second Grade		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	Skill	Level
	Turn on/off computer	Master
	Choose a program	Master
	Change activity within a program	Master
	Exit program	Master
	Select another program	Master
	Print document	Master
	Insert Graphics	Practice
	Demonstrate correct hand placement on keyboard	Practice
	Use age appropriate word processing programs	Practice
	Use graphic organizer	Practice
	Manipulate keyboard including alpha-numeric keys	Introduce
	Edit and save work	Introduce
	Use bookmarks to access web pages	Introduce
Examples Of Projects Using Technology Skills	Class Story/Individual Story Weather Forecast Posters Poems Journal Virtual Field Trip Letters	
English/Language Arts Content Standards California Public Schools	1.0 Word Analysis, Fluency, and Systemic Vocabulary Development 1.9 Know the meaning of simple prefixes and suffixes 3.0 Literary Response and Analysis (ELD) 3.1 Compare and contrast plots, settings, and characters presented by different authors. 1.0 Writing Strategies 1.4 Revise original drafts to improve sequence and provide more descriptive detail. 2.0 Writing Applications 2.1 b. Describe the setting, characters, objects, and events in detail.	
YEARLY BENCHMARKS	Students will compose and edit a poem, insert clip art, and publish the poem using a word processing program. Students will use a graphic organizer to compare and contrast a situation.	

Third Grade			
Category Area	Uses of Technology in the Curriculum		
Technology Skills	Skill	Level	
		All skills mastered in previous grades	Use
		Use graphic organizer	Practice
		Use proper touch-typing on letter keys	Practice
		Use basic word-processing skills; Font, size, alignment, spell check, toolbars, page layout	Practice
		Import Graphics	Introduce
		Use digital resources to access information	Introduce
		Use the Internet; types addresses, manages bookmarks, Demonstrate ethical and safe procedures related to sharing personal information	Introduce
		File Management; Create folders, save to server	Introduce
		Create a table	Introduce
	Use Presentation Software	Introduce	
Examples Of Projects Using Technology Skills	Class Story/Individual Story Note Taking Reports Journal Virtual Field Trip Digital Portfolios Letter Poetry Math Tables		
English/Language Arts Content Standards California Public Schools	1.0 Writing Strategies 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. 2.0 Writing Applications 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interest of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature. 1.0 Listening and Speaking Strategies (ELD) 1.1 Retell, paraphrase and explain what has been said by a speaker. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.		
YEARLY BENCHMARKS	Students will use word processing technology to create, revise and publish a model paragraph. Students will compose a thank-you note on the computer that includes proper salutations, punctuation, and closing. Students will type words in a table using columns, rows, and tabs for a unit of study. Students will retell simple stories by using drawings, words or phrases, (ELD).		

Fourth Grade		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	Skill	Level
	All skills mastered in previous grades	Use
	Demonstrate ethical and safe procedures related to sharing personal information	Practice
	Use presentation software	Practice
	Import and create graphics in documents	Practice
	Keyboard with increasing speed and accuracy and learning additional keys (12 wpm)	Practice
	File Management; Create folders, save to server or media	Practice
	Use graphic organizers.	Practice
	Use a scanner and digital camera with adult supervision	Introduce
	Communicate using e-mail	Introduce
	Uses a developmentally appropriate research process to access information	Introduce
	Examine issues of copyright and the ethical use of computer networks	Introduce
	Create and use charts and graphs	Introduce
Examples Of Projects Using Technology Skills	Class Story/Individual Story Note Taking Reports Journal Virtual Field Trip E-mail Data Collection Projects that includes citing sources Electronic Research Newsletters Digital Portfolios	
English/Language Arts Content Standards California Public Schools	1.0 Writing Strategies 1.2 Create multiple-paragraph compositions 1.0 Written and Oral English Language Conventions 1.2 Combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases. (ELD) Research and Technology 1.7 Use various reference materials, (dictionary, thesaurus, library patron station, encyclopedia, on-line database, Internet) as an aid in writing reports. Sentence Structure 1.2 Combine short related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	
YEARLY BENCHMARKS	Students will use the Big 6 Information Literacy Model to conduct research and will word process a final report with cover page, proper formatting and bibliography. Students will create and present an oral report using presentation software. Students will access images and video that support the instructional unit and ask and answer questions using phrases or simple sentences. (ELD)	

Fifth Grade		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	Skill	Level
	All skills mastered in previous grades	Use
	Import and create graphics	Master
	Use Basic word-processing skills	Master
	Use a scanner and digital camera with adult supervision	Master
	Use graphic organizers.	Master
	Explore Internet and perform guided research	Practice
	Demonstrate ethical and safe procedures related to sharing personal information	Practice
	Examine issues of copyright and the ethical use of computer networks	Practice
	Create and use charts and graphs	Practice
	Use Presentation Software	Practice
	Manage files, folders and basic operating system	Practice
	Keyboard with increasing speed and accuracy (15 wpm)	Practice
	Evaluates authority, credibility, currency of information.	Introduce
Examples Of Projects Using Technology Skills	Class Story/Individual Story Note Taking Reports Journal Flyers Newsletters Greeting Cards Virtual Field Trip E-mail Digital Portfolios Data Collection Projects	
English/Language Arts Content Standards California Public Schools	1.0 Word Analysis, Fluency, and Systemic Vocabulary Development 1.1 Read aloud narrative and expository text fluently and accurately with appropriate accuracy and intonation and expression. 3.0 Literary response and analysis 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 1.0 Writing Strategies (ELD) 1.2 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 2.0 Writing Applications (Genres and Their Characteristics) 2.3 Write research reports about important ideas issues or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples and explanations.	
YEARLY BENCHMARKS	Students will use the Big 6 Information Literacy Model to conduct research and will word process a final report with cover page, proper formatting and bibliography. Students will develop and use PowerPoint Presentations as a tool to deliver oral communications related to a topic of research and study. Students will write simple sentences and use drawings, pictures, lists, charts and tables to respond to familiar literature. (ELD)	

Language Arts ELD Modifications

Students will use a variety of software tools to deliver oral and written communication related to a topic of research and study.

Beginning	Students will create a structured, multiple -slide presentation with labeled pictures that are relevant to the topic. Structure should be teacher-created. Topic should be something already familiar, to the student, even though the vocabulary may not be. Examples of relevant topics: family, country of origin, their school site. Oral presentation will focus on recitation of words with correct pronunciation.
Early Intermediate	Students will create a structured, multiple -slide presentation with simple sentences and relevant pictures. Structure should be teacher-created. Students should be able to express the main idea of the presentation in a complete sentence. Examples of relevant topics: family, country of origin, United States, their neighborhood, and immigration. Structured data collection is appropriate, using one or two specific websites or taking a class survey. Examples of surveys may include number of siblings, languages spoken, or type of home. First draft of presentation should be revised for visual aesthetics, basic conventions and content. Oral presentation will focus on speaking complete sentences with correct pronunciation and intonation.
Intermediate	Students will create multiple -slide presentation based upon research collected from a variety of sources, including the internet, books and class surveys. Students should be able to express the main idea of the presentation in a complete sentence. The presentation should have structured elements with room for student exploration and creation. Students should begin using search engines to locate information as well as specific websites. Students should be able to identify main idea and key points from research and include only those points in their presentation. First draft of presentation should be revised for visual aesthetics, basic grammar and conventions, and content. Oral presentation will focus on paraphrasing, expanded vocabulary and correct pronunciation.
Early Advanced and Advanced	Students at this level will be able to do all of the above with less structure from the teacher. Focus should be expanding vocabulary in the content area as well as technology.

Middle School		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	<u>Skill</u>	<u>Level</u>
	All skills mastered in previous grades	Use
	Create and use charts and graphs	Master
	Manage files, folders and basic operating system functions including menus and toolbars; navigation of the desktop; saving, moving, and renaming files; organizing files in folders and deleting files; searching for lost files.	Master
	Keyboard with increasing speed and accuracy (18-25 wpm)	Practice
	Use Word-processing skills of Pagination, footnotes, end notes, headers, mail merge	Introduce
	Selects relevant information during the research process.	Introduce
	Solve basic computer problems encountered with hardware and software	Introduce
	Gather data, design and use a database	Introduce
	Integrate word-processing, graphics, spreadsheets, and databases to prepare and present data	Introduce
	Design a multiple page web site with organization, good design, and working	Introduce
	Use advanced e-mail functions (attaching files, cc, etc.)	Introduce
Examples Of Projects Using Technology Skills	Note taking Multi-page footnoted reports Journal/grade level newspaper Virtual Field Trip E-mail/Internet projects Create a form letter using mail merge	Digital portfolios Group and individual projects Data collection projects Environmental Surveys Create a web page Logic Projects
English/Language Arts Content Standards California Public Schools	<p>Writing 1.3 Create multiple-paragraph expository compositions.</p> <p>Research & Technology 1.4 Compose documents with appropriate formatting by using word-processing skills and principles of design (margins, tabs, spacing, columns, page orientation).</p> <p>Organization and Delivery of Oral Communication 1.5 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>Listening and Speaking Strategies 1.0 Deliver focused, coherent presentations that convey ideas clearly and relate to the backgrounds and interests of the audience.</p> <p>Speaking Applications 2.4 Deliver well-organized formal and persuasive presentations: 2.4 b. Describe the points in support of the argument and employ well-articulated evidence.</p> <p>Deliver research presentations 2.3 c. Use a variety of primary and secondary sources and distinguish the nature and value of each. 2.3 d. Organize and record information on charts, maps, and graphs.</p>	
YEARLY BENCHMARK	Students will collect and organize data related to research and use a spreadsheet application to create graphs and charts to interpret the data collected. The charts and graphs will be embedded in a research report whether it is print or presentation.	

High School		
Category Area	Uses of Technology in the Curriculum	
Technology Skills	Skill	Level
	All skills mastered in previous grades	Use
	Word Process at 55 wpm with at least 80% accuracy	Master
	Create a spreadsheet using advanced functions	P&M
	Import/export text, data, sound, etc.	P & M
	Integrate word-processing, graphics, spreadsheets, and databases to prepare and present data	Master
	Create a web page	P & M
	Gather data, design and create a database	Master
	Perform Boolean searches with multiple search engines	P & M
	Demonstrate ethical use of computer networks and copyrights	P & M
	Demonstrate ethical and safe procedures related to sharing personal information	P & M
	Evaluate online sources of information for appropriateness and credibility, and discriminate between public and private data	P & M
	Use basic troubleshooting strategies to handle routine hardware and software problems	P & M
	Use hyperlinked multimedia tools and integrated productivity tools to design, publish and present individual and team projects	P & M
	Use telecommunications to collaborate with students, experts and others at distant locations to investigate curriculum related concepts, issues and information.	P & M
	Make informed choices among technology systems, resources, and services.	P & M
	Identify capabilities and limitations of contemporary and emerging technology resources and the potential for lifelong learning and workplace needs.	P & M
Examples Of Projects Using Technology Skills	Note taking Multi-page footnoted reports Journal/grade level newspaper Virtual field trip E-mail/Internet projects Job Search Digital Presentations Developing Websites Distance Learning	Digital Portfolios Animated shorts On-line interviews Group and individual projects Data collection projects Environmental Surveys Create a web page Logic Projects
YEARLY BENCHMARK	Students will create at least one exemplar project per year illustrating technology competencies such as creation of a word processed research report, PowerPoint Presentation, Website, Digital Photography, Graphics Project or integration of spreadsheet and/or database applications as a part of a planned project.	

P = Practice
M = Master

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