



Copyright & Creativity for Ethical Digital Citizens™

Correlation of Education Standards

iKeepSafe is committed to providing educators with relevant and targeted curriculum to help them meet required teaching goals. The following table shows how *Copyright & Creativity for Ethical Digital Citizens* maps to current education standards:

- American Association of School Librarians (AASL), [Standards for the 21st-Century Learner](#)
- International Society for Technology in Education (ISTE), [ISTE Standards•S](#) (Formerly known as NETS.)
- Partnership for 21st Century Skills, [21st Century Standards](#)
- Common Core, [Common Core State Standards, English Language Arts & Literacy](#)
- California School Library Association, [Model School Library Standards for California Public Schools](#)

Standards Addressed	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
AASL 1: Inquire, think critically, and gain knowledge.							
1.1.2: Use prior and background knowledge as context for new learning.	✓	✓	✓	✓	✓	✓	✓
1.1.3: Develop and refine a range of questions to frame search for new understanding.	✓	✓	✓	✓	✓	✓	✓
1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	✓	✓	✓	✓	✓	✓	✓
1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	✓	✓	✓	✓	✓	✓	✓
1.1.9: Collaborate with others to broaden and deepen understanding.	✓	✓	✓	✓	✓	✓	✓
1.3.4: Contribute to the exchange of ideas within the learning community.	✓	✓	✓	✓	✓	✓	✓
1.4.1: Monitor own information seeking processes and assess for gaps or weaknesses.	✓	✓	✓	✓	✓	✓	✓
1.4.2: Use interaction with and feedback from teachers and peers to guide own inquiry process.	✓	✓	✓	✓	✓	✓	✓
1.4.4: Seek appropriate help when needed.	✓	✓	✓	✓	✓	✓	✓
AASL 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.							

2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	✓	✓	✓	✓	✓	✓	✓
2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	✓	✓	✓	✓	✓	✓	✓
2.2.1: Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.	✓	✓	✓	✓	✓	✓	✓
2.2.4: Demonstrate personal productivity by completing products to express learning.			✓	✓	✓	✓	✓
2.3.1: Connect understanding to the real world.	✓	✓	✓	✓	✓	✓	✓
2.4.1: Determine how to act on information (accept, reject, modify).	✓	✓	✓	✓	✓	✓	✓
AASL 3: Share knowledge and participate ethically and productively as members of our democratic society.							
3.1.2: Participate and collaborate as members of a social and intellectual network of learners.	✓	✓	✓	✓	✓	✓	✓
3.1.3: Use writing and speaking skills to communicate new understandings effectively.	✓	✓	✓	✓	✓	✓	✓
3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	✓	✓	✓	✓	✓	✓	✓
3.2.3: Demonstrate teamwork by working productively with others.	✓	✓	✓	✓	✓	✓	✓
3.3.2: Respect the differing interests and experiences of others and seek a variety of viewpoints.	✓	✓	✓	✓	✓	✓	✓
AASL 4: Pursue personal and aesthetic growth.							
4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.	✓	✓	✓	✓	✓	✓	✓
4.1.5: Connect ideas to own interests and previous knowledge and experience.	✓	✓	✓	✓	✓	✓	✓
ISTE Standards•S 1: Creativity and Innovation							
1a: Students apply existing knowledge to generate new ideas, products, or processes.	✓	✓	✓	✓	✓	✓	✓
ISTE Standards•S 2: Communication and Collaboration							
2a. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	✓	✓	✓	✓	✓	✓	✓
ISTE Standards•S 3: Research and Information Fluency							
3b: Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	✓	✓	✓	✓	✓	✓	✓
ISTE Standards•S 4: Critical Thinking, Problem Solving, and Decision Making							
4a. Students identify and define authentic problems and significant questions for investigation.	✓	✓	✓	✓	✓	✓	✓

ISTE Standards•S 5: Digital Citizenship							
5a: Students advocate and practice safe, legal, and responsible use of information and technology.	✓	✓	✓	✓	✓	✓	✓
Partnership for 21st Century Skills							
P21: Creativity & Innovation	✓	✓	✓	✓	✓	✓	✓
P21: Critical Thinking & Problem Solving	✓	✓	✓	✓	✓	✓	✓
P21: Communication & Collaboration	✓	✓	✓	✓	✓	✓	✓
P21: Information Literacy, Media Literacy, Social & Cross-Cultural Skills	✓	✓	✓	✓	✓	✓	✓
Common Core State Standards: English Language Arts							
RL.1: Key Ideas and Details	✓	✓	✓	✓	✓	✓	✓
RL.2: Key Ideas and Details	✓	✓	✓	✓	✓	✓	✓
RL.3: Key Ideas and Details	✓	✓	✓	✓	✓		
RL.5: Craft and Structure	✓	✓	✓				
RL.6: Craft and Structure	✓	✓	✓	✓			
RL.7: Integration of Knowledge and Ideas	✓	✓	✓				
SL.1: Comprehension and Collaboration	✓	✓	✓	✓	✓	✓	
SL.2: Comprehension and Collaboration	✓	✓	✓	✓	✓	✓	✓
SL.3: Comprehension and Collaboration	✓	✓	✓				
SL.4: Presentation of Knowledge and Ideas	✓	✓	✓	✓	✓	✓	✓
SL.5: Presentation of Knowledge and Ideas	✓	✓	✓		✓	✓	✓
SL.6: Presentation of Knowledge and Ideas	✓	✓	✓	✓	✓	✓	✓
W.1: Text Types and Purposes							✓
W.2: Text Types and Purposes				✓	✓	✓	✓
W.3: Text Type and Purposes			✓	✓	✓	✓	✓
W.4: Production and Distribution of Writing				✓	✓	✓	✓
W.6: Production and Distribution of Writing							✓
W.8: Research to Build and Present Knowledge	✓	✓	✓	✓	✓	✓	✓
W.9: Research to Build and Present Knowledge							✓

CCSS ELA Detail by Grade: Kindergarten

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)

SL.K.1: Participate in collaborative conversations with diverse partners about *grade level* topics and texts with peers and adults in small and larger groups.

SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b: Continue a conversation through multiple exchanges.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS ELA Detail by Grade: 1

RL.1.1: Ask and answer questions about key details in a text.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3: Describe characters, settings, and major events in a story, using key details.

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6: Identify who is telling the story at various points in a text.

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1: Participate in collaborative conversations with diverse partners about *grade level* topics and texts with peers and adults in small and larger groups.

SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation.

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS ELA Detail by Grade: 2

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.1b: Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

CCSS ELA Detail by Grade: 3

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

SL.3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

CCSS ELA Detail by Grade: 4

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.4: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

CCSS ELA Detail by Grade: 5

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

CCSS ELA Detail by Grade: 6

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

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.												
W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.												
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.												
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.												
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.												
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.												
California School Library Association						Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
CSLA 1. Students access information: The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.												
1.1 Recognize the need for information.						✓	✓	✓	✓	✓	✓	✓
1.2 Formulate appropriate questions.						✓	✓	✓	✓		✓	✓
1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies.											✓	✓
1.4 Retrieve information in a timely, safe, and responsible manner.								✓	✓	✓		✓
CSLA 2. Students evaluate information: The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.												
2.1 Determine the relevance of the information.						✓	✓	✓	✓	✓	✓	✓
2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources.						✓	✓		✓	✓	✓	✓
2.3 Consider the need for additional information.							✓	✓	✓	✓	✓	✓
CSLA 3. Students use information: The student will organize, synthesize, create, and communicate information.												
3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources.						✓	✓	✓		✓	✓	✓
3.2 Draw conclusions and make informed decisions.							✓		✓	✓	✓	✓
3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.						✓	✓	✓	✓	✓		✓
CSLA 4. Students integrate information literacy skills into all areas of learning: The student will independently pursue information to become a lifelong learner.												
4.1 Read widely and use various media for information, personal interest, and lifelong learning.												
4.2 Seek, produce, and share information.						✓	✓	✓			✓	✓
4.3 Appreciate and respond to creative expressions of information.						✓	✓	✓	✓	✓		✓