

Massachusetts Digital Literacy and Computer Science (DL&CS) Standards - Grades 3-5



Strand	Standard	TypeTastic Keyboarding Curriculum	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking +	Data	Data Collection and Visualization	Basics of AI +	* CodeMonkey Curriculum
3-5.CAS.c.4	Use critical thinking to explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).							•					•					
3-5.CAS.c.5	Identify resources in the community that can give people access to technology (e.g., libraries, community centers, education programs, schools, hardware/software donation programs, etc.)							•										
3-5.CAS.c.6	Identify ways in which people with disabilities access and use technology (e.g., audio players and recorders, FM listening systems, magnifiers, etc.)												•*					
3-5.CAS.c.7	Identify the impact of social media and cyberbullying on individuals, families, and society.		•															
3-5.DTC - Digital Tools and Collaboration (DTC)																		
3-5.DTC.a - Digital Tools																		
3-5.DTC.a.1	Type five words-per-minute times grade level (e.g., Grade 5 = 25 words/minute).	•																
3-5.DTC.a.2	Navigate between local, networked, or online/cloud environments and transfer files between each (upload/download).														•			
3-5.DTC.a.3	Use digital tools (local and online) to manipulate and publish multimedia artifacts.										•*							
3-5.DTC.b - Collaboration and Communication																		
3-5.DTC.b.1	Communicate key ideas and details in a way that informs, persuades, and/or entertains working individually or collaboratively using digital tools and media-rich resources.										•*							



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3-5.CS.c - Networks																		
3-5.CS.c.1	Describe how a network is made up of a variety of components and identify the common components.						•											
3-5.CS.c.2	Describe the need for authentication (e.g., identification of users and devices as it relates to access permissions, privacy, and security).																	
3-5.CS.c.3	Define and explain what the Internet is by using common terms (e.g., website, Uniform Resource Locator (URL), Internet Protocol (IP) address).						•							•				
3-5.CS.c.4	Recognize that there are many sources of and means for accessing information within a network.													•				
3-5.CS.d - Services																		
3-5.CS.d.1	Identify common services (e.g., search engines or document storage) and describe how they differ from locally installed applications.													•				
3-5.CT.a - Abstraction																		
3-5.CT.a.1	Use numbers or letters to represent information in another form (e.g., secret codes, Roman numerals, abbreviations).														•			
3-5.CT.a.2	Explain how a variable (a storage location associated with a name) can be used to store changing data/values (e.g., the score in video game, account balance, numbers to add).																	
3-5.CT.a.3	Organize information in different ways to make it more useful/relevant (e.g., sorting, tables).														•			



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3-5.CT.a.4	Make a list of sub-problems to consider while addressing a larger problem.																	
3-5.CT.b - Algorithms																		
3-5.CT.b.1	Define an algorithm as a sequence of instructions that can be processed by a computer.																	
3-5.CT.b.2	Recognize that different solutions exist for the same problem.																	•**
3-5.CT.b.3	Use logical reasoning to predict outcomes of an algorithm.																	•**
3-5.CT.b.4	Write an algorithm to solve a grade-level appropriate problem (e.g., move a character/robot/person through a maze, instruct a character/robot/person to draw a specific shape, have character/robot/person start, repeat, or end activity as required or upon a specific event), individually and collaboratively.																	
3-5.CT.b.5	Detect and correct logical errors in algorithms; written, mapped, live action, or digital.																	
3-5.CT.c - Data																		
3-5.CT.c.1	Use a Base-2 System to demonstrate how a string of bits can be used to represent alphanumeric information (e.g., letters, numbers, and symbols).														•			
3-5.CT.c.2	Describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).													•				
3-5.CT.c.3	Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).										•*					•		



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3-5.CT.c.4	Utilize a database, such as a spreadsheet, to collect, organize, graph, and analyze data to answer a question.															•		
3-5.CT.d - Programming and Development																		
3-5.CT.d.1	Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.																	•**
3-5.CT.d.2	Use arithmetic operators, conditionals, and repetition in programs.																	•**
3-5.CT.d.3	Use interactive debugging to detect and correct simple program errors.																	•**
3-5.CT.d.4	Recognize that programs need known initial conditions (e.g., set initial score to zero in a game, initialize variables, or initial values set by hardware input).																	•**
3-5.CT.e - Modeling and Simulation																		
3-5.CT.e.1	Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, invasive species).																	
3-5.CT.e.2	Create a simple model of a system (e.g., cell, solar system) and explain what the model shows and does not show, individually and collaboratively.																	
3-5.CT.e.3	Use data from a simulation to answer a question, individually and collaboratively.																	

* Standard aligned using offline materials

** CodeMonkey Coding Curriculum sold separately for current customers