

100 Days of School Collaboration Learning Standards

ELA Next Generation Learning Standards

Speaking and Listening Standards:

Kindergarten

KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

KSL1b: Participate in conversations through multiple exchanges.

KSL1c: Consider individual differences when communicating with others.

KSL6: Express thoughts, feelings, and ideas.

1st Grade

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.

1SL1d: Consider individual differences when communicating with others.

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

2nd Grade

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.

2SL1d: Consider individual differences when communicating with others.

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Kindergarten Next Generation Math Standards:

NY-K.CC.1 Count to 100 by ones and by tens.

NY-K.CC.4 Understand the relationship between numbers and quantities; up to 20, connect counting to cardinality.

NY-K.MD.1 Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.

NY-K.MD.2 Directly compare two objects with a common measurable attribute and describe the difference.

1st Grade Next Generation Math Standards:

Understand place value

NY-1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

- a. 10 can be thought of as a bundle of ten ones – called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

NY-1.NBT.4 Add within 100, including:

- a two-digit number and a one-digit number;
- a two-digit number and a multiple of 10.

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.

Notes: Students should be taught to use strategies based on place value, properties of operations, and the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy. A written representation is any way of representing a strategy using words, pictures, or numbers.

2nd Grade Next Generation Math Standards

Represent and solve problems involving addition and subtraction

NY-2.OA.1a Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.

NY-2.OA.1b Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.

NY-2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Notes: Students should be taught to use strategies based on place value, properties of operations, and the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy. Fluency involves a mixture of just knowing some

answers, knowing some answers from patterns, and knowing some answers from the use of strategies.

NY State Computer Science and Digital Fluency Standards

Kindergarten – 1st Grade

K-1.CT.1 Identify and describe one or more patterns (found in nature or designed) and examine the patterns to find similarities and make predictions.

K-1.CT.3 Identify ways to visualize data, and collaboratively create a visualization of data.

K-1.CT.4 Identify a problem or task and discuss ways to break it into multiple smaller steps.

K-1.CT.8 Identify a task consisting of steps that are repeated and recognize which steps are repeated.

K-1.CT.10 Collaboratively create a plan that outlines the steps needed to complete a task.

K-1.DL.2 Communicate and work with others using digital tools.

2nd Grade

2-3.CT.1 Create a model of an object or computational process in order to identify patterns and essential elements of the object or process.

2-3.CT.3 Present the same data in multiple visual formats in order to tell a story about the data.

2-3.CT.4 Identify multiple ways that the same problem could be decomposed into smaller steps

2-3.CT.5 Identify the essential details needed to perform a general task in different settings or situations.

2-3.CT.7 Name/label key pieces of information in a set of instructions, noting whether each name/label refers to a fixed or changing value.

2-3.CT.8 Identify steps within a task that should only be carried out under certain precise conditions.

2-3.CT.10 Develop and document a plan that outlines specific steps taken to complete a project.

2-3.DL.2 Communicate and work with others using digital tools to share knowledge and convey ideas.