

Learn Jelly Projects: Standards Alignment - Common Core Standards

Core Standards Alignment www.learnjelly.com														
Grade 1	CC ELA	Session Alignment	Grade 2	CC ELA	Session Alignment	Grade 3	CC ELA	Session Alignment	Grade 4	CC ELA	Session Alignment	Grade 5	CC ELA	Session Alignment
CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2,3,5,9	CCSS.ELA-LITERACY.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.	2,3,5,9	CCSS.ELA-LITERACY.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2,3,5,9
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.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.	2,3,5,9	CCSS.ELA-LITERACY.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.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2,3,5	CCSS.ELA-LITERACY.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	2,3,4,5,7,8,9
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2	CCSS.ELA-LITERACY.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	2,3,5,9	CCSS.ELA-LITERACY.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).	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	2
CCSS.ELA-LITERACY.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2,3,5,9	CCSS.ELA-LITERACY.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	2,3,5,9	CCSS.ELA-LITERACY.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.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.	2,3,5,9
CCSS.ELA-LITERACY.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	2	CCSS.ELA-LITERACY.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	2	CCSS.ELA-LITERACY.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	2,3,5,9	CCSS.ELA-LITERACY.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2,3,5,9	CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2,3,5,9
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	2,3,5,9	CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	2,3,5,9	CCSS.ELA-LITERACY.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.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.	2,3,5,9

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CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2,3,5,9	CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2,3,5,9	CCSS.ELA-LITERACY.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	2,3,5,9	CCSS.ELA-LITERACY.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.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.	6,7,8,9
CCSS.ELA-LITERACY.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2,3,5,9	CCSS.ELA-LITERACY.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.	2,3,5,9	CCSS.ELA-LITERACY.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.		CCSS.ELA-LITERACY.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.				
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2,3,5,9	CCSS.ELA-LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		CCSS.ELA-LITERACY.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.				
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.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.	2,3,4,5,7,8,9	CCSS.ELA-LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		CCSS.ELA-LITERACY.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.				
						CCSS.ELA-LITERACY.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.		CCSS.ELA-LITERACY.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.				
						CCSS.ELA-LITERACY.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		CCSS.ELA-LITERACY.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				

Learn Jelly Projects: Standards Alignment - Florida Standards ELA

Florida ELA Standards Alignment www.learnjelly.com														
Grade 1	FS ELA	Session Alignment	Grade 2	FS ELA	Session Alignment	Grade 3	FS ELA	Session Alignment	Grade 4	FS ELA	Session Alignment	Grade 5	FS ELA	Session Alignment
LAFS.1.RI.1.1	Ask and answer questions about key details in a text.	2,3,5,9	LAFS.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to	2,3,5,9	LAFS.3.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or	2	LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2	LAFS.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3,4,5
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text.	2,3,4,5,7,8,9	LAFS.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2,3,5,9	LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2,3,5,9	LAFS.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2	LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2,3,5,9	LAFS.2.RL.1.1	Ask and answer such questions as who, what, where, when, why, and how to	2,3,5,9	LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	N/A	LAFS.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect,	3,4,5	LAFS.5.RI.3.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	3,4,5
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2,3,5,9	LAFS.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2,3,4,5,7,8,9	LAFS.3.RI.2.6	Distinguish their own point of view from that of the author of a text.	2,3,4,5,7,8,9	LAFS.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	2,3,5,9	LAFS.5.RL.1.2	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.	2,3,4,5

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LAFS.1.RL.3.7	Use the illustrations and details in a text to describe its key ideas.	2,3,4,5,7,8,9	LAFS.2.RL.1.3	Describe how characters in a story respond to major events and challenges.	2,3,4,5,7,8,9	LAFS.3.RL.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words		LAFS.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2,3,5,9	LAFS.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2,3,4,5
LAFS.1.RL.1.1	Ask and answer questions about key details in a text.	2,3,5,9	LAFS.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to	2,3,4,5,7,8,9	LAFS.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2,3,5,9	LAFS.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		LAFS.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	3,5,9
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2,3,4,5,7,8,9	LAFS.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories)	3,5,9	LAFS.3.RL.1.2	Recount stories, including fables, folktales, and myths from diverse cultures;	2,3,4,5,7,8,9	LAFS.4.RL.1.3	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).	2,3,4,5,7,8,9	LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	3,5,9
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.	2,3,4,5,7,8,9	LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics	2,3,5,9	LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how	2,3,4,5,7,8,9	LAFS.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A	LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3,5,9

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LAFS.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics	2,3,5,9	LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2,3,4,5,7,8,9	LAFS.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.	N/A	LAFS.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	2,3,4,5,7,8,9	LAFS.5.SL.2.4	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.	3,5,9
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2,3,5,9	LAFS.2.SL.1.3	Ask and answer questions about what a speaker says in order to clarify	2,3,5,9	LAFS.3.RL.2.5	Refer to parts of stories, dramas, and poems when writing or speaking about a	2,3,5,9	LAFS.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	3,5,9			
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional	2,3,5,9	LAFS.2.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive	2,3,4,5,7,8,9	LAFS.3.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is	2,3,5,9	LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media	3,5,9			
			LAFS.2.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or rec	3,4,5,7,8,9	LAFS.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	3,5,9	LAFS.4.SL.2.4	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.	3,5,9			
						LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information		LAFS.4.SL.2.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	3,4,5,7,8			
						LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	2,3,5,9						

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						<u>LAFS.3.SL.2.4</u>	Report on a topic or text, tell a story, or recount an experience with appropriate	2,3,5,9						
						<u>LAFS.3.SL.2.5</u>	Demonstrate fluid reading at an understandable pace, adding visual displays and	2,3,5,9						

Learn Jelly Projects: Standards Alignment - Florida Standards Computer Sci.

Florida Standards Computer Sci. Alignment www.learnjelly.com					
Grade K-2	FS CS	Session Alignment	Grade 3-5	FS CS	Session Alignment
SC.K2.CS-CC.1.1	Identify a variety of digital tools used for communication and collaboration (e.g., online library catalogs and databases).	1	SC.35.CS-CC.1.1	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.	1
SC.K2.CS-CC.1.2	Conduct basic keyword searches, and exchange information and feedback with teachers and other students (e.g., e-mail and text messaging).	N/A	SC.35.CS-CC.1.2	Describe key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.	6,7,8
SC.K2.CS-CC.1.3	Collaborate and cooperate with peers, teachers, and others using technology to solve problems.	6,7,8,9	SC.35.CS-CC.1.3	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.	6,7,8,9
SC.K2.CS-CC.1.4	Provide and accept constructive criticism on a collaborative project.	5,9	SC.35.CS-CC.1.4	Describe how collaborating with others can be beneficial to a digital project.	9
SC.K2.CS-CS.1.1	Define simulation and identify the concepts illustrated by a simple simulation (e.g., growth, human health, and the butterfly life cycle).	6	SC.35.CS-CC.1.5	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.	9
SC.K2.CS-CS.1.4	Solve questions individually and collaboratively using models.	6,7,8,9	SC.35.CS-CS.1.4	Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.	6,7,8,9
SC.K2.CS-CS.1.3	Describe how models represent a real-life system (e.g., globe or map).	9	SC.35.CS-CS.2.3	Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.	6,7,8,9

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SC.K2.CS-CS.2.1	Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.	6,7,8	SC.35.CS-CS.2.6	Write an algorithm to solve a grade-level appropriate problem (e.g., move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a specific event), individually or collaboratively.	6,7,8
SC.K2.CS-CS.2.4	Define an algorithm as a sequence of defined steps.	6	SC.35.CS-CS.2.7	Identify and correct logical errors in algorithms; written, mapped, live action, or digital.	6,7,8
SC.K2.CS-CS.2.5	Create a simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).	6,7,8	SC.35.CS-CS.2.8	Systematically test and identify logical errors in algorithms.	6,7,8
SC.K2.CS-CS.2.6	Illustrate thoughts, ideas, and stories in a step-by-step manner using writing tools, digital cameras, and drawing tools.	3,4,5,6,7,8	SC.35.CS-CS.2.9	Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.	6,7,8,9
SC.K2.CS-CS.2.7	Develop and present an algorithm using tangible materials.	6,7,8,9	SC.35.CS-CS.3.1	Manipulate and publish multimedia artifacts using digital tools (local and online).	6,7,8
SC.K2.CS-CS.3.1	Create a digital artifact (independently and collaboratively) that clearly expresses thoughts and ideas.	6,7,8	SC.35.CS-CP.2.1	Perform keyboarding skills for communication and the input of data and information.	6,7,8
SC.K2.CS-CS.3.2	Create, review, and revise artifacts that include text, images, and audio using digital tools.	6,7,8,9	SC.35.CS-CP.2.2	Create, test, and modify a program in a graphical environment (e.g., block-	6,7,8
SC.K2.CS-CP.2.1	Define a computer program as a set of commands created by people to do something.	6	SC.35.CS-CP.2.3	Create a program using arithmetic operators, conditionals, and repetition in programs.	6,7,8

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<u>SC.K2.CS-CP.2.2</u>	Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps.	6	SC.35.CS-CP.2.5	Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.	6,7,8
<u>SC.K2.CS-CP.2.3</u>	Explain that computers only follow the programs instructions.	6			
<u>SC.K2.CS-CP.2.4</u>	Construct a simple program using tools that do not require a textual programming language (e.g. block-based programming language).	6,7,8			
<u>SC.K2.CS-CP.3.1</u>	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	6,7,8			
<u>SC.K2.CS-CP.3.2</u>	Prepare a simple presentation of digital products and applications.	N/A			

Next Generation Science Standards Alignment www.learnjelly.com		
Grade K - 2	NGSS	Session Alignment
K-2-ETS1-1.	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	1
K-2-ETS1-2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	2,3,4,5,6,7,8,9

Learn Jelly Projects: Standards Alignment - ISTE Standards

ISTE Standards Alignment www.learnjelly.com		
Grade 1 - 5	ITSE	Session Alignment
1a	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	2,3,4,5,7,8,9
1b	Students build networks and customize their learning environments in ways that support the learning process.	2,3,4,5,7,8,9
1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	7,8,9
1d	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	7,8,9
3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	2,3,4,5,7,8,9
3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	N/A

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3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	2,3,4,5,7,8,9
3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	2
5c	Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	2,3,4,5,7,8,9
5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	6,7,8,9
6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	2,3,4,5,7,8,9
6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	2,4,5,7,8
6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	7,8,9
6d	Students publish or present content that customizes the message and medium for their intended audiences.	3,5,9

Learn Jelly Projects: Standards Alignment - Computer Science Teacher Association Standards

Computer Sci. Teacher Assoc. Standards Alignment www.learnjelly.com					
Grade 1 - 2	CSTA	Session Alignment	Grade 3 - 5	CSTA	Session Alignment
1A-A-5-2	Construct programs, to accomplish a task or as a means of creative expression, which include sequencing, events, and simple loops, using a block-based visual programming language, both independently and collaboratively (e.g., pair programming)	6,7,8,9	1B-A-2-1	Apply collaboration strategies to support problem solving within the design cycle of a program.	2,3,4,5,7,8,9
1A-A-5-3	Plan and create a design document to illustrate thoughts, ideas, and stories in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).	2,3,4,5,7,8,9	1B-A-5-3	Create a plan as part of the iterative design process, both independently and with diverse collaborative teams (e.g., storyboard, flowchart, pseudo-code, story map).	2,3,4,5,7,8,9
1A-A-3-5	Decompose (break down) a larger problem into smaller sub-problems with teacher guidance or independently	2,3,4,5,7,8,9	1B-A-5-4	Construct programs, in order to solve a problem or for creative expression, that include sequencing, events, loops, conditionals, parallelism, and variables, using a block-based visual programming language or text-based language, both independently and collaboratively (e.g., pair programming).	6,7,8,9
1A-A-3-7	Construct and execute algorithms (sets of step-by-step instructions) that include sequencing and simple loops to accomplish a task, both independently and collaboratively, with or without a computing device.	6,7,8	1B-A-3-6	Decompose (break down) a larger problem into smaller sub-problems, independently or in a collaborative group.	2,3,4,5,7,8,9
			1B-A-3-7	Construct and execute an algorithm (set of step-by-step instructions) that includes sequencing, loops, and conditionals to accomplish a task, both independently and collaboratively, with or without a computing device.	6,7,8

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			1B-D-5-12	Create a computational artifact to model the attributes and behaviors associated with a concept (e.g., solar system, life cycle of a plant).	6,5,7,8
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