Camelot Learning Mathematics Program
Computation
Correlation to the Connecticut Public Schools' Content Standards

Lesson # and Quest	Framework Code	Content Standard and Component Statement	Performance Standard	Performance Expectations
Lesson 1, 2 How can you use your knowledge of the commutative property to recall basic addition facts?	**3:1.3a(2)**	**1.3** Algebraic Reasoning: Patterns and Functions-Students should use operations, properties and algebraic symbols to determine equivalence and solve problems.	**a.** Represent quantities that have the same value with an equal sign.	**(2)** Demonstrate equivalence using the commutative and associative properties of whole numbers.
	3:1.1a(1 and 2)	**1.1** Algebraic Reasoning: Patterns and Functions-Students should understand and describe patterns and functional relationships.	**a.** Create and describe patterns using different objects and symbols.	**(1)** Use a variety of materials to construct, reproduce, describe and extend numerical and spatial patterns. **(2)** Explore and describe patterns and sequences using tables, graphs and charts
	2:2.2a(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.
Lesson 3, 4 How can you use the strategy "Make a Ten" to add and subtract facts to 18?	**2:2.2a(1)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.
	1:2.2b(2)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and	**b**. Add by counting and combining and subtract by separating, comparing or counting on.	**(2)** Develop, describe and use a variety of strategies to add and subtract one-digit numbers.

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		quantities**.**		
Lesson 5, 6 How can you use mental math strategies to find sums and differences without doing the written problems in your head?	**2:2.2a(1)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.
	2:2.2c(2)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**c.** Identify and use equivalent representations of numbers to estimate and compute.	**(2)** Explore and describe strategies for representing, estimating, adding and subtracting two two-digit numbers with and without regrouping.
Lesson 7, 8 How can your knowledge of rounding and estimating help you solve multi-digit addition and subtraction problems?	**3:2.2a(2)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Use strategies that involve place value patterns and algebraic properties to estimate, add and subtract.	**(2)** Compare and round numbers to the nearest 10 and 100.
	3:2.2b(1 and 2)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Approximate solutions to problems involving computation through the use of efficient methods.	**(1)** Estimate, add and subtract with two- and three- digit numbers using a variety of strategies. **(2)** Use estimation strategies to determine and justify the reasonableness of a computational answer.
	2:2.2a(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.

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		reasonably estimate measures and quantities**.**		
Lesson 9, 10 How can you use mental math strategies to solve multi-digit whole number addition problems in your head?	**3:2.2a(1 and 2)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Use strategies that involve place value patterns and algebraic properties to estimate, add and subtract.	**(1)** Identify 10 and 100 more and less than a number. **(2)** Compare and round numbers to the nearest 10 and 100.
	3:2.2b(1 and 2)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Approximate solutions to problems involving computation through the use of efficient methods.	**(1)** Estimate, add and subtract with two- and three- digit numbers using a variety of strategies. **(2)** Use estimation strategies to determine and justify the reasonableness of a computational answer.
	2:2.2a(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.
Lesson 11, 12 How does understanding place value help you when you are adding and subtracting	**4:2.2a(3)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Use place value concepts and commutative and associative properties to estimate and compute.	**(3)** Use place value concepts, number patterns, the number line and the commutative and associative properties to develop estimation and computation strategies
	3:2.1a(1)	**2.1** Numerical and Proportional	**a**. Represent numbers in	**(1)** Use models and expanded

numbers that have more than one digit?		Reasoning: Students should understand that a variety of numerical representations can be used to describe quantitative relationships.	expanded and regrouped forms in the base ten place value system.	and regrouped forms to represent two- and three-digit numbers.
	3:2.2b(1 and 2)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Approximate solutions to problems involving computation through the use of efficient methods.	**(1)** Estimate, add and subtract with two- and three- digit numbers using a variety of strategies. **(2)** Use estimation strategies to determine and justify the reasonableness of a computational answer.
	2:2.2a(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.
Lesson 13, 14 How can you use your knowledge of place value to help you compare and order large numbers?	**4:2.2a(1)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Use place value concepts and commutative and associative properties to estimate and compute.	**(1)** Use place value models, diagrams, number patterns and number lines to identify, order, round, and compare two-, three-, and four-digit whole numbers up to 10,000.
Lesson 15, 16 How can you use your knowledge of place value and basic facts to solve	**4:2.2a(3)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and	**a.** Use place value concepts and commutative and associative properties to estimate and compute.	**(3)** Use place value concepts, number patterns, the number line and the commutative and associative properties to develop estimation and computation

multi-digit subtraction problems?	**3:2.1a(1)**	quantities**.** **2.1** Numerical and Proportional Reasoning: Students should understand that a variety of numerical representations can be used to describe quantitative relationships.	**a**. Represent numbers in expanded and regrouped forms in the base ten place value system.	strategies. **(1)** Use models and expanded and regrouped forms to represent two- and three-digit numbers.
	2:2.2a(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Develop fact families of basic facts using the inverse relationship of addition and subtraction.	**(1)** Recall basic addition and subtraction facts.
Lesson 17, 18 How can we use patterns as a problem-solving strategy to generate rules and make predictions?	**4:1.1a(3)**	**1.1** Algebraic Reasoning: Patterns and Functions-Students should understand and describe patterns and functional relationships.	**a.** Classify patterns as repeating or growing.	**(3)** Develop and test generalizations of patterns and relationships.
	3:1.1a(1 and 2)	**1.1** Algebraic Reasoning: Patterns and Functions-Students should understand and describe patterns and functional relationships.	**a.** Create and describe patterns using different objects and symbols.	**(1)** Use a variety of materials to construct, reproduce, describe and extend numerical and spatial patterns. **(2)** Explore and describe patterns and sequences using tables, graphs and charts.
Lesson 19, 20 How can we solve addition and subtraction problems using data from bar graphs?	**3:4.1a(1 and 2)**	**4.1** Working with Data: Probability and Statistics-Students should collect, organize and display data using appropriate statistical and graphical methods.	**a.** Design surveys for the collection of data and justify conclusions drawn from the data.	**(1)** Pose questions and use a variety of ways to collect, organize and analyze data from samples and surveys. **(2)** Display, read, interpret and draw conclusions from data that is represented in a variety of

	3:2.2b(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Approximate solutions to problems involving computation through the use of efficient methods.	ways including tables, charts, lists, diagrams, line plots and bar graphs. **(1)** Estimate, add and subtract with two- and three- digit numbers using a variety of strategies.
Lesson 21, 22 How can you use your knowledge of doubling a number to help you master multiplication facts?	**4:2.2b(1)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Use number patterns, basic facts, rectangular arrays, place value models and the distributive property to multiply and divide.	**(1)** Develop fluency with multiplication and division fact families for all factors 1 through 10.
Lesson 23, 24 How can you use skip counting by multiples to find patterns on the hundreds chart and identify relationships among the patterns?	**4:1.1a(3)** **3:1.1a(1 and 2)** **3:2.2c(1)**	**1.1** Algebraic Reasoning: Patterns and Functions-Students should understand and describe patterns and functional relationships. **1.1** Algebraic Reasoning: Patterns and Functions-Students should understand and describe patterns and functional relationships. **2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to	**a.** Classify patterns as repeating or growing. **a.** Create and describe patterns using different objects and symbols. **c.** Solve multiplication and division problems using rectangular arrays, number	**(3)** Develop and test generalizations of patterns and relationships. **(1)** Use a variety of materials to construct, reproduce, describe and extend numerical and spatial patterns. **(2)** Explore and describe patterns and sequences using tables, graphs and charts. **(1)** State the multiplication and division facts with factors of 1, 2, 3, 4, 5 and 10.

		compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	patterns, skip counting and repeated addends.	
Lesson 25, 26 How can you use mental math strategies to multiply by multiples of 10 and 100?	**5:2.1a(4)** **4:2.2b(1)** **4:1.1a(3)** **3:2.1a(2)**	**2.1** Numerical and Proportional Reasoning: Students should understand that a variety of numerical representations can be used to describe quantitative relationships. **2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.** **1.1** Algebraic Reasoning: Patterns and Functions-Students should understand and describe patterns and functional relationships. **2.1** Numerical and Proportional Reasoning: Students should understand that a variety of numerical representations can be used to describe quantitative relationships.	**a.** Extend whole number place value patterns, models and notations to include decimals, which are fractions that have denominators that 10. **b.** Use number patterns, basic facts, rectangular arrays, place value models and the distributive property to multiply and divide. **a.** Classify patterns as repeating or growing. **a.** Represent numbers in expanded and regrouped forms in the base ten place value system.	**(4)** Estimate products and missing factors using multiples of 10, 100 and 1000. **(1)** Develop fluency with multiplication and division fact families for all factors 1 through 10. **(3)** Develop and test generalizations of patterns and relationships. **(2)** Locate, label, compare and order whole numbers to 1000, including multiples of 10 and 100, using place value models, number patterns and the number line.
Lesson 27, 28 How can we use our knowledge of addition and division to find the mean distance a	**4:4.2a(1)**	**4.2** Working with Data: Probability and Statistics-Students should analyze data sets to form hypotheses and make predictions.	**a.** Describe what is "average" about the characteristics in a data set.	**(1)** Use the range, mode, median and mean to describe features of a data set.

marble travels at a given height?				
Lesson 29, 30 How can you use estimation to help you solve multiplication and division problems?	**4:2.2a(3)** **4:2.2b(1)** **3:2.2a(2)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.** **2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.** **2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Use place value concepts and commutative and associative properties to estimate and compute. **b.** Use number patterns, basic facts, rectangular arrays, place value models and the distributive property to multiply and divide **a.** Use strategies that involve place value patterns and algebraic properties to estimate, add and subtract.	**(3)** Use place value concepts, number patterns, the number line and the commutative and associative properties to develop estimation and computation strategies. **(1)** Develop fluency with multiplication and division fact families for all factors 1 through 10. **(2)** Compare and round numbers to the nearest 10 and 100.
Lesson 31, 32 How can you use your knowledge of place value to compare numbers through millions and put them in the correct order?	**5:2.1a(1)**	**2.1** Numerical and Proportional Reasoning: Students should understand that a variety of numerical representations can be used to describe quantitative relationships.	**a.** Extend whole number place value patterns, models and notations to include decimals, which are fractions that have denominators that 10.	**(1)** Identify, round, order and compare whole numbers to 1,000,000 using place value models, diagrams and number lines.
Lesson 33, 34 How can you use computational skills	**5:2.2a(3)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to	**a.** Estimate and compute using models and pictures.	**(3)** Develop strategies, using place value relationships, inverse operations and commutative,

of multiplying a 3-digit number by a 2-digit number to solve problems?		compute flexibly and fluently, and to reasonably estimate measures and quantities**.**		associative and distributive properties, to simplify computations with two-, three-, and four-digit numbers and money amounts.
	4:2.2b(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Use number patterns, basic facts, rectangular arrays, place value models and the distributive property to multiply and divide.	**(1)** Develop fluency with multiplication and division fact families for all factors 1 through 10.
	3:2.2c(3)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**c.** Solve multiplication and division problems using rectangular arrays, number patterns, skip counting and repeated addends.	**(3)** Write and solve multiplication and division story problems and match to number sentences (equations).
Lesson 35, 36 How can you use computational skills of dividing a 3-digit number by a 2-digit number to solve problems?	**5:2.2a(3 and 4))**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Estimate and compute using models and pictures.	**(3)** Develop strategies, using place value relationships, inverse operations and commutative, associative and distributive properties, to simplify computations with two-, three-, and four-digit numbers and money amounts. **(4)** Use estimation to predict results and to recognize when an answer is or is not reasonable.
	4:2.2b(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to	**b.** Use number patterns, basic facts, rectangular arrays, place value models	**1)** Develop fluency with multiplication and division fact families for all factors 1 through

		compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	and the distributive property to multiply and divide.	10.
Lesson 37, 38 How can you use ordered pairs to identify locations on the grid?	**5:2.2a(1)**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Estimate and compute using models and pictures.	**(1)** Choose and use benchmarks to approximate locations on number lines and coordinate grids.
	4:3.2a(1)	**3.2** Geometry and Measurement: Students should use spatial reasoning, location and geometric relationships to solve problems.	**a.** Find possible pathways between two points using maps that are based on the rectangular coordinate system.	**(1)** Create and read maps and use coordinate systems to specify locations.
Lesson 39, 40 Which strategy can you use to solve the multiplication and division problems?	**5:2.2a(3 and 4))**	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Estimate and compute using models and pictures.	**(3)** Develop strategies, using place value relationships, inverse operations and commutative, associative and distributive properties, to simplify computations with two-, three-, and four-digit numbers and money amounts. **(4)** Use estimation to predict results and to recognize when an answer is or is not reasonable.
	4:2.2a(6)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**a.** Use place value concepts and commutative and associative properties to estimate and compute.	**(6)** Write and solve multistep word problems, including problems with extraneous information.

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	4:2.2b(1)	**2.2** Numerical and Proportional Reasoning: Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities**.**	**b.** Use number patterns, basic facts, rectangular arrays, place value models and the distributive property to multiply and divide.	**1)** Develop fluency with multiplication and division fact families for all factors 1 through 10.