ETA Cuisenaire - CenterStage Math

Grades: 1, 2, 3, 4

States: California Content Standards

CenterStage(R) Math, Grade 1: Addition & Subtraction Center
Summary: This center addresses the following topics: addition facts to 10; addition with 3 or more addends; using fact families; practicing addition facts using double and doubles plus 1; subtraction facts with differences to 10; and adding and subtracting numbers with and without regrouping. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42212)

California Content Standards

Mathematics

Grade: **1**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	1.0.	Students understand and use numbers up to 100.
GRADE LEVEL EXPECTATION	1.3.	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 +4, 5 +3, 2 +2 +2 +2, 10 - 2, 11 - 3).
CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	2.0.	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
GRADE LEVEL EXPECTATION	2.1.	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
GRADE LEVEL EXPECTATION	2.2.	Use the inverse relationship between addition and subtraction to solve problems.
GRADE LEVEL EXPECTATION	2.5.	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
CONTENT STANDARD	CA.AF.	Algebra and Functions
PERFORMANCE STANDARD	1.0.	Students use number sentences with operational symbols and expressions to solve problems.

GRADE LEVEL EXPECTATION	1.1.	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	1.0.	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	1.1.	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	1.2.	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Explain the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 1: Geometry & Measurement Center
Summary: This center addresses the following topics: identifying, classifying, and describing two- and three-dimensional figures; estimating and measuring length using nonstandard units and standard units; comparing and ordering lengths; and reading a thermometer. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42213)

California Content Standards

Mathematics

Grade: **1**

CONTENT STANDARD	**CA.MG.**	**Measurement and Geometry**
PERFORMANCE STANDARD	1.0.	Students use direct comparison and nonstandard units to describe the measurements of objects.
GRADE LEVEL EXPECTATION	1.1.	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.
CONTENT STANDARD	**CA.MG.**	**Measurement and Geometry**
PERFORMANCE	2.0.	Students identify common geometric figures, classify them by common attributes,

STANDARD		and describe their relative position or their location in space.
GRADE LEVEL EXPECTATION	2.1.	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	1.0.	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	1.1.	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	1.2.	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Explain the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 1: Money, Time & Graphing Center
Summary: This center addresses the following topics: values of pennies, nickels, and dimes; showing ways to make 1 dollar; reading and writing times to the nearest hour; reading and using a calendar; and conducting a simple survey and showing the results in a bar or picture graph. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42214)

California Content Standards

Mathematics

Grade: **1**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	1.0.	Students understand and use numbers up to 100.
GRADE LEVEL EXPECTATION	1.5.	Identify and know the value of coins and show different combinations of coins that equal the same value.

CONTENT STANDARD	**CA.MG.**	**Measurement and Geometry**
PERFORMANCE STANDARD	**1.0.**	Students use direct comparison and nonstandard units to describe the measurements of objects.
GRADE LEVEL EXPECTATION	**1.2.**	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).
CONTENT STANDARD	**CA.SDAP.**	**Statistics, Data Analysis, and Probability**
PERFORMANCE STANDARD	**1.0.**	Students organize, represent, and compare data by category on simple graphs and charts.
GRADE LEVEL EXPECTATION	**1.2.**	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**1.0.**	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	**1.1.**	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	**1.2.**	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**2.0.**	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	**2.1.**	Explain the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 1: Number Sense, Place Value & Fraction Center
Summary: This center addresses the following topics: reading and writing numbers to 100; modeling and comparing two-digit numbers; greater than and less than; identifying the missing number; identifying even and odd numbers; and identifying 1/2, 1/3, and 1/4 of a group. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42211)

California Content Standards

Mathematics

Grade: **1**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**1.0.**	Students understand and use numbers up to 100.
GRADE LEVEL EXPECTATION	**1.1.**	Count, read, and write whole numbers to 100.
GRADE LEVEL EXPECTATION	**1.2.**	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than.
GRADE LEVEL EXPECTATION	**1.4.**	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 +4).
CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**2.0.**	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
GRADE LEVEL EXPECTATION	**2.3.**	Identify one more than, one less than, 10 more than, and 10 less than a given number.
GRADE LEVEL EXPECTATION	**2.4.**	Count by 2s, 5s, and 10s to 100.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**1.0.**	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	**1.1.**	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	**1.2.**	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**2.0.**	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	**2.1.**	Explain the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 1: Patterns, Sorting & Problem Solving Center
Summary: This center addresses the following topics: counting by 2s, 5s, and 10s; identifying and

sorting objects by attributes; identifying objects that don't belong; creating problem situations for number sentences; extending numeric and geometric patterns; locating numbers on a number line; and using the problem-solving strategies of make a model, table, graph, or act it out. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42215)

California Content Standards

Mathematics

Grade: **1**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	1.0.	Students understand and use numbers up to 100.
GRADE LEVEL EXPECTATION	1.2.	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than.
CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	2.0.	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
GRADE LEVEL EXPECTATION	2.1.	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
GRADE LEVEL EXPECTATION	2.3.	Identify one more than, one less than, 10 more than, and 10 less than a given number.
GRADE LEVEL EXPECTATION	2.4.	Count by 2s, 5s, and 10s to 100.
GRADE LEVEL EXPECTATION	2.5.	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
GRADE LEVEL EXPECTATION	2.6.	Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 +58 = __).
CONTENT STANDARD	**CA.AF.**	**Algebra and Functions**
PERFORMANCE STANDARD	1.0.	Students use number sentences with operational symbols and expressions to solve problems.
GRADE LEVEL EXPECTATION	1.1.	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

GRADE LEVEL EXPECTATION	1.3.	Create problem situations that might lead to given number sentences involving addition and subtraction.
CONTENT STANDARD	CA.MG.	Measurement and Geometry
PERFORMANCE STANDARD	2.0.	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.
GRADE LEVEL EXPECTATION	2.1.	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
GRADE LEVEL EXPECTATION	2.2.	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.
CONTENT STANDARD	CA.SDAP.	Statistics, Data Analysis, and Probability
PERFORMANCE STANDARD	1.0.	Students organize, represent, and compare data by category on simple graphs and charts.
GRADE LEVEL EXPECTATION	1.1.	Sort objects and data by common attributes and describe the categories.
CONTENT STANDARD	CA.SDAP.	Statistics, Data Analysis, and Probability
PERFORMANCE STANDARD	2.0.	Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.
GRADE LEVEL EXPECTATION	2.1.	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	1.0.	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	1.1.	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	1.2.	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Explain the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 2: Addition & Subtraction Center
Summary: This center addresses the following topics: practicing addition facts to 20 using the make-a-ten strategy; adding 3 or more addends; using fact families and finding missing addends; finding the sum of two- or three-digit plus one-or two-digit addends; and subtracting two- and three-digit numbers with or without regrouping; estimating sums involving two- and three-digit numbers. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42222)

California Content Standards

Mathematics

Grade: **2**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**2.0.**	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
GRADE LEVEL EXPECTATION	**2.1.**	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 +6 = 14 is14 - 6 = 8) to solve problems and check solutions.
GRADE LEVEL EXPECTATION	**2.2.**	Find the sum or difference of two whole numbers up to three digits long.
GRADE LEVEL EXPECTATION	**2.3.**	Use mental arithmetic to find the sum or difference of two two-digit numbers.
CONTENT STANDARD	**CA.AF.**	**Algebra and Functions**
PERFORMANCE STANDARD	**1.0.**	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
GRADE LEVEL EXPECTATION	**1.1.**	Use the commutative and associative rules to simplify mental calculations and to check results.
GRADE LEVEL EXPECTATION	**1.3.**	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**1.0.**	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	**1.1.**	Determine the approach, materials, and strategies to be used.
GRADE LEVEL	**1.2.**	Use tools, such as manipulatives or sketches, to model problems.

EXPECTATION		
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Defend the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 2: Geometry & Measurement Center
Summary: This center addresses the following topics: building and taking apart two-dimensional figures; identifying and drawing congruent figures and lines of bilateral symmetry; understanding and measuring perimeter; reading and writing time to the nearest five-minute interval; counting collections of mixed coins; and using different combinations of coins to model the same amount. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42223)

California Content Standards

Mathematics

Grade: **2**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	5.0.	Students model and solve problems by representing, adding, and subtracting amounts of money.
GRADE LEVEL EXPECTATION	5.1.	Solve problems using combinations of coins and bills.
GRADE LEVEL EXPECTATION	5.2.	Know and use the decimal notation and the dollar and cent symbols for money.
CONTENT STANDARD	CA.MG.	Measurement and Geometry
PERFORMANCE STANDARD	1.0.	Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.
GRADE LEVEL EXPECTATION	1.3.	Measure the length of an object to the nearest inch and/or centimeter.

GRADE LEVEL EXPECTATION	1.5.	Determine the duration of intervals of time in hours (e.g., 11: 00 a.m. to 4: 00 p.m.).
CONTENT STANDARD	**CA.MG.**	**Measurement and Geometry**
PERFORMANCE STANDARD	2.0.	Students identify and describe the attributes of common figures in the plane and of common objects in space.
GRADE LEVEL EXPECTATION	2.1.	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
GRADE LEVEL EXPECTATION	2.2.	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	1.0.	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	1.1.	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	1.2.	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Defend the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 2: Multiplication, Division Readiness & Fractions Center
Summary: This center addresses the following topics: using repeated addition and multiplication sentences to find how many in all; skip counting by 2s, 3s, 4s, 5s, and 10s; modeling arrays to show multiplication; modeling division using repeated subtraction or equal shares; and comparing and ordering unit fractions, nonunit fractions, and fractions greater than 1 whole. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42225)

California Content Standards

Mathematics

Grade: **2**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**3.0.**	Students model and solve simple problems involving multiplication and division.
GRADE LEVEL EXPECTATION	**3.1.**	Use repeated addition, arrays, and counting by multiples to do multiplication.
GRADE LEVEL EXPECTATION	**3.2.**	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
GRADE LEVEL EXPECTATION	**3.3.**	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**4.0.**	Students understand that fractions and decimals may refer to parts of a set and parts of a whole.
GRADE LEVEL EXPECTATION	**4.1.**	Recognize, name, and compare unit fractions from 1/12to 1/2.
GRADE LEVEL EXPECTATION	**4.2.**	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
GRADE LEVEL EXPECTATION	**4.3.**	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
CONTENT STANDARD	**CA.SDAP.**	**Statistics, Data Analysis, and Probability**
PERFORMANCE STANDARD	**2.0.**	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
GRADE LEVEL EXPECTATION	**2.1.**	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).
GRADE LEVEL EXPECTATION	**2.2.**	Solve problems involving simple number patterns.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**1.0.**	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	**1.1.**	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	**1.2.**	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**

PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Defend the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 2: Number Sense & Place Value Center
Summary: This center addresses the following topics: reading, writing, and ordering two- and three-digit numbers; modeling and identifying even and odd numbers; identifying ordinal position from first to twentieth; finding numbers that are 1 less, 1 more, 10 less, and 10 more than a given number; and rounding two-digit numbers to the nearest ten. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42221)

California Content Standards

Mathematics

Grade: **2**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	1.0.	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
GRADE LEVEL EXPECTATION	1.1.	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
GRADE LEVEL EXPECTATION	1.2.	Use words, models, and expanded forms (e.g., 45 = 4 tens +5) to represent numbers (to 1,000).
GRADE LEVEL EXPECTATION	1.3.	Order and compare whole numbers to 1,000 by using the symbols is less than, =, is greater than.
CONTENT STANDARD	**CA.SDAP.**	**Statistics, Data Analysis, and Probability**
PERFORMANCE STANDARD	2.0.	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
GRADE LEVEL EXPECTATION	2.1.	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).
GRADE LEVEL EXPECTATION	2.2.	Solve problems involving simple number patterns.

CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	1.0.	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	1.1.	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	1.2.	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Defend the reasoning used and justify the procedures selected.

CenterStage(R) Math, Grade 2: Problem Solving, Graphing & Algebra Center
Summary: This center addresses the following topics: making a table or graph; finding and making a pattern; solving problems with missing or extraneous information; making generalizations and drawing conclusions; identifying and using basic fact strategies and algebraic properties of addition; solving multi-step word problems and nonroutine problems; generating problems; and choosing alternative ways to solve a problem. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42224)

California Content Standards

Mathematics

Grade: **2**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	1.0.	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
GRADE LEVEL EXPECTATION	1.3.	Order and compare whole numbers to 1,000 by using the symbols is less than, =, is greater than.
CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE	2.0.	Students estimate, calculate, and solve problems involving addition and subtraction

STANDARD		of two- and three-digit numbers.
GRADE LEVEL EXPECTATION	2.1.	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 +6 = 14 is14 - 6 = 8) to solve problems and check solutions.
GRADE LEVEL EXPECTATION	2.2.	Find the sum or difference of two whole numbers up to three digits long.
CONTENT STANDARD	**CA.AF.**	**Algebra and Functions**
PERFORMANCE STANDARD	1.0.	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
GRADE LEVEL EXPECTATION	1.1.	Use the commutative and associative rules to simplify mental calculations and to check results.
GRADE LEVEL EXPECTATION	1.3.	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.
CONTENT STANDARD	**CA.SDAP.**	**Statistics, Data Analysis, and Probability**
PERFORMANCE STANDARD	2.0.	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
GRADE LEVEL EXPECTATION	2.1.	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).
GRADE LEVEL EXPECTATION	2.2.	Solve problems involving simple number patterns.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	1.0.	Students make decisions about how to set up a problem.
GRADE LEVEL EXPECTATION	1.1.	Determine the approach, materials, and strategies to be used.
GRADE LEVEL EXPECTATION	1.2.	Use tools, such as manipulatives or sketches, to model problems.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	2.0.	Students solve problems and justify their reasoning.
GRADE LEVEL EXPECTATION	2.1.	Defend the reasoning used and justify the procedures selected.

Summary: This center addresses the following topics: identifying, reading, and writing fractions as parts of a whole and parts of a group; comparing and ordering fractions using fraction bars; relating fractions in tenths to decimals; relating fractions, decimals, and money; making equivalent sets of money; and adding and subtracting decimal amounts and money amounts. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42234)

California Content Standards

Mathematics

Grade: **3**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**3.0.**	Students understand the relationship between whole numbers, simple fractions, and decimals.
GRADE LEVEL EXPECTATION	**3.1.**	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).
GRADE LEVEL EXPECTATION	**3.2.**	Add and subtract simple fractions (e.g., determine that 1/8 +3/8 is the same as 1/2).
GRADE LEVEL EXPECTATION	**3.3.**	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
GRADE LEVEL EXPECTATION	**3.4.**	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**2.0.**	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	**2.4.**	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	**2.6.**	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**3.0.**	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL	**3.1.**	Evaluate the reasonableness of the solution in the context of the original situation.

EXPECTATION		
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 3: Geometry & Measurement Center
Summary: This center addresses the following topics: identifying, describing, and classifying attributes and properties of three-dimensional figures; representing and visualizing two- and three-dimensional shapes and figures; identifying and modeling translations, reflections, and rotations; identifying congruent and similar figures, and lines of symmetry in plane figures; and using a clock, a schedule, and a calendar to find elapsed time. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42233)

California Content Standards

Mathematics

Grade: **3**

CONTENT STANDARD	CA.MG.	Measurement and Geometry
PERFORMANCE STANDARD	2.0.	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.
GRADE LEVEL EXPECTATION	2.1.	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
GRADE LEVEL EXPECTATION	2.2.	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).
GRADE LEVEL EXPECTATION	2.3.	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
GRADE LEVEL EXPECTATION	2.4.	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
GRADE LEVEL EXPECTATION	2.5.	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.

GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 3: Graphing & Probability Center
Summary: This center addresses the following topics: identifying and writing ordered pairs in the first quadrant on a coordinate grid; making and interpreting tables; representing the same data in different ways; identifying and predicting events as certain. impossible, likely, or unlikely; and recording and displaying results and predicting future events using the results of an experiment. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42235)

California Content Standards

Mathematics

Grade: **3**

CONTENT STANDARD	**CA.SDAP.**	**Statistics, Data Analysis, and Probability**
PERFORMANCE STANDARD	1.0.	Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.
GRADE LEVEL EXPECTATION	1.1.	Identify whether common events are certain, likely, unlikely, or improbable.
GRADE LEVEL EXPECTATION	1.2.	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
GRADE LEVEL EXPECTATION	1.4.	Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 3: Number Operations & Algebra Center
Summary: This center addresses the following topics: computing two-digit, three-digit, and four-digit addition and subtraction with and without regrouping; knowing multiplication facts through 10 x 10; computing division that involves remainders and knowing how to interpret the remainders; finding missing addends in addition sentences and missing factors in multiplication; and completing input/output tables for given rules. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42232)

California Content Standards

Mathematics

Grade: **3**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	1.0.	Students understand the place value of whole numbers.
GRADE LEVEL EXPECTATION	1.2.	Compare and order whole numbers to 10,000.

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	**2.0.**	Students calculate and solve problems involving addition, subtraction, multiplication, and division.
GRADE LEVEL EXPECTATION	**2.1.**	Find the sum or difference of two whole numbers between 0 and 10,000.
GRADE LEVEL EXPECTATION	**2.2.**	Memorize to automaticity the multiplication table for numbers between 1 and 10.
GRADE LEVEL EXPECTATION	**2.8.**	Solve problems that require two or more of the skills mentioned above.
CONTENT STANDARD	**CA.AF.**	**Algebra and Functions**
PERFORMANCE STANDARD	**1.0.**	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
GRADE LEVEL EXPECTATION	**1.1.**	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
GRADE LEVEL EXPECTATION	**1.2.**	Solve problems involving numeric equations or inequalities.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**2.0.**	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	**2.4.**	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	**2.6.**	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**3.0.**	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	**3.1.**	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	**3.2.**	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 3: Number Sense & Place Value Center

Summary: This center addresses the following topics: reading, writing, and modeling numbers through 99,000 in standard form, in expanded form, and in words; finding the value of a digit by using its place-

value position; comparing and ordering numbers to 10,000 using greater than, less than; using rounding rules to round numbers to the nearest 10, 100, or 1,000; using a hundreds chart to skip count; classifying and sorting objects by attributes; and generating and extending number, geometric, and linear patterns. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42231)

California Content Standards

Mathematics

Grade: **3**

CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	1.0.	Students understand the place value of whole numbers.
GRADE LEVEL EXPECTATION	1.1.	Count, read, and write whole numbers to 10,000.
GRADE LEVEL EXPECTATION	1.2.	Compare and order whole numbers to 10,000.
GRADE LEVEL EXPECTATION	1.3.	Identify the place value for each digit in numbers to 10,000.
GRADE LEVEL EXPECTATION	1.4.	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
GRADE LEVEL EXPECTATION	1.5.	Use expanded notation to represent numbers (e.g., 3,206 = 3,000 +200 +6).
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.

GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 4: Data, Probability & Graphing Center
Summary: This center addresses the following topics: identifying and writing ordered pairs on a 4-quadrant coordinate grid; making and interpreting tables, pictographs, bar graphs, line graphs, circle graphs and Venn diagrams; finding the maximum, minimum, and range of a set of data; finding the mean, median, and mode of a set of data; using a systematic way to conduct a simple survey, record, and present data; and identifying and predicting events as certain, impossible, likely, or unlikely. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42245)

California Content Standards

Mathematics

Grade: **4**

CONTENT STANDARD	CA.SDAP.	Statistics, Data Analysis, and Probability
PERFORMANCE STANDARD	1.0.	Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
GRADE LEVEL EXPECTATION	1.2.	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.
GRADE LEVEL EXPECTATION	1.3.	Interpret one- and two-variable data graphs to answer questions about a situation.
CONTENT STANDARD	CA.SDAP.	Statistics, Data Analysis, and Probability
PERFORMANCE STANDARD	2.0.	Students make predictions for simple probability situations.
GRADE LEVEL EXPECTATION	2.2.	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).
CONTENT STANDARD	CA.MR.	Mathematical Reasoning

PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 4: Fractions & Decimals Center
Summary: This center addresses the following topics: comparing and ordering fractions and mixed numbers; multiplying fractions by whole numbers; multiplying two fractions; adding and subtracting decimal amounts; and multiplying decimals by whole numbers and/or decimals. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42242)

California Content Standards

Mathematics

Grade: **4**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	1.0.	Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.
GRADE LEVEL EXPECTATION	1.2.	Order and compare whole numbers and decimals to two decimal places.

GRADE LEVEL EXPECTATION	1.5.	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalence of fractions (see Standard 4.0).
GRADE LEVEL EXPECTATION	1.6.	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or 0.50; 7/4 = 1 3/4 = 1.7.5).
GRADE LEVEL EXPECTATION	1.7.	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.
CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	2.0.	Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
GRADE LEVEL EXPECTATION	2.1.	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 4: Geometry Center

Summary: This center addresses the following topics: representing and visualizing two- and three-dimensional shapes and figures; creating nets for three-dimensional figures; identifying and modeling translations, reflections, and rotations; and finding the area and perimeter of polygons and the area of triangles. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program

components and manipulatives. (42243)

California Content Standards

Mathematics

Grade: **4**

CONTENT STANDARD	**CA.AF.**	**Algebra and Functions**
PERFORMANCE STANDARD	**1.0.**	Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
GRADE LEVEL EXPECTATION	**1.4.**	Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about quantities and their relationships.
CONTENT STANDARD	**CA.MG.**	**Measurement and Geometry**
PERFORMANCE STANDARD	**3.0.**	Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
GRADE LEVEL EXPECTATION	**3.3.**	Identify congruent figures.
GRADE LEVEL EXPECTATION	**3.4.**	Identify figures that have bilateral and rotational symmetry.
GRADE LEVEL EXPECTATION	**3.6.**	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
GRADE LEVEL EXPECTATION	**3.7.**	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
GRADE LEVEL EXPECTATION	**3.8.**	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	**2.0.**	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	**2.4.**	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	**2.6.**	Make precise calculations and check the validity of the results from the context of the problem.

CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 4: Measurement Center
Summary: This center addresses the following topics: estimating and measuring the length of an object using nonstandard units; measuring a line segment to the nearest yard, foot, inch, centimeter, and millimeter; estimating, comparing, and measuring weight and capacity in customary and metric units; measuring angles with a protractor; and identifying angles as acute, right, or obtuse. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42244)

California Content Standards

Mathematics

Grade: **4**

CONTENT STANDARD	CA.MG.	Measurement and Geometry
PERFORMANCE STANDARD	3.0.	Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
GRADE LEVEL EXPECTATION	3.5.	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90 degrees, 180 degrees, 270 degrees, and 360 degrees are associated, respectively, with 1/4, 1/2, 3/4, and full turns.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	**CA.MR.**	**Mathematical Reasoning**
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

CenterStage(R) Math, Grade 4: Number Operations & Algebra Center
Summary: This center addresses the following topics: computing two-digit, three-digit, and four-digit addition and subtraction with and without regrouping; finding missing divisors in division sentences; computing division that involves remainders and knowing how to interpret remainders; finding missing subtrahends in subtraction sentences missing factors in division sentences; and completing input/output tables for given rules. This center engages and motivates every student through developmentally appropriate activities that support the math curriculum with hands-on activities and manipulatives, allowing for collaborative and independent work. Click on the blue link above to view and read about the program components and manipulatives. (42241)

California Content Standards

Mathematics

Grade: **4**

CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	2.0.	Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
GRADE LEVEL EXPECTATION	2.1.	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
CONTENT STANDARD	**CA.NS.**	**Number Sense**
PERFORMANCE STANDARD	3.0.	Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.

GRADE LEVEL EXPECTATION	3.1.	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
CONTENT STANDARD	CA.NS.	Number Sense
PERFORMANCE STANDARD	4.0.	Students know how to factor small whole numbers.
GRADE LEVEL EXPECTATION	4.1.	Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3).
CONTENT STANDARD	CA.AF.	Algebra and Functions
PERFORMANCE STANDARD	1.0.	Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
GRADE LEVEL EXPECTATION	1.1.	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	2.0.	Students use strategies, skills, and concepts in finding solutions.
GRADE LEVEL EXPECTATION	2.4.	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
GRADE LEVEL EXPECTATION	2.6.	Make precise calculations and check the validity of the results from the context of the problem.
CONTENT STANDARD	CA.MR.	Mathematical Reasoning
PERFORMANCE STANDARD	3.0.	Students move beyond a particular problem by generalizing to other situations.
GRADE LEVEL EXPECTATION	3.1.	Evaluate the reasonableness of the solution in the context of the original situation.
GRADE LEVEL EXPECTATION	3.2.	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.