

BeCALM/CCRS AE Crosswalk by BeCALM Topic

BeCALM Number Sense

| Learning Objectives | CCRS AE |
|---|--|
| I can estimate the total when adding several amounts. | 2.NBT.6–9, 3.OA.8, MP.5 |
| I can explain my strategy for estimating to others. | MP.3 |
| I can round to the nearest dollar. | 3.NBT.1 |
| I can find pairs of numbers that add together easily. | 1.OA.6, 2.NBT.6–9, 3.OA.8 |
| I can estimate the total when adding several amounts. | 2.NBT.6–9 |
| I can explain my strategy for estimating to others. | MP.3 |
| I can read a gauge. | 3.MD.1–2, 4.MD.2 |
| I can write a true equation. | 1.OA.7 |
| I can give a reason why one choice doesn't belong with the group. | MP.3 |
| I can keep working on a challenging problem even if I don't understand it right away. | MP.1 |
| I can fill in missing numbers on a number line. | 2.MD.6, also with intervals of lengths greater than 1* |

BeCALM/CCRSAE Crosswalk by BeCALM Topic

BeCALM Operation Sense

| Learning Objectives | CCRSAE |
|---|--|
| I can round numbers to the nearest ten and hundred. | 3.NBT.1 |
| I can read and write large numbers in the hundreds and thousands. | 2.NBT.1–4 |
| I can order and locate numbers in the hundreds and thousands on a number line. | 2.NBT.1–4 |
| I can use a number line to explain my addition and subtraction strategies. | 2.NBT.7 |
| I can count up and down by 10s and 1s to solve addition and subtraction problems. | 2.NBT.7–8 |
| I can write equations to match my strategies. | 2.OA.1 |
| I can recognize subtraction problems that involve a missing amount, comparison, or take away. | 2.OA.1 |
| I can explain why the regrouping strategy works. | 2.NBT.9 |
| I can break a number down into 1's, 10's, 100's, and 1,000's in multiple ways. | 2.NBT.1–3, 4.NBT.1, 5.NBT.1–2 |
| I can easily add or subtract 10's, 100's, or 1,000's without a calculator. | 2.NBT.7–8 |
| I can use parentheses to represent multiplication. | 5.OA.1 (parentheses as mult. only) |
| I can give a reason why one choice doesn't belong with the group. | MP.3 |
| I can keep working on a challenging problem even if I don't understand it right away. | MP.1 |
| I can fill in missing numbers on a number line. | 2.MD.6, also with intervals of lengths greater than 1* |

BeCALM/CCRS AE Crosswalk by BeCALM Topic

BeCALM Multiplication Concepts

| Learning Objectives | CCRS AE |
|--|--|
| I can identify factors and products. | 3.OA.1, 4.OA.4 |
| I can see and describe visual patterns in factors and products. | 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.9, 4.OA.4, 3.MD.7, MP.7 |
| I can find number patterns in factors and products. | 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.9, 4.OA.4, MP.7 |
| I understand that the equal sign means that the right and left side have the same value. | 1.OA.7, extended to multiplication |
| I can express repeated addition as multiplication. | 3.OA.1, 3.OA.3 |
| I can use arrays to model multiplication expressions and scenarios. | 3.OA.1, 3.OA.3, 3.OA.5, 3.MD.7, MP.4 |
| I can find equivalent expressions for an array. (<i>Array of the Day</i>) | 3.OA.5 |
| I can break multiplication problems into smaller parts with an array. | 3.OA.5, 3.MD.7 |
| I can break multiplication into smaller parts with numbers. | 3.OA.5 |
| I can complete an invoice, using multiplication to find the total cost. | 3.OA.3 |
| I can break up a pattern into smaller parts. (<i>Quick Images</i>) | MP.7 |
| I can write expressions equal to a target number. (<i>Number of the Day</i>) | 5.OA.1–2, starting with simple expressions |
| I can decide if a math sentence is true or false. (<i>Two Truths and a Lie</i>) | 1.OA.7, extended to multiplication |

BeCALM/CCRS AE Crosswalk by BeCALM Topic

BeCALM Division Concepts

| Learning Objectives | CCRS AE |
|--|---|
| I can divide an amount by sharing or passing out the amount into equal groups. | MP.4, 3.OA.2–3, 4.NBT.6 (up to three-digit divisors, extension up to four-digit divisors) |
| I can read and write division equations correctly. | 3.OA.2–4 |
| I can use multiplication to help me solve and check division problems. | 3.OA.1–6 |
| I can write fact families for factors and products. | 3.OA.5–6 |
| I can use the symbols $<$ and $>$ to show which amount is greater or less. | 2.MBT.4, extended to inequalities involving numerical expressions |
| I can solve division problems using repeated subtraction (How many ___ in ___?) | MP.4, 3.OA.2–4 |
| I can show division on a number line. | 3.OA.3 |
| I can find factors of a number. | 4.OA.4 |
| I can estimate the answer to a division problem. | 3.OA.8 (focus on rounding) |
| I can make sense of remainders in context. | MP.2, 4.OA.3 |
| I can use division to convert common measurement units. | 4.OA.3, 4.MD.2 |
| I can make sense of remainders in context. | MP.2, 4.OA.3 |
| I can write expressions equal to a target number (<i>Number of the Day</i>). | 5.OA.1–2, starting with simple expressions |
| I can write true equations with operations on both sides. (<i>Two Truths and a Lie, Writing Equations</i>) | 1.OA.7, extended to division |

BeCALM/CCRSAE Crosswalk by BeCALM Topic

| Learning Objectives | CCRSAE |
|---|---|
| I can decide if a math sentence is true or false. (<i>Two Truths and a Lie</i>) | 1.OA.7, extended to multiplication and division. 2.MBT.4, extended to inequalities involving numerical expressions |
| I can keep working on a challenging problem even if I don't understand it right away. (<i>Open Middle</i>) | MP.1 |

BeCALM/CCRS AE Crosswalk by BeCALM Topic

BeCALM Geometry

| Learning Objectives | CCRS AE |
|---|--|
| I can break a shape into simpler shapes. | Analyze, compare, create, compose shapes. (K.G.4) |
| I can put simple shapes together to make a new shape. | K.G.4 |
| I can identify a rectangle. | K.G.4 |
| I can find half of different types of shapes. | Reason with shapes and their attributes. (2.G.3, 3.G.2, halves only) |
| I can find a line of symmetry in a shape. | Reason with shapes and their attributes. (2.G.1) |
| I can identify a right angle in a shape. | Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (4.G.1) |
| I can identify parallel lines in a shape. | Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (4.G.1) |
| I can identify triangles and trapezoids. | Reason with shapes and their attributes. (2.G.1, 3.G.1) |

BeCALM/CCRSAE Crosswalk by BeCALM Topic

BeCALM Measurement and Data

| Learning Objectives | CCRSAE |
|--|-------------------------|
| I can measure the same distance using large and small steps. | 1.MD.2 |
| I can make a dot plot of measurement data. | 1.MD.4, 2.MD.10, 3.MD.4 |
| I can write directions to get from one place to another. | 1.MD.2 |
| I can find the median and range of a group of measurements. | 1.MD.4, 2.MD.10, 3.MD.4 |
| I can use a ruler, yardstick, or measuring tape to measure length. | 2.MD.2, MP.5 |
| I can measure length to the nearest foot, inch, or centimeter. | 2.MD.2 |
| I can use correct grammar to compare the lengths of two objects. | 2.MD.4 |
| I can use familiar benchmarks to estimate length in different units. | 2.MD.3, MP.6 |
| I can use correct vocabulary and grammar to identify the dimensions of an object. | — |
| I can measure and compare dimensions to find a piece of furniture that would fit in a given space. | 2.MD.2–4, MP.3, MP.5 |

BeCALM/CCRS AE Crosswalk by BeCALM Topic

BeCALM Benchmark Fractions

| Learning Objectives Note: Fraction/decimal/percentage equivalents for all benchmarks taught together. | CCRS AE |
|--|-----------------|
| I can find half of a whole shape or amount. | 3.NF.1-3, 3.G.2 |
| I can write a fraction equal to one-half. | 3.NF.3 |
| I can find the whole when I know one-half. | 3.NF.1-3 |
| I can use correct grammar to talk about parts and wholes. | — |
| I can write one-half as a fraction, decimal, or percentage. | 4.NF.6 |
| I can use a number line and a circle graph/pie chart to show one-half. | 3.NF.2 |
| I can decide if a fraction, decimal, or percent is more than, less than, or equal to one-half. | 3.NF.3, 4.NF.2 |
| I can measure length with a ruler to the nearest $\frac{1}{2}$ inch. | 2.MD.2-4 |
| I can find one-fourth of an amount using multiple strategies, including finding half of a half or dividing by 4. | 3.NF.1-3 |
| I can write one-fourth as a fraction, decimal, or percentage. | 4.NF.6 |
| I can find the whole when I know one-fourth. | 3.NF.1-3 |
| I can use a number line and a circle/pie chart to show one fourth. | 3.NF.2 |

BeCALM/CCRSAE Crosswalk by BeCALM Topic

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|---|--|
| I can use benchmark percentages to make sense of discounts. | 4.NF.2 |
| I can use a survey to collect data to answer a question. | 6.SP.1 [only questions with two, mutually exclusive responses] |
| I can use benchmark percents to sketch a circle graph. | 4.NF.2 |

BeCALM/CCRSAE Crosswalk by CCRSAE Domain

Number and Operations: Base Ten

| Level B | |
|---|---|
| Understand place value. | BeCALM Operation Sense (2.NBT.1–4) BeCALM Division (2.NBT.4) |
| Use place value understanding and properties of operations to add and subtract. | BeCALM Number Sense (2.NBT.6–9) BeCALM Operation Sense (2.NBT.7–8) |
| Use place value understanding and properties of operations to perform multi-digit arithmetic. | BeCALM Number Sense (3.NBT.1) BeCALM Operation Sense (3.NBT.1) |
| Level C | |
| Generalize place value understanding for multi-digit whole numbers. | BeCALM Operation Sense (4.NBT.1) |
| Understand the place value system. | BeCALM Operation Sense (5.NBT.1–2) |

Number and Operations: Fractions

| Level B | |
|---|---------------------------------------|
| Develop understanding of fractions as numbers. | BeCALM Benchmark Fractions (3.NF.1–3) |
| Level C | |
| Extend understanding of fraction equivalence and ordering. | BeCALM Benchmark Fractions (4.NF.2) |
| Understand decimal notation for fractions, and compare decimal fractions. | BeCALM Benchmark Fractions (4.NF.6) |

BeCALM/CCRSAE Crosswalk by CCRSAE Domain

Operations and Algebraic Thinking

| Level A | |
|---|---|
| Add and subtract within 20. | BeCALM Number Sense (1.OA.6) |
| Work with addition and subtraction. | BeCALM Number Sense (1.OA.7) BeCALM Multiplication Concepts (1.OA.7) BeCALM Division Concepts (1.OA.7) |
| Level B | |
| Represent and solve problems involving addition and subtraction. | BeCALM Operation Sense (2.OA.1) |
| Represent and solve problems involving multiplication and division. | BeCALM Multiplication Concepts (3.OA.1, 3.OA.3) BeCALM Division Concepts (3.OA.1–4) |
| Understand properties of multiplication and the relationship between multiplication and division. | BeCALM Multiplication Concepts (3.OA.5) BeCALM Division Concepts (3.OA.5–6) |
| Multiply and divide within 100. | BeCALM Multiplication Concepts (3.OA.7) BeCALM Division Concepts (3.OA.7) |
| Solve problems involving the four operations, and identify and explain patterns in arithmetic. | BeCALM Number Sense (3.OA.8) BeCALM Multiplication Concepts (3.OA.9) |
| Level C | |
| Use the four operations with whole numbers to solve problems. | BeCALM Division Concepts (4.OA.3) |
| Gain familiarity with factors and multiples. | BeCALM Multiplication Concepts (4.OA.4) BeCALM Division Concepts (4.OA.4) |
| Write and interpret numerical expressions. | BeCALM Operation Sense (5.OA.1) BeCALM Multiplication Concepts (5.OA.1–2) BeCALM Division Concepts (5.OA.1–2) |

Geometry

BeCALM/CCRSAE Crosswalk by CCRSAE Domain

| Level A | |
|--|---|
| Analyze, compare, create, and compose shapes. | BeCALM Geometry (K.G.4) |
| Level B | |
| Reason with shapes and their attributes. | BeCALM Geometry (2.G.1, 2.G.3, 3.G.1–2) BeCALM Benchmark Fractions (3.G.2) |
| Level C | |
| Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | BeCALM Geometry (4.G.1) |

Measurement and Data

| Level A | |
|---|---|
| Measure lengths indirectly by iterating length units. | BeCALM Measurement and Data (1.MD.2) |
| Represent and interpret data. | BeCALM Measurement and Data (1.MD.4) |
| Level B | |
| Measure and estimate lengths in standard units. | BeCALM Measurement and Data (2.MD.2–4) BeCALM Benchmark Fractions (2.MD.2–4) |
| Relate addition and subtraction to length. | BeCALM Number Sense (2.MD.6) |
| Solve problems involving measurement and estimation of intervals of time, liquid volume, and masses of objects. | BeCALM Number Sense (3.MD.1–2) |
| Represent and interpret data. | BeCALM Measurement and Data (2.MD.10, 3.MD.4) |

BeCALM/CCRSAE Crosswalk by CCRSAE Domain

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|---|---|
| Geometric measurement: understand concepts of area and relate to area of multiplication and addition. | BeCALM Multiplication Concepts (3.MD.5–7) |
| Level C | |
| Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. | BeCALM Number Sense (4.MD.2) BeCALM Division Concepts (4.MD.2) |