

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 1 - Math		Test: 11/7/2013
Common Core Standard		Materials / References
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
4.NBT.5 *	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two -digit numbers, using strategies based on place value and the properties of operations (in particular the distributive property). Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (A). Multiply four digits by a one-digit whole number (B). Multiply two-digit numbers	
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Generalize place value understanding for multidigit whole numbers. (Expectations in this domain are limited to whole numbers less than or equal to 1,000,000)		
4.NBT.1	Recognize that in a multi-digit whole number , a digit in one place represents ten times what it represents in the place to its right . For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	
4.NBT.2 *	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record results of comparisons. (A). Read and write (B). Compare	
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	
Use the four operations with whole numbers to solve problems.		
4.OA.1 *	Interpret a multiplication equation as a comparison, e.g., Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (A). Interpret a multiplication equation as a comparison (B). Represent verbal statements of multiplicative comparisons as multiplication equations.	

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 1 - Math	Test: 11/7/2013
Common Core Standard	Materials / References
Use the four operations with whole numbers to solve problems.	
4.OA.2 * Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Table 2)	
(A). Equal Groups - Unknown products Equal Groups - Group size unknown Equal Groups - Number of groups unknown Arrays, Area - Unknown products Arrays, Area - Group size unknown Arrays, Area - Number of groups unknown	
(B). Compare - unknown product Discrete Ex. A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? $\$6 \times 3 = ?$	
(C). Compare - group size unknown Discrete Ex. A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? $3 \times ? = \$18$, $\$18 \div 3 = ?$	
(D). Compare - Number of groups unknown Discrete Ex. A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? $? \times \$6 = \18 , $\$18 \div \$6 = ?$	
4.OA.3 * Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
(A). Add and subtract	
(B). Four operations	
(C). Interpret remainders	
Gain familiarity with factors and multiples.	
4.OA.4 * Find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	
(A). Factor pairs	

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 1 - Math	Test: 11/7/2013
Common Core Standard	Materials / References
Gain familiarity with factors and multiples.	
(B). Multiples	
(C). Prime or composite	
Generate and analyze patterns.	
4.OA.5 *	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain formally why the numbers will continue to alternate in this way.
(A). Generate a number or shape pattern that follows a given rule.	
(B). Identify apparent features of the pattern that were not explicit in the rule itself.	
17 testable standards	End of Module 1

ALIGNMENT NOTES

Embedded Throughout Year
Geometry and Measurement & Data as supporting clusters NF.5, NF.6, NF.7 - Calendar Math

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 2 - Math		Test: 12/17/2013
Common Core Standard		Materials / References
Extend understanding of fraction equivalence and ordering. (Expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100) (includes sets of objects)		
4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principal to recognize and generate equivalent fractions.	
4.NF.2 *	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	
	(A). Compare	
	(B). Recognize that comparisons are valid only when the two fractions refer to the same whole.	
Use the four operations with whole numbers to solve problems.		
4.OA.1 *	Interpret a multiplication equation as a comparison, e.g., Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	
	(A). Interpret a multiplication equation as a comparison	
	(B). Represent verbal statements of multiplicative comparisons as multiplication equations.	
Gain familiarity with factors and multiples.		
4.OA.4 *	Find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	
	(A). Factor pairs	
	(B). Multiples	
	(C). Prime or composite	
8 testable standards	* 16/20 available questions	End of Module 2

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

ALIGNMENT NOTES

Embedded Throughout Year

Geometry and Measurement & Data as supporting clusters

NF.5, NF.6, NF.7 - Calendar Math

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 3 - Math	Test: 3/14/2014	
Common Core Standard	Materials / References	
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (Expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100) (includes sets of objects)		
4.NF.3 * Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.		
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.		
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposing by an equation. Justify decomposition, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$		
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		
4.NF.4 * Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		
a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$		
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times 1/5$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$)		
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 3 - Math		Test: 3/14/2014
Common Core Standard		Materials / References
Understand decimal notation for fractions, and compare decimal fractions.		
4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators is not a requirement at this grade.)	
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line.	
4.NF.7 *	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols $<$, $=$, $>$, and justify the conclusion, e.g., by using a visual model.	
(A).	Compare two decimals to hundredths by reasoning about their size.	
(B).	Recognize that comparisons are valid only when two decimals refer to the same whole.	
11 testable standards		End of Module 3

ALIGNMENT NOTES

Embedded Throughout Year
Geometry and Measurement & Data as supporting clusters NF.5, NF.6, NF.7 - Calendar Math

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

**The number of standards does not meet the minimum number recommended by the TLI Math Curriculum Specialists.
 You requested up to 20 questions for this assessment but your alignment will only allow up to 6 questions.
 Please contact your TLI Math Curriculum Specialist with any questions.**

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 4 - Math	Test: 4/24/2014
Common Core Standard	Materials / References
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
4.G.1 Draw points, lines, line segments, rays, angles, (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	
3 testable standards	* 6/20 available questions
	End of Module 4

ALIGNMENT NOTES

Embedded Throughout Year
Geometry and Measurement & Data as supporting clusters NF.5, NF.6, NF.7 - Calendar Math

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 5 - Math	Test: 5/15/2014
Common Core Standard	Materials / References
Represent and interpret data	
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
4.MD.1 *	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec; Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 foot is 12 times as long as 1 in. Express the length of a four-foot snake as 48 in. Generate a conversion table for feet and inches listing the number of pairs (1, 12), (2, 24), (3, 36) ... (A). Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec (B). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
4.MD.2 *	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (A). Distances (B). Intervals of time (C). Liquid volumes (D). Masses of objects (E). Money
4.MD.3 *	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor. (A). Area (B). Perimeter

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Common Core Math Curriculum Map

JONESBORO SCHOOL DISTRICT - GRADE 4 MATH
2013 - 2014

Module 5 - Math		Test: 5/15/2014
Common Core Standard		Materials / References
Geometric measurement: understand concepts of angle and measure angles.		
4.MD.5 *	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
a.	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle" and can be used to measure angles.	
b.	An angle that turns through n one - degree angles is said to have an measure of n degrees.	
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	
4.MD.7 *	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram on real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	
(A).	Recognize angle measure as additive	
(B).	Find unknown angles	
15 testable standards		End of Module 5

ALIGNMENT NOTES
Embedded Throughout Year

 Geometry and Measurement & Data as supporting clusters
 NF.5, NF.6, NF.7 - Calendar Math

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.