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Grade Level(s): Four

STANDARDS MAP for a Basic Grade-Level Program

Grade 4 – Mathematics

		Publisher Citations		For IMAP/CRP Use Only: Meets Standard		
Standard No.	**Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	NUMBER SENSE					
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:**	SE/TE: 8A–9B, 224A–227B, 270A–271B, 276A–277B, 336A–337B	SE/TE: 10A–13B, 94A–95B, 236A–237B, 272A–275B, 292A–295B, 338–339			
1.1	Read and write whole numbers in the millions.	SE/TE: 8–9, 10–13 TE: 8B, 10B, TRM: Topic 1, p. 33	SE/TE: 26–27 TE: 9B, 13B, 27B TRM: Topic 1, p. 26			
1.2	Order and compare whole numbers and decimals to two decimal places.	SE/TE: 10A–13B, 14A–15B, 272A–275B	SE/TE: 24A–25B, 292A–295B, 296A–297B			
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	SE/TE: 24A–25B, 26A–27B, 32A–33B,	SE/TE: 94A–95B, 138A–139B, 100A–103B			
1.4	Decide when a rounded solution is called for and explain why such a solution may be appropriate.	SE/TE: 160-161, 162–163, 189 TE: 162B, 163B TRM: Topic 7, p. 46	SE/TE: 24A–25B 94A–95B, 108A–110B, 138A–139B, 160A–161B			

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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 equivalents of fractions (see Standard 4.0).	SE/TE: 224A–227B, 228A–229B, 230A–233B, 234A–235B, 236A–237B	SE/TE: 238A–239B, 240A–241B, 242A–244B, 252A–255B, 256A–257B			
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 .50; 7/4 = 1 3/4 = 1.75).	SE/TE: 276–277, 282–283 TE: 276B, 277B	SE/TE: 278A–281B TE: 282B TRM: Topic 11, p. 36			
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.	SE/TE: 224A–227B, 260A–263B, 278A–281B, 282A–283B TRM: Topic 9, p. 30	SE/TE: 228A–229B, 230A–233B, 236A–237B			
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").	SE/TE: 336A–337B, 338A–339B, 340A–341B	SE/TE: 342A–343B TE: 337B, 339B, 341B			
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.	SE/TE: 278–281, 282–283 TE: 278B, 282B	TE: 281B, 283B TRM: Topic 11, p. 48			
2.0	**Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:**	SE/TE: 296A–297B, 298A–301B, 302A–305B	SE/TE: 310A–311B SE: 314, 315			

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2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	SE/TE: 296A–297B, 298A–301B, 302A–305B	SE/TE: 44A–47B, 120A–121B, 122A–123B, 310A–311B, 318A–319B			
2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.	SE/TE: 292–295 TE: 292B SE/TE: 296–297 TE: 296B	TE: 295B, 297B TRM: Topic 12, p. 20			
3.0	**Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:**	SE/TE: 44A–47B, 68A–69B, 80A–83B, 108A–111B, 150A–151B	SE/TE: 36A–39B, 56A–59B, 96A–99B, 164A–167B			
3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	SE/TE: 36A–39B, 40A–41B, 42A–43B	SE/TE: 44A–47B SE: 52, 53			
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	SE/TE: 146A–147B, 148A–149B, 164A–167B, 168A–171B, 172A–173B	SE/TE: 162A-163B 174A-175B 176A-177B			
3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers.	SE/TE: 144A–145B, 146A–147B, 148A–149B	SE/TE: 136A–137B 140A-143B SE: 154, 155			

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3.4	Solve problems involving division of multidigit numbers by one-digit numbers.	SE/TE: 162A–163B, 164A–167B, 168A–171B, 172A–173B, 176A–177B	SE/TE: 158–159 TE: 158B TE/SE: 174-175 TE: 174B TE: 354A–357B			
4.0	**Students know how to factor small whole numbers:**	SE/TE: 178–179, 190 TE:178B, 179B	SE/TE:180–181 TE: 180B, 181B			
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).	SE/TE: 64–67 TE: 64B TE: 92A–93B,	SE/TE: 178-179 TE: 178B SE: 86			
4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	SE/TE: 180–181, 191 TE: 180B	TE: 181B TRM: Topic 7, p. 88 SE: p.178 Exercise: 16, 31			
	ALGEBRA AND FUNCTIONS					
1.0	**Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**	SE/TE: 118A–119B, 120A–121B, 122A–123B, 124A–125B, 324A–327B	SE/TE: 62A–63B, 64A–67B, 74A–75B			
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).	SE/TE: 118A–119B, 120A–121B, 124A–125B	SE: 132, 133 TE: 118B, 120B, 124B			
1.2	Interpret and evaluate mathematical expressions that now use parentheses.	SE/TE: 122–123, 124–125 TE: 122B, 124B	SE/TE: 118A–119B, 120A–121B TE: 123B, 125B			

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1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	SE/TE: 122–123, 124A–125B TE: 122B	SE/TE: 132 TE: 123B TRM: Topic 5, p. 32			
1.4	Use and interpret formulas (e.g., area = length x width or *A = lw)* to answer questions about quantities and their relationships.	SE/TE: 358A–361B, 362A–363B, 370A–371B, 418A–419B	SE/TE: 364A–367B, 368A–369B, 372A–374B			
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.	SE/TE: 418A–419B, 420–421, 422–423, 424–425	SE/TE: 426A–428B TE: 420B, 422B, 424B			
2.0	**Students know how to manipulate equations:**	SE/TE: 318–319, 320–321, 322A–323B TRM: Topic 13, p. 20	SE/TE: 328A–329B, 418A–421B, 422A–423B TE: 318B, 320B			
2.1	Know and understand that equals added to equals are equal.	SE/TE: 318–319, 320–321 TE: 318B, 320B	TE: 319B, 321B TRM: Topic 13, p. 26			
2.2	Know and understand that equals multiplied by equals are equal.	SE/TE: 318–319, TE: 318B SE/TE: 322–323, TE: 322B	SE/TE: 319B, 323B SE: 332			

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	MEASUREMENT AND GEOMETRY					
1.0	**Students understand perimeter and area:**	SE/TE: 358–361, 362–363, 364–367, 368–369, 370–371	SE/TE: 372A–374B TE: 362B, 364B, 368B, 370B			
1.1	Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).	SE/TE: 362–363, 364–367 TE: 362B, 364B TRM: Topic 15, p. 60	SE/TE: 368A–369B, 370A–371B TE: 363B, 367B			
1.2	Recognize that rectangles that have the same area can have different perimeters.	SE/TE: 370–371, 379 TE: 370B	SE/TE: 358A–361B TE: 371B TRM: Topic 15, p. 48			
1.3	Understand that rectangles that have the same perimeter can have different areas.	SE/TE: 368–369, 379 TE: 368B	SE/TE: 358A–361B TE: 369B TRM: Topic 15, p. 48			
1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	SE/TE: 358-361, 362–363, 364–367, 379	SE/TE: 368A–369B, 370A–371B, 372A–374B TE: 364B, 367B			
2.0	**Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:**	SE/TE: 402A–403B, 404–407, 408–409 TE: 404B, 408B	SE/TE: 410A–411B TE: 407B, 409B, 425B, 429B			

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2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).	SE/TE: 424–425, 426–429 TE: 424B, TRM: Topic 18, p. 38	SE/TE: 408A–409B TE: 425B, 429B TRM: Topic 18, p. 44			
2.2	Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.	SE/TE: 408–409, 408B TE: 408B SE: 415 (Set C)	SE/TE: 410A–411B TE: 409B TRM: Topic 17, p. 32			
2.3	Understand that the length of a vertical line segment equals the difference of the *y*-coordinates.	SE/TE: 408–409 TE: 408B SE: 415 (Set C)	SE/TE: 410A–411B TE: 409B TRM: Topic 17, p. 32			
3.0	**Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:**	SE/TE: 198A–199B, 200A–201B, 202A–203B, 204A–205B, 206A–209	SE/TE: 214A–215B, 218, 219, 220, 221			
3.1	Identify lines that are parallel and perpendicular.	SE/TE: 194–195, 218 Set A TE: 194B	SE/TE: 196A–197B TE: 195B TRM: Topic 8, p. 48			
3.2	Identify the radius and diameter of a circle.	SE/TE: 204–205, 219 Set F TE: 204B	TE: 205B TRM: Topic 8, p. 78			
3.3	Identify congruent figures.	SE/TE: 438–439, 448 Set A TE: 438B	SE/TE: 440A–441B TE: 439B TRM: Topic 19, p. 20			

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3.4	Identify figures that have bilateral and rotational symmetry.	SE/TE: 440–441, 442–443 TE: 440B, 442B	SE/TE: 445 TE: 441B, 443B			
3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns.	SE/TE: 196–197, 218 442A-443B TE: 196B	SE/TE: 200A–201B TE: 197B TRM: Topic 8, p. 54			
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.	SE/TE: 206–209, 210–211, 212–213 TE: 206B, 210B	SE/TE: 220 TE: 209B, 211B, 213B			
3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.	SE/TE: 200–201, 219 Set D TE: 200B	SE/TE: 214A–215B TE: 201B TRM: Topic 8, p. 66			
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	SE/TE: 202–203 TE: 202B	SE/TE: 198A–199B, 214A–215B TE: 203B TRM: Topic 8, p. 72			

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	STATISTICS, DATA ANALYSIS, AND PROBABILITY					
1.0	**Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**	SE/TE: 382A–383B, 384A–385B, 386A–387B, 388A–389B, 390A–391B	SE/TE: 282A-285B, 392A, 395B, 404A–407B, 410A–411B			
1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.	SE/TE: 382–383 TE: 382B SE/TE:386A–387B, 424A–425B, 430A–431B	SE/TE: 390A–391B, 392A–395B TE: 383B			
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.	SE/TE: 386–387, 390–391 TE: 386B, 388B	SE: 399 Set E TE: 387B, 389B, 391B			
1.3	Interpret one-and two-variable data graphs to answer questions about a situation.	SE/TE: 384–385, 398 Set B, 424–425, 426–429 TE: 384B	SE/TE: 392A–395B TE: 385B TRM: Topic 16, p. 30			
2.0	**Students make predictions for simple probability situations:**	SE/TE: 456–459, 465 Set C TE: 456B	TE: 459B SE: 461 Exercise 9 TRM: Topic 20, p. 32			
2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).	SE/TE: 452–453, 454–455, 464 TE: 452B, 454B	TE: 453B, 455B TRM: Topic 20, pp. 20, 26			

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2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3 / 4).	SE/TE: 456–459, 465 Set C TE: 456B	TE: 459B TRM: Topic 20, p. 32			
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**	(Grade 4, NS 1.0) SE/TE 16A–17B, (Grade 4, NS 2.1) SE/TE 34A–35B, (Grade 3, NS 2.2) SE/TE 68A–69B, (Grade 4, AF 1.0) SE/TE 126A–129B, (Grade 4, NS 3.0) SE/TE 150A–151B	(Grade 4, NS 2.1) SE/TE 44A–47B, (Grade 4, NS 3.0) SE/TE 182A–185B, (Grade 4, NS 1.7) SE/TE 284A–285B, (Grade 4, NS 2.0) SE/TE 310A–311B, (Grade 4, AF 2.0) SE/TE 328A–329B			
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	(Grade 4, NS 2.1) SE/TE 34A–35B, (Grade 3, NS 2.2) SE/TE 68A–69B, (Grade 4, NS 3.0) SE/TE 150A–151B, (Grade 4, NS 3.0) SE/TE 182A–185B, (Grade 4, NS 2.0) SE/TE 310A–311B	(Grade 4, NS 1.0) SE/TE 16A–17B, (Grade 4, NS 2.1) SE/TE 44A–47B, (Grade 3, NS 2.2) SE/TE 80A–83B, (Grade 4, AF 1.0) SE/TE 126A–129B, (Grade 4, MG 3.0) SE/TE 214A–215B			

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1.2	Determine when and how to break a problem into simpler parts.	(Grade 4, NS 3.2) SE/TE 140A–143B, (Grade 4, MG 3.0) SE/TE 372A–375B, (Grade 4, MG 2.0) SE/TE 410A–411B	(Grade 3, NS2.2) SE/TE 64A–67B, (Grade 4, NS 3.0) SE/TE 150A–151B, (Grade 4, NS 3.0) SE/TE 182A–185B			
2.0	**Students use strategies, skills, and concepts in finding solutions:**	(Grade 4, NS 1.0) SE/TE 16A–17B, (Grade 4, NS 2.1) SE/TE 44A–47B, (Grade 3, NS 2.2) SE/TE 68A–69B, (Grade 4, AF 1.0) SE/TE 126A–129B, (Grade 4, NS 2.0) SE/TE 310A–311B	(Grade 3, NS 2.4) SE/TE 108A–111B, (Grade 4, NS 3.0) SE/TE 150A–151B, (Grade 4, NS 3.0) SE/TE 182A–185B, (Grade 4, MG 3.0) SE/TE 214A–215B, (Grade 4, NS 1.7) SE/TE 242A–245B			
2.1	Use estimation to verify the reasonableness of calculated results.	(Grade 3, NS 2.4) SE/TE 100A–103B, (Grade 3, NS 2.4) SE/TE 104A–105B, (Grade 3, NS 2.4) SE/TE 108A–111B (Grade 4, NS 3.2) SE/TE 168A–171B	(Grade 3, NS 2.4) SE/TE 94A–95B, (Grade 3, NS 2.4) SE/TE 96A–99B, (Grade 3, NS 2.4) SE/TE 106A–107B, (Grade 4, NS 3.2) SE/TE 140A–143B,			

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	(continued)	(Grade 4, NS 3.4) SE/TE: 172A-173B	(Grade 4, NS 3.2) SE/TE 146A–147B			
2.2	Apply strategies and results from simpler problems to more complex problems.	(Grade 4, NS 3.2) SE/TE 140A–143B, (Grade 4, MG 3.0) SE/TE 372A–375B, (Grade 4, MG 2.0) SE/TE 410A–411B	(Grade 3, NS 2.2) SE/TE 64A–67B, (Grade 4, NS 3.0) SE/TE 150A–151B, (Grade 4, NS 3.0) SE/TE 182A–185B			
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	(Grade 4, NS 2.1) SE/TE 44A–47B, (Grade 3, NS 2.2) SE/TE 80A–83B, (Grade 3, NS 2.4) SE/TE 108A–111B, (Grade 4, AF 1.0) SE/TE 126A–129B, (Grade 4, SDAP 1.0) SE/TE 460A–461B	(Grade 4, NS 2.1) SE/TE 34A–35B, (Grade 3, NS 2.2) SE/TE 68A–69B, (Grade 4, MG 3.0) SE/TE 214A–215B, (Grade 4, NS 1.7) SE/TE 242A–245B, (Grade 4, SDAP 1.1) SE/TE 392A–395B			
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 4, NS 1.0) SE/TE 16A–17B, (Grade 4, NS 2.1) SE/TE 44A–47B, (Grade 3, NS 2.2) SE/TE	(Grade 4, NS 2.1) SE/TE 34A–35B, (Grade 4, NS 1.7) SE/TE 242A–245B, (Grade 4, NS 2.0) SE/TE			

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	(continued)	80A–83B, (Grade 3, NS 2.4) SE/TE 108A–111B, (Grade 4, AF 1.0) SE/TE 126A–129B	310A–311B, (Grade 4, AF 2.0) SE/TE 328A–329B, (Grade 4, SDAP 1.0) SE/TE 460A–461B			
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	(Grade 4, NS 1.7) SE/TE 242A–244B SE (Grade 4, NS 3.0) SE p. 147 Exercise 22, SE (Grade 4, NS 1.7) SE p. 249 Set F, SE (Grade 4, NS 2.1) SE p. 296 Exercise 6 (Grade 4, NS 1.4) SE/TE: 160-161	(Grade 4, NS 2.1) SE p. 32 Exercise 7, (Grade 4, NS 3.0) SE p. 94 Exercise 9, (Grade 4, NS 3.0) SE p. 108 Exercise 2, (Grade 4, NS 3.0) SE p. 138 Exercise 5			
2.6	Make precise calculations and check the validity of the results from the context of the problem.	(Grade 3, NS 2.4) SE/TE 108A–111B, (Grade 4, NS 2.4) SE/TE 310A–311B TE: 108B	(Grade 4, NS 2.1) SE p. 44 Exercise 2, (Grade 4, AF 1.0) SE p. 127 Exercise 2, (Grade 4, NS 3.2) SE p. 163 Exercise 26, (Grade 4, NS 2.1) SE p. 302 Exercise 2, (Grade 4, SDAP 1.0)			

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	(continued)		SE/TE 460A–461B			
3.0	**Students move beyond a particular problem by generalizing to other situations:**	(Grade 3, NS 3.2) SE/TE 68A–69B, (Grade 4, NS 3.0) SE/TE 182A–185B, (Grade 4, MG 3.0) SE/TE 214A–215B	(Grade 3, NS 2.2) SE: 86 Set D, (Grade 4, MG 3.0) TE 214B, (Grade 4, MG 3.0) SE 221 Set F			
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	(Grade 3, NS 2.4) SE/TE 108A–111B, (Grade 4, NS 2.4) SE/TE 310A–311B, (Grade 4, SDAP 1.0) SE/TE 460A–461B	(Grade 4, NS 2.1) SE p. 44 Exercise 2, (Grade 4, AF 1.0) SE 127 Exercise 2, (Grade 4, NS 3.2) SE p. 163 Exercise 26, (Grade 4, NS 2.1) SE p. 302 Exercise 2			
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	(Grade 4, NS 1.0) SE/TE 16A–17B, (Grade 4, AF 1.0) SE/TE 126A–129B, (Grade 4, NS 3.0) SE/TE 182A–185B, (Grade 4, MG 3.0) SE/TE 214A–215B, (Grade 4, NS	(Grade 3, NS 3.2) SE/TE 68A–69B, (Grade 4, NS 3.0) SE/TE 150A–151B, (Grade 4, NS 1.7) SE/TE 284A–285B, (Grade 4, AF 2.0) SE/TE 328A–329B (Grade 4, NS			

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	(continued)	2.4) SE/TE 310A–311B	2.1) SE p. 44 Exercise 2			
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	(Grade 3, NS 3.2) SE/TE 68A–69B, (Grade 4, NS 3.0) SE/TE 182A–185B, (Grade 4, MG 3.0) SE/TE 214A–215B	(Grade 4, MG 3.1) SE/TE 194A–195B, (Grade 4, MG 3.5) SE/TE 196A–197B, (Grade 4, MG 3.0) SE/TE 198A–199B, (Grade 4, MG 3.7) SE/TE 200A–201B, (Grade 4, MG 3.8) SE/TE 202A–203B			
Appendix						