New Jersey Progress Mathematics

Progress in Mathematics

Common Core State Standards
for Mathematics

Crosswalk

Grade 4

Contents

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Lesson 1 **Interpret Multiplication Equations as Comparisons**—pp. 10–17	**Instruction** *4-1B Use Multiplication to Compare Numbers—Online	**4.OA.1** **4.OA.A.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.
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Unit 2: Focus on Number and Operations in Base Ten

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Unit 3: Focus on Number and Operations—Fractions

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Lesson 18 **Decompose a Fraction as a Sum of Fractions**—pp. 158–165	**Instruction** *9-1B Decompose Fractions—Online	**4.NF.3b** **4.NF.B.3b** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

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Lesson 22 Multiply Fractions by Whole Numbers—pp. 190–197	**Instruction** *9-8A Multiply with Fractions—Online	**4.NF.4b** **4.NF.B.4b** 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 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
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	Application 9-12 Problem Solving Applications: Mixed Review—pp. 318–319	*– continued from previous page –* *For example, if each person at a party will eat 3/8 of a 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?*
Lesson 24 Add Fractions: Denominators of 10 and 100—pp. 206–213	**Instruction** *9-6C Add Fractions with Denominators of 10 and 100—Online	**4.NF.5** **4.NF.C.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 100.2 *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
Lesson 25 Write and Compare Decimal Fractions—pp. 214–221	**Instruction** 13-1 Tenths and Hundredths—pp. 412–413 13-2 Decimals Greater Than One—pp. 414–415 13-3 Decimal Place Value—pp. 416–417	**4.NF.6** **4.NF.C.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 diagram.*
	Instruction *13-3A Compare Decimals with Models and Symbols—Online 13-4 Compare Decimals—pp. 418–419 13-5 Order Decimals—pp. 420–421	**4.NF.7** **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Unit 4: Focus on Measurement and Data

Lesson 26 Convert Customary Measurement Units—pp. 234–241	**Instruction** 6-2 Rename Units of Length—pp. 208–209 6-3 Compute Customary Units—pp. 210–211 6-4 Customary Units of Capacity—pp. 212–213 6-5 Customary Units of Weight—pp. 214–215	**4.MD.1** **4.MD.A.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 *– continued on next page –*

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Lesson 27 Convert Metric Measurement Units—pp. 242–249	**Instruction** 12-1 Metric Measurement—pp. 382–383 12-2 Relate Metric Units of Length—pp. 384–385 12-3 Relate Metric Units of Capacity—pp. 386–387 12-4 Relate Metric Units of Mass—pp. 388–389 **Application** 12-14 Problem Solving Applications: Mixed Review—pp. 408–409	**4.MD.1** **4.MD.A.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 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
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Lesson 30 Problem Solving: Use Line Plots—pp. 266–273	**Instruction** 7-4 Surveys and Line Plots—pp. 246–247 *9-5A Organize Measurement Data—Online	**4.MD.4** **4.MD.B.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 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.*

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Lesson 31 Understand Angle Measures—pp. 274–281	**Instruction** *10-1A Angle Measure—Online 10-2 Rays and Angles—pp. 328–329	**4.MD.5a** **4.MD.C.5a**	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
		4.MD.5b **4.MD.C.5b**	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
Lesson 32 Use a Protractor to Measure Angles—pp. 282–289	**Instruction** 10-2 Rays and Angles—pp. 328–329 *10-2A Measure Angles—Online	**4.MD.6** **4.MD.C.6**	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Lesson 33 Problem Solving: Find Unknown Angle Measures—pp. 290–297	**Instruction** *10-2B Unknown Angle Measures—Online	**4.MD.7** **4.MD.C.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 in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Unit 5: Focus on Geometry

Lesson 34 Draw and Identify Points, Lines, and Angles—pp. 304–311	**Instruction** 10-1 Points, Lines, and Line Segments—pp. 326–327 10-2 Rays and Angles—pp. 328–329 10-3 Parallel and Perpendicular Lines—pp. 330–331 10-4 Circles—pp. 332–333 10-11 Coordinate Geometry—pp. 346–347 **Application** 10-13 Problem Solving Applications: Mixed Review—pp. 350–351	**4.G.1** **4.G.A.1**	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Lesson 35 Classify Two-Dimensional Figures—pp. 312–319	**Readiness** 10-2 Rays and Angles—pp. 328–329 10-3 Parallel and Perpendicular Lines—pp. 330–331	**4.G.2** **4.G.A.2**	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or

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Lesson 36 Identify Lines of Symmetry—pp. 320–327	**Instruction** *10-7A Symmetry—Online **Application** 10-12 Problem Solving Strategy: Find a Pattern—pp. 348–349	**4.G.3** **4.G.A.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.