

New York State Next Generation Mathematics Learning Standards

Grade 4 Crosswalk

Operations and Algebraic Thinking

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
	<p>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.</p>	<p>NY-4.OA.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. e.g.,</p> <ul style="list-style-type: none"> • Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 or 7 times as many as 5. • Represent “Four times as many as eight is thirty-two” as an equation, $4 \times 8 = 32$.
	<p>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.</p> <p>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.</p>	<p>NY-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.</p>

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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.	NY-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.

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Number and Operations in Base Ten

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<p>Generalize place value understanding for multi-digit whole numbers.</p>	<p>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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p><u>Note:</u> Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</p>	<p>NY-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.</p> <p>e.g., Recognize that $70 \times 10 = 700$ (and, therefore, $700 \div 10 = 70$) by applying concepts of place value, multiplication, and division.</p> <p><u>Note:</u> Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.</p>
	<p>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 the results of comparisons.</p> <p><u>Note:</u> Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</p>	<p>NY-4.NBT.2a. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>e.g., $50,327 = 50,000 + 300 + 20 + 7$</p> <p>NY-4.NBT.2b Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><u>Note:</u> Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.</p>

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

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Number and Operations in Base Ten

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<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><u>Note:</u> Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</p>	<p>NY-4.NBT.4</p>

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Grade 4 Crosswalk

Number and Operations - Fractions

Cluster

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Grade 4 Crosswalk

Number and Operations - Fractions

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
<p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>	<p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. 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,</p>	

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Number and Operations - Fractions

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<p>Understand decimal notation for fractions, and compare decimal fractions.</p>	<p>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. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i></p> <p>Students who c</p>	

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Measurement and Data

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.1	

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Geometry

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
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,	