

# Correlation

The following is a correlation of *Investigations 3* to the Common Core State Standards for Mathematics. Assessment Benchmarks are included with their associated standards.

Common Core State Standards for Mathematics Grade 4	Grade 4 <i>Investigations 3</i>
<b>Operations and Algebraic Thinking 4.OA</b>	
<b>Use the four operations with whole numbers to solve problems.</b>	
<p><b>4.OA.A.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> 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><b>Unit 1</b> 1.5, 1.6, 1.8  <b>Benchmark 1:</b> Use multiplication to solve multiplicative comparison problems.  <b>Unit 3</b> 2.5</p>
<p><b>4.OA.A.2</b> 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><b>Unit 1</b> 1.5, 1.6, 1.8  <b>Benchmark 1:</b> Use multiplication to solve multiplicative comparison problems.  <b>Unit 3</b> 1.4, 2.5, 3.6  <b>Benchmark 1:</b> Multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.  <b>Benchmark 2:</b> Solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.  <b>Unit 7</b> 2.4, 2.5</p>
<p><b>4.OA.A.3</b> 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.</p>	<p><b>Unit 3</b> 1.1  <b>Unit 4</b> 1.4, 1.5  <b>Unit 5</b> 2.6, 2.7, 3.3, 3.4, 3.5, 3.6  <b>Unit 7</b> 1.2, 3.4, 3.5, 3.6  <b>Unit 8</b> Investigation 1  <b>Benchmark 2:</b> Model the mathematics of a situation with tables and with mathematical notation, including using letters to represent unspecified quantities.  <b>Benchmark 3:</b> Solve multi-step word problems using the four operations.</p>

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### Gain familiarity with factors and multiples.

**4.OA.B.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.

**Unit 1** 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, Investigation 2  
**Benchmark 2:** Determine whether numbers up to 100 are prime or composite.  
**Benchmark 3:** Find factors of numbers up to 100 and recognize multiples of 1-digit numbers.  
**Unit 3** TMM 1.4, TMM 2.1, TMM 2.2, 3.1, TMM 3.1, 3.2, TMM 3.2, TMM 3.3

### Generate and analyze patterns.

**4.OA.C.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 informally why the numbers will continue to alternate in this way.*

**Unit 8** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10  
**Benchmark 1:** Generate a number pattern that follows a given rule and analyze features of the pattern in order to solve problems.

## Number and Operations in Base Ten 4.NBT

### Generalize place value understanding for multi-digit whole numbers.

**4.NBT.A.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.*

**Unit 5** 3.1, 3.2  
**Benchmark 1:** Read, write, and compare numbers up to 1,000,000 and round them to any place.  
**Unit 6** 1.4

**4.NBT.A.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.

**Unit 5** 1.1, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6  
**Benchmark 1:** Read, write, and compare numbers up to 1,000,000 and round them to any place.  
**Unit 6** TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 3.1, TMM 3.2, TMM 3.3, TMM 3.4, TMM 3.5, TMM 3.6

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

**Unit 5** 1.1, 3.3, 3.5, 3.6  
**Benchmark 1:** Read, write, and compare numbers up to 1,000,000 and round them to any place.  
**Unit 6** TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 3.1, TMM 3.2, TMM 3.3, TMM 3.4, TMM 3.5, TMM 3.6  
**Unit 8** TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5

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<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	
<p><b>4.NBT.B.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>	<p><b>Unit 4</b> TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 3.1, TMM 3.2, TMM 3.3, TMM 3.4</p> <p><b>Unit 5</b> 1.4, 1.5, 1.6, 2.4, 2.5, 2.6, 2.7, 3.4, 3.5, 3.6  <b>Benchmark 2:</b> Fluently solve multidigit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p> <p><b>Unit 6</b> TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 3.1, TMM 3.2, TMM 3.3, TMM 3.4, TMM 3.5, TMM 3.6</p>
<p><b>4.NBT.B.5</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p><b>Unit 1</b> 1.1, 1.4, 1.6  <b>Benchmark 3:</b> Find factors of numbers up to 100 and recognize multiples of 1-digit numbers.</p> <p><b>Unit 3</b> Investigation 1, 2.4, 2.6, Investigation 3  <b>Benchmark 1:</b> Multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.  <b>Benchmark 3:</b> Multiply a number by a multiple of 10.</p> <p><b>Unit 4</b> 1.2, 4.5, 4.6</p> <p><b>Unit 5</b> TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 2.5, TMM 2.6, TMM 2.7, TMM 3.4, TMM 3.5, TMM 3.6</p> <p><b>Unit 7</b> Investigation 1, Investigation 2, 3.2, 3.4, 3.5, 3.6  <b>Benchmark 1:</b> Multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.</p> <p><b>Unit 8</b> TMM 1.1, TMM 1.3, TMM 1.4, TMM 1.5</p>
<p><b>4.NBT.B.6</b> 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.</p>	<p><b>Unit 3</b> 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.7  <b>Benchmark 2:</b> Solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><b>Unit 4</b> 4.5, 4.6</p> <p><b>Unit 7</b> Investigation 3  <b>Benchmark 2:</b> Solve division problems with up to 4-digit dividends and 1-digit divisors.</p> <p><b>Unit 8</b> TMM 1.1, TMM 1.2, TMM 1.4, TMM 1.5</p>
<b>Number and Operations—Fractions 4.NF</b>	
<b>Extend understanding of fraction equivalence and ordering.</b>	
<p><b>4.NF.A.1</b> Explain why a fraction <math>\frac{a}{b}</math> is equivalent to a fraction <math>\frac{n \times a}{n \times b}</math> by using visual fraction models,</p>	<p><b>Unit 6</b> 1.1, 1.2, 1.3, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8  <b>Benchmark 1:</b> Identify equivalent fractions and explain why they are equivalent.</p>

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with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
<p><b>4.NF.A.2</b> 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 <math>\frac{1}{2}</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p><b>Unit 6</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>Benchmark 2:</b> Compare fractions with like and unlike denominators.</p>
<p><b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b></p>	
<p><b>4.NF.B.3</b> Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>.</p>	
<p><b>4.NF.B.3.a</b> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p><b>Unit 6</b> 1.1, 1.2, 3.1, 3.2, 3.4  <b>Benchmark 3:</b> Add and subtract fractions and mixed numbers with like denominators.</p>
<p><b>4.NF.B.3.b</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, e.g., by using a visual fraction model. <i>Examples:</i> <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math>; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math>; <math>2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math>.</p>	<p><b>Unit 6</b> 1.1, 3.1  <b>Benchmark 3:</b> Add and subtract fractions and mixed numbers with like denominators.</p>
<p><b>4.NF.B.3.c</b> 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.</p>	<p><b>Unit 6</b> 3.3, 3.4, 4.2, 4.3, 4.4  <b>Benchmark 1:</b> Identify equivalent fractions and explain why they are equivalent.  <b>Benchmark 3:</b> Add and subtract fractions and mixed numbers with like denominators.</p>
<p><b>4.NF.B.3.d</b> 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.</p>	<p><b>Unit 6</b> 3.1, 3.2, 3.4, 4.2, 4.3, 4.4  <b>Benchmark 3:</b> Add and subtract fractions and mixed numbers with like denominators.</p>
<p><b>4.NF.B.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	
<p><b>4.NF.B.4.a</b> Understand a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>. For example, use a visual fraction model to represent <math>\frac{5}{4}</math> as the product <math>5 \times (\frac{1}{4})</math>, recording the conclusion by the equation <math>\frac{5}{4} = 5 \times (\frac{1}{4})</math>.</p>	<p><b>Unit 6</b> 4.1, 4.2, 4.3, 4.4  <b>Benchmark 4:</b> Multiply a fraction by a whole number.</p>

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<p><b>4.NF.B.4.b</b> Understand a multiple of <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times \left(\frac{2}{5}\right)</math> as <math>6 \times \left(\frac{1}{5}\right)</math>, recognizing this product as <math>\frac{6}{5}</math>. (In general, <math>n \times \left(\frac{a}{b}\right) = \frac{(n \times a)}{b}</math>.)</i></p>	<p><b>Unit 6</b> 4.1, 4.2, 4.3, 4.4  <b>Benchmark 4:</b> Multiply a fraction by a whole number.</p>
<p><b>4.NF.B.4.c</b> 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. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> 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?</i></p>	<p><b>Unit 6</b> 4.1, 4.2, 4.3, 4.4  <b>Benchmark 4:</b> Multiply a fraction by a whole number.</p>
<p><b>Understand decimal notation for fractions, and compare decimal fractions.</b></p>	
<p><b>4.NF.C.5</b> 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 <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i></p>	<p><b>Unit 6</b> 1.4, 1.5, 3.5, 3.6, 4.2, 4.3, 4.4  <b>Benchmark 1:</b> Identify equivalent fractions and explain why they are equivalent.  <b>Benchmark 6:</b> Add tenths and hundredths.</p>
<p><b>4.NF.C.6</b> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>	<p><b>Unit 6</b> 1.4, 1.5, 1.6, 2.7, 2.8, 3.5  <b>Benchmark 5:</b> Read, write, and compare decimals in tenths and hundredths.</p>
<p><b>4.NF.C.7</b> 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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>	<p><b>Unit 6</b> 2.7, 2.8  <b>Benchmark 5:</b> Read, write, and compare decimals in tenths and hundredths.</p>
<p><b>Measurement and Data 4.MD</b></p>	
<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b></p>	
<p><b>4.MD.A.1</b> 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. <i>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), ...</i></p>	<p><b>Unit 2</b> 1.2, 2.1, 2.2, 2.3  <b>Benchmark 2:</b> Design a data question that involves measurement to compare two groups.  <b>Unit 4</b> Investigation 1  <b>Benchmark 1:</b> Convert linear measurements from a larger unit to a smaller unit.  <b>Unit 7</b> 1.1, 1.2  <b>Benchmark 3:</b> Solve measurement and conversion problems.</p>

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<p><b>4.MD.A.2</b> 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.</p>	<p><b>Unit 2</b> 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6  <b>Benchmark 1:</b> Use a line plot to organize, represent, and analyze measurement data about two groups in order to compare the two groups.  <b>Benchmark 2:</b> Design a data question that involves measurement to compare two groups.  <b>Benchmark 3:</b> Use a line plot to represent measurement data that includes fractions.</p> <p><b>Unit 4</b> 1.3, 1.4, 1.5  <b>Benchmark 1:</b> Convert linear measurements from a larger unit to a smaller unit.</p> <p><b>Unit 5</b> 1.1, 1.2, 1.3, 2.1, 2.6, 2.7, 3.4, 3.5, 3.6  <b>Benchmark 3:</b> Use addition and subtraction to solve word problems involving measurement.</p> <p><b>Unit 6</b> 3.5, 3.6, 4.2, 4.3, 4.4  <b>Benchmark 3:</b> Add and subtract fractions and mixed numbers with like denominators.</p> <p><b>Unit 7</b> 1.2, 3.6  <b>Benchmark 3:</b> Solve measurement and conversion problems.</p> <p><b>Unit 8</b> TMM 1.6, 1.7, TMM 1.7, 1.8, TMM 1.8, TMM 1.9, TMM 1.10</p>
<p><b>4.MD.A.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>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.</i></p>	<p><b>Unit 4</b> 1.4, 1.5, 4.5, 4.6  <b>Benchmark 2:</b> Determine the perimeter and area of rectangles, including using generalizable methods.</p>
<b>Represent and interpret data.</b>	
<p><b>4.MD.B.4</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}, \frac{1}{4}, \frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>	<p><b>Unit 2</b> 1.1, 2.3, 2.5, 2.6  <b>Benchmark 1:</b> Use a line plot to organize, represent, and analyze measurement data about two groups in order to compare the two groups.  <b>Benchmark 3:</b> Use a line plot to represent measurement data that includes fractions.</p> <p><b>Unit 6</b> 3.3  <b>Benchmark 7:</b> Represent data on a line plot including fourths and eighths.</p>
<b>Geometric measurement: understand concepts of angle and measure angles.</b>	
<p><b>4.MD.C.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p>	

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<p><b>4.MD.C.5.a</b> 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 <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</p>	<p><b>Unit 4</b> 3.3, 3.4  <b>Benchmark 4:</b> Add or subtract angles to determine the size of angles.  <b>Benchmark 5:</b> Use a protractor to measure angles and sketch angles of specific sizes.</p>
<p><b>4.MD.C.5.b</b> An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</p>	<p><b>Unit 4</b> 3.1, 3.3, 3.4  <b>Benchmark 3:</b> Draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.  <b>Benchmark 4:</b> Add or subtract angles to determine the size of angles.  <b>Benchmark 5:</b> Use a protractor to measure angles and sketch angles of specific sizes.</p>
<p><b>4.MD.C.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p><b>Unit 4</b> 3.3, 3.4, 4.6  <b>Benchmark 5:</b> Use a protractor to measure angles and sketch angles of specific sizes.</p>
<p><b>4.MD.C.7</b> 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.</p>	<p><b>Unit 4</b> 3.1, 3.2, 3.4  <b>Benchmark 4:</b> Add or subtract angles to determine the size of angles.</p>
<p><b>Geometry 4.G</b></p>	
<p><b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b></p>	
<p><b>4.G.A.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p><b>Unit 4</b> 2.1, 2.2, 2.5, 3.2  <b>Benchmark 3:</b> Draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p>
<p><b>4.G.A.2</b> 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.</p>	<p><b>Unit 4</b> 2.1, 2.2, 2.3, 2.4, 2.5  <b>Benchmark 3:</b> Draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p>
<p><b>4.G.A.3</b> 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.</p>	<p><b>Unit 4</b> 4.1, 4.2, 4.3, 4.4  <b>Benchmark 6:</b> Identify lines of symmetry in polygons.</p>