



Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416
 phone (800) 852-2435 fax (952) 546-7502

ARKANSAS MATH FRAMEWORK STANDARDS CORRELATED TO *MOVING WITH MATH EXTENSIONS GRADE 4*

		Student Book	Skill Builders
NUMBER SENSE			
Whole Numbers			
No.1.4.1	Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers.	2	
No.1.4.2	Use the place-value structure of the base-ten number system and be able to represent and compare whole numbers to millions (using models, illustrations, symbols, expanded notation and problem solving).	1-2, 4-7	1-1, 2-1
No.1.4.3	Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology	5,10	2-1
Rational Numbers			
No.1.4.4	Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models up to $12/12$.	45-48	30-1, 31-1, 32-1
No.1.4.5	Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction.		30-1, 31-1, 32-1
No.1.4.6	Use the place-value structure of the base-ten number system and be able to represent and compare decimals to 100ths, (using models, illustrations, symbols, expanded notation and problem solving).		
No.1.4.7	Write an equivalent decimal for a given fraction relating to money.	24	47-2
No.1.4.8	Write a fraction that is equivalent to a given fraction with the use of models.	48	32-1
Number Theory			
No.2.4.1	Develop an understanding of the associative and zero properties of multiplication using objects.		20-2, 20-3, 25-3

		Student Book	Skill Builders
No.2.4.2	Apply number theory-odd/even, multiple, factor and divisible by in an appropriate context, generate and use divisibility rules for 2, 5 and 10, demonstrate various multiplication and division relationships.	25-44	24-1, 25-1, 29-1
Whole Number Operations			
No.2.4.3	Use conventional mathematical symbols to write equations for contextual problems involving multiplication.	25-35,38	25-2
No.2.4.4	Represent and explain division as measurement and partitive division including equal groups, related rates, price rectangular arrays (area models) combinations and multiplicative comparison-translate contextual situations involving division into conventional math symbols-explain how a remainder may impact an answer in a real-world situation.	37-44	25-2
Computational Fluency-Addition/Subtraction			
No.3.4.1	Demonstrate with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems.		15-2
No.3.4.2	Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems (30 x 50).	34	
No.3.4.3	Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems - 2-digits by 2-digit multiplication (larger numbers with tech) - up to 3-digit by 2-digit division (larger, with tech) - strategies for multiplication and dividing numbers - performance of operations in more than one way - estimation of products and quotients in appropriate situations and relationships between operations.	28-29, 33-36, 44	20-1, 25-2
No.3.4.4	Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools.	2, 13-20, 22, 24-36	9-1, 9-2, 10-1, 11-1, 12-1, 13-1, 15-1, 15-2, 16-1, 17-1, 18-1, 20-1 to 20-3, 21-1, 21-2, 22-1, 23-1
Estimation			
No.3.4.5	Use estimation strategies to solve problems and judge the reasonableness of the answer.	34	

		Student Book	Skill Builders
	ALGEBRA		
	Recognize, Describe and Develop Patterns		
A.4.4.1	Identify a number that is more or less than any whole number using multiples of 0, 100, and/or 1000.	3	2-1, 3-1, 6-1
A.4.4.2	Use repeating and growing numeric and geometric patterns to make predictions and solve problems.	3,5,8	2-1, 3-1, 6-1
	Patterns, Relationships and Functions		
A.4.4.3	Determine the relationship between sets of numbers by selecting the rule (2-step rules in words).	3, 9	2-1, 3-1, 6-1
	Expressions, equations and Inequalities		
A.5.4.1	Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving 2-digit by 1-digit division using appropriate labels.	38-44	25-2, 25-3
A.5.4.2	Express mathematical relationships using simple equations and inequalities greater than, less than and equal and not equal)		9-1, 9-2
A.5.4.3	Use a variable to represent an unknown quantity in a number sentence involving contextual situations and find the value	39	49-2
	Algebraic Models and Relationships		
A.6.4.1	Create a chart or table to organize given information and to understand relationships and explain the results	63	50-1
	Analyze Change		
A.7.4.1	Identify, describe and generalize relationships in which quantities change proportionally	28-29, 33-34, 36	20-1
	GEOMETRY		
	Characteristics/Properties 3-D/2-D/1-D		
G.8.4.1	Identify, describe and classify 3-D solids by properties including the number of vertices, edges and shapes of faces using models		40-1
G.8.4.2	Identify regular and irregular polygons including octagon		39-2
	Geometric Relationships		
G.8.4.3	Identify, draw and describe a line, line segment, a ray, an angle, intersecting, perpendicular, and parallel lines	51-53	35-1, 36-1, 37-1

		Student Book	Skill Builders
G.8.4.4	Classify angles relative to 90 degrees as more than, less than or equal to	53	37-1
	Symmetry and Transformations		
G.9.4.1	Determine the result of a transformation of a 2-D figure as a slide (translation) flip (reflection) or turn (rotation) and justify the answer	54	39-1
	Coordinate Geometry		
G.10.4.1	Locate and identify points on a coordinate grid and name the ordered pair (quadrant one only) using common language and geometric vocabulary (horizontal and vertical)		50-5
	Spatial, Visualization and Models		
G.11.4.1	Construct a 3-D model composed of cubes when given an illustration		
G.11.4.2	Create new figures by combining and subdividing models of existing figures in multiple ways and record results on a table		
	MEASUREMENT		
	Time/Calendar/Clock/Money/Temperature/ Tools and Attributes		
M.12.4.1	Recognize that 60 seconds equals 1 minute		41-1, 41-2
M.12.4.2	Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer		
M.12.4.3	Use the relationship among units of measurement-- length/capacity/weight		44-1, 45-1
M.12.4.4	Create and complete a conversion table to show relationships between units of measurement in the same system	58-59	
M.13.4.1	Using a calendar to determine elapsed time from month to month		42-1
M.13.4.2	Solve problems involving conversions between minutes and hours	56	41-2
M.13.4.3	Restate the time in multiple ways given an analog clock to the nearest 1-minute	55	41-1, 41-2
	Elapsed Time		
M.13.4.4	Determine elapsed time to contextual situations to 5-minute intervals with beginning time unknown	56	

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M.13.4.5	Apply money concepts in contextual situations--determine better buy--determine change back with the least amount of currency--compare money	24, 33	47-1, 47-2
M.13.4.6	Read temperatures on Fahrenheit and Celsius scales		
	Applications		
M.13.4.7	Use appropriate customary metric measurement tools for length, capacity and mass	57-60	43-1, 44-1, 45-1, 46-1
M.13.4.8	Estimate and measure length, capacity/volume and mass using appropriate customary and metric units		43-1, 45-1, 46-1
	Perimeter		
M.13.4.9	Use strategies for finding the perimeter of a rectangle	60-61	46-1
	Area		
M.13.4.10	Use strategies for finding the area of a rectangle	62	46-2
M.13.4.11	Use strategies to find the volume (cubic units) of rectangular prisms and cubes		
	DATA ANALYSIS AND PROBABILITY		
	Collect, Organize and Display Data		
DAP.14.4.1	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs, and bar graphs.		50-1
	Data Analysis		
DAP.15.4.1	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one	63-64	50-1 to 50-3
DAP.15.4.2	Match a set of data with graphical representation of the data	64	
	Inferences and Predictions		
DAP.16.4.1	Make a prediction for a given set of data		50-4, 50-7
	Probability		
DAP.17.4.1	Use fractions to predict probability of an event		50-4, 50-7

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DAP.17.4. 2	Conduct simple probability experiments, record the data and draw conclusions about the likelihood of possible outcome		50-7
DAP.17.4. 3	Find all possible combinations of 2 or 3 sets of objects		