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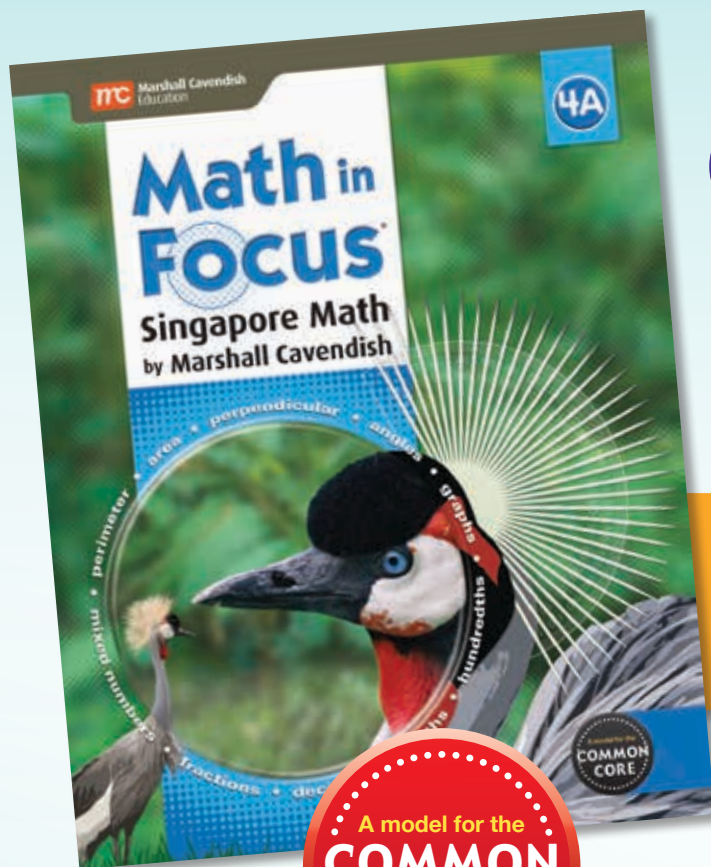
A model for the
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Correlation to the
Common Core State Standards for Mathematics

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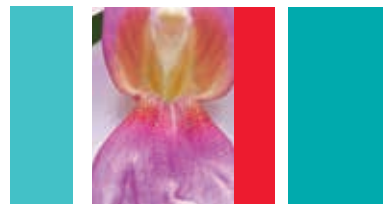
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Common Core Edition

correlated to the

Common Core State Standards for Mathematics
Grade 4

Standards	Descriptor	Page Citations		
Standards for Mathematical Practice				
SMP.1 Make sense of problems and persevere in solving them. **How *Math in Focus* Aligns:** *Math in Focus* is built around the Singapore Ministry of Education's mathematics framework pentagon, which places mathematical problem solving at the core of the curriculum. Encircling the pentagon are the skills and knowledge needed to develop successful problem solvers, with concepts, skills, and processes building a foundation for attitudes and metacognition. *Math in Focus* is based on the premise that in order for students to persevere and solve both routine and non-routine problems, they need to be given tools that they can use consistently and successfully. They need to understand both the *how* and the *why* of math so that they can self-monitor and become empowered problem solvers. This in turn spurs positive attitudes that allow students to solidify their learning and enjoy mathematics. *Math in Focus* teaches content through a problem solving perspective. Strong emphasis is placed on the concrete-to-pictorial-to-abstract progress to solve and master problems. This leads to strong conceptual understanding. Problem solving is embedded throughout the program.	For *example:*			
	SE/TE-4A:	14-19, 32-33, 44-55, 68-73, 122-132, 145-152, 153-158, 159-169, 184-192, 193-205, 206-210, 223-233, 234, 276-280, 281-290, 291-294		
	Workbook 4A:	19A, 33B, 54-55, 55A, 73A, 73B, 134A, 134B, 152A, 158A, 169, 169A, 192A, 205A, 205B, 210, 210A, 233, 233A, 233B, 233C, 234A, 280, 280A, 289A, 289B		
	SE/TE-4B:	24-34, 72-75, 98-105, 125-127, 145-149, 218-223, 224-235, 236-237, 256-260, 261-262, 276-283		
	Workbook 4B:	34A, 76, 76A, 105A, 127A, 149, 149B, 223A, 235, 235A, 260A, 263, 283A		

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SMP.2 Reason abstractly and quantitatively. **How *Math in Focus* Aligns:** *Math in Focus'* concrete-pictorial-abstract progression helps students effectively contextualize and decontextualize situations by developing a deep mastery of concepts. Each topic is approached with the expectation that students will understand both *how* it works, and also *why*. Students start by experiencing the concept through hands-on manipulative use. Then, they must translate what they learned in the concrete stage into a visual representation of the concept. Finally, once they have gained a strong understanding, they are able to represent the concept abstractly. Once students reach the abstract stage, they have had enough exposure to the concept and they are able to manipulate it and apply it in multiple contexts. They are also able to extend and make inferences; this prepares them for success in more advanced levels of mathematics. They are able to both use the symbols and also understand why they work, which allows students to relate them to other situations and apply them effectively.	For *example:*		
	SE/TE-4A:	32-33, 44-55, 99-108, 122-132, 159-169, 234, 245-247, 248-250, 271-275, 276-280, 281-290	
	Workbook 4A:	33B, 54-55, 55A, 110A, 134A, 134B, 169, 169A, 234A, 247, 250, 275A, 280, 280A, 289A, 289B	
	SE/TE-4B:	42-47, 48-49, 85-93, 94-97, 98-105, 157-165, 166-178, 179-182, 183-191, 200-210, 218-223, 224-235, 236-237, 261-262	
	Workbook 4B:	48, 49, 93A, 938, 97A, 105A, 165A, 165B, 165C, 178A, 178B, 178C, 178D, 182A, 191, 191A, 210, 210A, 223A, 235A, 263	

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SMP.3 Construct viable arguments and critique the reasoning of others. **How *Math in Focus* Aligns:** As seen on the Singapore Mathematics Framework pentagon, metacognition is a foundational part of the Singapore curriculum. Students are taught to self-monitor, so they can determine whether or not their solutions make sense. Journal questions and other opportunities to explain their thinking are found throughout the program. Students are systematically taught to use visual diagrams to represent mathematical relationships in such a way as to not only accurately solve problems, but also to justify their answers. Chapters conclude with a Put on Your Thinking Cap! problem. This is a comprehensive opportunity for students to apply concepts and present viable arguments. Games, explorations, and hands-on activities are also strategically placed in chapters when students are learning concepts. During these collaborative experiences, students interact with one another to construct viable arguments and critique the reasoning of others in a constructive manner. In addition, thought bubbles provide tutorial guidance throughout the entire Student Book. These scaffolded dialogues help students articulate concepts, check for understanding, analyze, justify conclusions, and self-regulate if necessary.	*For example:*		
	SE/TE-4A:	5-13, 14-19, 56-67, 90-98, 99-108, 145-152, 153-158, 159-169, 184-192, 193-205, 206-210, 211-216, 217-222, 251-257, 258-263	
	Workbook 4A:	9A, 13B, 19A, 66, 66A, 100A, 110A, 152A, 158A, 169, 169A, 192A, 205A, 205B, 210, 210A, 216, 222A, 257A, 257B, 263A	
	SE/TE-4B:	24-34, 35-41, 85-93, 94-97, 98-105, 117-120, 121-124, 135-144, 145-149, 200-210, 218-223, 224-235, 245-250, 251-255, 256-260, 264-275, 276-283	
	Workbook 4B:	34A, 38, 41A, 93A, 93B, 97A, 105A, 120A, 124A, 144, 144A, 149A, 149B, 210, 210A, 223A, 235, 235A, 250A, 255, 260A, 263, 275A, 275B, 283A	

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SMP.4 Model with mathematics. **How *Math in Focus* Aligns:** *Math in Focus* follows a concrete-pictorial-abstract progression, introducing concepts first with physical manipulatives or objects, then moving to pictorial representation, and finally on to abstract symbols. A number of models are found throughout the program that support the pictorial stage of learning. *Math in Focus* places a strong emphasis on number and number relationships, using place-value manipulatives and place-value charts to model concepts consistently throughout the program. In all grades, operations are modeled with place-value materials so students understand how the standard algorithms work. Even the mental math instruction uses understanding of place value to model how mental arithmetic can be understood and done. These place-value models build throughout the program to cover increasingly complex concepts. Singapore math is also known for its use of model drawing, often called "bar modeling" in the U.S. Model drawing is a systematic method of representing word problems and number relationships that is explicitly taught beginning in Grade 2 and extends all the way to secondary school. Students are taught to use rectangular "bars" to represent the relationship between known and unknown numerical quantities and to solve problems related to these quantities. This gives students the tools to develop mastery and tackle problems as they become increasingly more complex.	*For example:*			
	SE/TE-4A:	20-31, 32-33, 56-57, 74-78, 90-98, 99-108, 122-132, 145-152, 159-169, 184-192, 193-205, 211-216, 223-233, 245-247, 248-250, 251-257, 258-263, 264-270, 275A, 276-280, 281-290, 291-294		
	Workbook 4A:	33A, 33B, 66, 66A, 76A, 100A, 110A, 134A, 134B, 152A, 169, 169A, 192A, 205A, 205B, 216, 233, 233A, 233B, 233C, 247, 250, 257A, 257B, 263A, 270A, 280, 280A, 289A, 289B		
	SE/TE-4B:	4-12, 13-23, 24-34, 35-41, 42-47, 65-71, 72-75, 98-105, 236-237, 261-262		
	Workbook 4B:	12A, 23A, 34A, 38, 41A, 48, 71A, 71B, 76, 76A, 105A		

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SMP.5 Use appropriate tools strategically. **How *Math in Focus* Aligns:** *Math in Focus* helps students explore the different mathematical tools that are available to them. New concepts are introduced using concrete objects, which help students break down concepts to develop mastery. They learn how to use these manipulatives to attain a better understanding of the problem and solve it appropriately. *Math in Focus* includes representative pictures and icons as well as thought bubbles that model the thought processes students should use with the tools. Several examples are listed below. Additional tools referenced and used in the program include clocks, money, dot paper, place-value charts, geometric tools, and figures.	*For* example:		
	SE/TE-4A:	5-1 3, 90-98, 99-108, 109-113, 145-152, 153-158, 211-216	
	Workbook 4A:	9A, 13B, 100A, 110A, 115A, 115B, 152A, 158A, 216	
	SE/TE-4B:	85-93, 94-97, 98-105, 117-120, 121-124, 135-144, 200-210, 211-217	
	Workbook 4B:	93A, 93B, 97A, 105A, 120A, 124A, 144, 144A, 210, 210A, 213A, 213B, 217A	
SMP.6 Attend to precision. **How *Math in Focus* Aligns:** As seen in the Singapore Mathematics Framework, metacognition, or the ability to monitor one's own thinking, is key in Singapore math. This is modeled for students throughout *Math in Focus* through the use of thought bubbles, journal writing, and prompts to explain reasoning. When students are taught to monitor their own thinking, they are better able to attend to precision, as they consistently ask themselves, "does this make sense?" This questioning requires students to be able to understand and explain their reasoning to others, as well as catch mistakes early on and identify when incorrect labels or units have been used. Additionally, precise language is an important aspect of *Math in Focus*. Students attend to the precision of language with terms like factor, quotient, difference, and capacity.	*For* example:		
	SE/TE-4A:	5-13, 14-19, 44-55, 56-67, 90-98, 99-108, 122-132, 145-152, 153-158, 159-169, 184-192, 193-205, 206-210, 211-216, 217-222, 251-257, 258-263	
	Workbook 4A:	9A, 13B, 19A, 54-55, 55A, 66, 66A, 100A, 110A, 134A, 134B, 152A, 158A, 169, 169A, 192A, 205A, 205B, 210, 210A, 216, 222A, 257A, 257B, 263A	
	SE/TE-4B:	24-34, 35-41, 48-49, 85-93, 94-97, 98-105, 117-120, 121-124, 135-144, 145-149, 157-165, 166-178, 179-182, 183-191, 200-210, 211-217, 218-223, 224-235, 245-250, 251-255, 256-260, 264-275, 276-283	
	Workbook 4B:	34A, 38, 41A, 49, 93A, 93B, 97A, 105A, 120A, 124A, 144, 144A, 149A, 149B, 165A, 165B, 165C, 178A, 178B, 178C, 178D, 182A, 191, 191A, 210, 210A, 213A, 213B, 217A, 223A, 235, 235A, 250A, 255, 260A, 275A, 275B, 283A	

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SMP.7 Look for and make use of structure. **How *Math in Focus* Aligns:** The inherent pedagogy of Singapore math allows students to look for, and make use of, structure. Place value is one of the underlying principles in *Math in Focus*. Concepts in the program start simple and grow in complexity throughout the chapter, year, and grade. This helps students master the structure of a given skill, see its utility, and advance to higher levels. Many of the models in the program, particularly number bonds and bar models, allow students to easily see patterns within concepts and make inferences. As students progress through grade levels, this level of structure becomes more advanced.	*For* example:		
	SE/TE-4A:	5-13, 14-19, 32-33, 74-78, 90-98, 99-108, 109-113, 122-132, 145-152, 153-158, 159-169, 193-205, 276-280	
	Workbook 4A:	9A, 13B, 19A, 33B, 76A, 100A, 110A, 115A, 115B, 134A, 134B, 152A, 158A, 169, 169A, 205A, 205B, 280, 280A	
	SE/TE-4B:	4-12, 24-34, 35-41, 65-71, 135-144, 145-149, 200-210, 211-217, 218-223, 224-235, 236-237, 256-260, 261-262	
	Workbook 4B:	12A, 34A, 38, 41A, 71A, 71B, 144, 144A, 149A, 149B, 210, 210A, 213A, 213B, 217A, 223A, 235, 235A, 260A, 263	
SMP.8 Look for and express regularity in repeated reasoning. **How *Math in Focus* Aligns:** A strong foundation in place value, combined with modeling tools such as bar modeling and number bonds, gives students the foundation they need to look for and express regularity in repeated reasoning. Operations are taught with place value materials so students understand how the standard algorithms work in all grades. Even the mental math instruction uses understanding of place value to model how mental arithmetic can be understood and done. This allows students to learn shortcuts for solving problems and understand why they work. Additionally, because students are given consistent tools for solving problems, they have the opportunity to see the similarities in how different problems are solved and understand efficient means for solving them. Throughout the program, students see regularity with the reasoning and patterns between the four key operations. Students continually evaluate the reasonableness of solutions throughout the program; the consistent models for solving, checking, and self-regulation help them validate their answers.	*For example:*		
	SE/TE-4A:	32-33, 109-113, 122-132, 234	
	Workbook 4A:	33B, 115A, 115B, 134A, 134B, 234A	
	SE/TE-4B:	65-71, 72-75, 200- 210, 211-217, 218-223, 224-235, 236-237	
	Workbook 4B:	71A, 71B, 76, 76A, 210, 210A, 213A, 213B, 217A, 223A, 235, 235A	

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Standards for Mathematical Content			
4.OA	**Operations and Algebraic Thinking**		
Use the four operations with whole numbers to solve problems.			
4.OA.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.	SE/TE-4A: Workbook 4A:	122-132, 133 134A
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.	SE/TE-4A: Workbook 4A:	90-98, 122-132, 133, 281-290 100A, 134A, 134B, 289A, 289B
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. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	39-43, 44-55, 122-132, 223-233 54-55, 55A, 134A, 134B, 233, 233A, 233B, 233C 145-149, 213-223, 224-235 149A, 149B, 223A, 235, 235A
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.	SE/TE-4A: Workbook 4A:	56-67, 68-73 66, 66A, 73A, 73B

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Generate and analyze patterns.			
4.OA.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.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	1-4, 5-13, 14-19, 32, 33 9A, 13B, 19A, 33B 24-34, 256-260, 264-275, 276-283 34A, 260A, 275A, 275B, 283A
4.NBT	**Number and Operations in Base Ten**		
Generalize place value understanding for multi-digit whole numbers.			
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.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	5-13, 14-19, 82-89, 90-98, 109-113 9A, 13B, 19A, 100A, 115A, 115B 56-64, 65-71 60A, 64A, 71A, 71B
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.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	5-13, 14-19, 68-73 9A, 13B, 19A, 73A, 73B 56-64, 65-71 60A, 64A, 71A, 71B
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	SE/TE-4A: Workbook 4A:	99-108 110A

Standards	Descriptor	Page Citations	
Use place value understanding and properties of operations to perform multi-digit arithmetic.			
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	20-31 33A 56-64, 65-71 60A, 64A, 71A, 71B
4.NBT.5	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.	SE/TE-4A: Workbook 4A:	74-78, 82-89, 90-98, 99-108 76A, 100A, 110A
4.NBT.6	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.	SE/TE-4A: Workbook 4A:	82-89, 109-113 115A, 115B

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4.NF	**Number and Operations – Fractions**		
Extend understanding of fraction equivalence and ordering.			
4.NF.1	Explain why a fraction *a/b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, 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.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	13-23, 145-148, 217-222, 223-233, 245-247, 248-250, 251-257, 271-275 222A, 233, 233A, 233B, 247, 250, 275A 42-47 48
4.NF.2	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 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	SE/TE-4A:	240–244
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
4.NF.3	Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*.		
4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	245-247, 248-250, 251-257, 258-263, 271-275 247, 250, 257A, 257B, 263A, 275A 42-47 48
4.NF.3.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.	SE/TE-4A: Workbook 4A:	258-263, 264-270 263A, 270A

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4.NF.3.c	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.	SE/TE-4A: Workbook 4A:	239-244, 271-275 275A
4.NF.3.d	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.	SE/TE-4A: Workbook 4A:	281-290, 294-295 289A, 289B, 295A
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		
4.NF.4.a	Understand a fraction *a*/*b* as a multiple of 1/*b*.	SE/TE-4A: Workbook 4A:	258-263, 264-270, 276-279 263A, 270A
4.NF.4.b	Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number.	SE/TE-4A: Workbook 4A:	239-244, 276-280 280, 280A
4.NF.4.c	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.	SE/TE-4A: Workbook 4A:	276-280, 281-290 280, 280A, 289A, 289B

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Understand decimal notation for fractions, and compare decimal fractions.			
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.	SE/TE-4B: Workbook 4B:	1-3, 13-23 23A
4.NF.6	Use decimal notation for fractions with denominators 10 or 100.	SE/TE-4B: Workbook 4B:	4-12, 13-23, 42-47 12A, 23A, 48
4.NF.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.	SE/TE-4B: Workbook 4B:	24-34, 42-47, 48-49 34A, 48, 49
4.MD	**Measurement and Data**		
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
4.MD.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.	SE/TE-4A: Workbook 4A: SE/TE-4B: Workbook 4B:	251-257 57A, 257B 35-41, 72- 75, 135-144, 145-149, 157-165, 166-178, 179-182, 183-191 38, 41A, 76, 76A, 144, 144A, 149A, 149B, 165A, 165B, 165C, 178A, 178B, 178C, 178D, 182A, 191, 191A, 210, 210A, 213A, 213B, 217A, 223A, 235, 235A

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4.MD.2	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.	SE/TE-4B: Workbook 4B:	72-75, 135-144, 145-149, 200-210, 211-217 76, 76A, 144, 144A, 149A, 149B, 210, 210A, 213A, 213B, 217A, 223A, 235, 235A
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	SE/TE-4B: Workbook 4B:	200- 210, 211-217, 218-223, 224-235, 236-237 210, 210A, 213A, 213B, 217A, 223A, 235, 235A
Represent and interpret data.			
4.MD.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.	SE/TE-4A:	241-294
Geometric measurement: understand concepts of angle and measure angles.			
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:		
4.MD.5.a	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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	SE/TE-4B: Workbook 4B:	98-105, 106 105A, 105B
4.MD.5.b	An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	SE/TE-4B: Workbook 4B:	85-93, 98-105 105A

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4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	SE/TE-4B:	85-93, 94-97
		Workbook 4B:	93A, 93B, 97A
4.MD.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.	SE/TE-4B:	98-105, 145-149
		Workbook 4B:	105A, 149A, 149B
4.G	**Geometry**		
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, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	SE/TE-4B:	80-82, 85-93, 94-97, 111-116, 117-120, 121-124, 125-127
		Workbook 4B:	93A, 93B, 97A, 120A, 124A, 127A
4.G 2	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.	SE/TE-4B:	117-120, 121-124, 135-144, 150, 242-244
		Workbook 4B:	120A, 124A, 144, 144A, 150A
4.G 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.	SE/TE-4B:	242-244, 245-250, 256-260, 261-262
		Workbook 4B:	250A, 260A, 261-262