



Arizona's Common Core Standards Mathematics

Crosswalks: ACCS / 2008

Fourth Grade

ARIZONA DEPARTMENT OF EDUCATION
High Academic Standards for Students
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Arizona's Common Core Crosswalks- Mathematics-Fourth Grade

Operations and Algebraic Thinking – (OA)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Use the four operations with whole numbers to solve problems.	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.	*	
	4.OA.A.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. (see glossary Table 2)	*	
	4.OA.A.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.	M04-S1C2-04	Use multiple strategies to divide whole numbers.
			M04-S1C3-02	Make estimates appropriate to a given situation or computation with whole numbers and fractions.(Includes estimating)
			M04-S3C3-01	Use a symbol to represent an unknown quantity in a simple algebraic expression involving all operations.
			M04-S3C3-02	Create and solve one-step equations that can be solved using addition, subtraction, multiplication, and division of whole numbers. (Includes one-step equations only)



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Operations and Algebraic Thinking – (OA)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Use the four operations with whole numbers to solve problems.	4.OA.A.3		M05-S3C3-01	Create and solve two-step equations that can be solved using inverse operations with whole numbers.
	AZ.4.OA.A.3.1	Solve a variety of problems based on the multiplication principle of counting.	M03-S2C3-02	Solve a variety of problems based on the multiplication principle of counting.
			M05-S2C3-02	Solve a variety of counting problems and explain the multiplication principle of counting. (Extends to include explaining)
		a. Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.	M03-S2C3-01	Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations.
			M04-S2C3-01	Construct tree diagrams to solve problems in context by <ul style="list-style-type: none"> • representing all possibilities for a variety of counting problems, • explaining how its properties relate to the problem, • representing the same counting problem in multiple ways, and • drawing conclusions.
				M04-S2C3-02
	b. Analyze relationships among representations and make connections to the multiplication principle of counting.	M05-S2C3-01	Analyze relationships among representations and make connections to the multiplication principle of counting.	



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Operations and Algebraic Thinking – (OA)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
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.	M04-S1C1-02	Compose and decompose whole numbers using factors and multiples.
			M05-S1C1-02	Differentiate between prime and composite numbers; differentiate between factors and multiples for whole numbers.
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. <i>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.</i>	M04-S3C1-02	Explain the rule for a given numerical sequence, verify that the rule works, and use the rule to make predictions. (Does not specify shape patterns)



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Number and Operations in Base Ten – (NBT) (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	*	
	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.	M03-S1C1-02	Compare and order whole numbers through six digits by applying the concept of place value.
			M03-S3C3-01	Record equivalent forms of whole numbers to six digits by constructing models and using numbers.
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	M04-S1C3-02	Make estimates appropriate to a given situation or computation with whole numbers and fractions.	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	M03-S1C2-01	Add and subtract whole numbers to four digits. (Does not specify standard algorithm)
			M04-S5C1-01	Analyze common algorithms for computing (adding, subtracting, multiplying, and dividing) with whole numbers using the associative, commutative, and distributive properties.



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Number and Operations in Base Ten – (NBT)				
(Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.B.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.	M04-S1C2-02	Use multiple strategies to multiply whole numbers <ul style="list-style-type: none"> • two-digit by two-digit and • multi-digit by one-digit.
			M04-S1C2-03	Demonstrate fluency of multiplication and division facts through 12.
			M04-S1C2-05	Apply associative and distributive properties to solve multiplication and division problems.
			M04-S1C2-06	Apply order of operations with whole numbers.
			M04-S5C1-01	Analyze common algorithms for computing (adding, subtracting, multiplying, and dividing) with whole numbers using the associative, commutative, and distributive properties.
	4.NBT.B.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.	M04-S1C2-03	Demonstrate fluency of multiplication and division facts through 12.
			M04-S1C2-04	Use multiple strategies to divide whole numbers.
			M04-S1C2-05	Apply associative and distributive properties to solve multiplication and division problems
			M04-S1C2-06	Apply order of operations with whole numbers.
			M04-S5C1-01	Analyze common algorithms for computing (adding, subtracting, multiplying, and dividing) with whole numbers using the associative, commutative, and distributive properties.



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Number and Operations—Fractions (NF) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Extend understanding of fraction equivalence and ordering.	4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.	*	
	4.NF.A.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.	M03-S1C1-06	Compare and order benchmark fractions.
			M04-S1C3-01	Use benchmarks as meaningful points of comparison for whole numbers, decimals, and fractions.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.		
		a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	*	



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Number and Operations—Fractions (NF) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.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. <i>Examples:</i> $3/8=1/8+1/8+1/8$; $3/8=1/8+2/8$; $2\ 1/8=1 + 1+1/8=8/8+8/8 +1/8$.	*	
		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.	M04-S1C2-01	Add and subtract decimals through hundredths including money to \$1000.00 and fractions with like denominators. (Does not specify mixed numbers; extends to decimals)
			M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form. (Extends to decimals)
		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.	M04-S1C2-01	Add and subtract decimals through hundredths including money to \$1000.00 and fractions with like denominators. (Extends to decimals)
			M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form. (Extends to decimals)



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Number and Operations—Fractions (NF) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		
		a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. <i>For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</i>	*	
		b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.)</i>	*	
		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. <i>For example, if each person at a party will eat $\frac{3}{8}$ 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?</i>	M06-S1C2-04	Multiply and divide fractions. (Extends to division of fractions; does not specify multiplication of a fraction by a whole number)



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Number and Operations—Fractions (NF) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Understand decimal notation for fractions, and compare decimal fractions.	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. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtractions with unlike denominators in general is not a requirement at this grade.)</i>	*	
	4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	M04-S1C1-01	Express whole numbers, fractions, decimals, and percents using and connecting multiple representations. (Extends to percents)
			M05-S1C1-01	Determine equivalence by converting between benchmark fractions, decimals, and percents. (Extends to percents)
	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.	M04-S1C1-04	Compare and order decimals to hundredths.



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Measurement and Data – (MD)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	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. <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 pairs table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	M03-S4C4-03	<ul style="list-style-type: none"> Convert units of length, weight, and capacity <ul style="list-style-type: none"> inches or feet to yards, ounces to pounds, and cups to pints, pints to quarts, quarts to gallons.
			M04-S4C4-03	Solve problems involving conversions within the same measurement system.
	4.MD.A.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.	M04-S1C2-01	Add and subtract decimals through hundredths including money to \$1000.00 and fractions with like denominators. (Includes addition and subtraction of decimals and simple fractions)
			M04-S1C2-02	Use multiple strategies to multiply whole numbers <ul style="list-style-type: none"> two-digit by two-digit and multi-digit by one-digit. (Includes multiplication of whole numbers)
			M04-S1C2-04	Use multiple strategies to divide whole numbers. (Includes division of whole numbers)
			M04-S4C4-01	Compute elapsed time to the minute.
			M04-S4C4-03	Solve problems involving conversions within the same measurement system.



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Measurement and Data – (MD)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.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.	M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form. (Includes addition and subtraction of fractions and decimals)
			M05-S4C4-01	Solve problems using elapsed time.
			M05-S4C4-02	State an appropriate measure and degree of accuracy in a given context.
			M06-S1C2-04	Multiply and divide fractions. (Includes multiplication of fractions and extends to division of fractions; 2010 standards are limited to simple fractions involving addition, subtraction, and multiplication of a fraction by a whole number)
	4.MD.A.3	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>	M04-S4C4-04	Solve problems involving perimeter of 2-dimensional figures and area of rectangles.
			M05-S5C1-02	Develop an algorithm or formula to calculate areas and perimeters of simple polygons.



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Measurement and Data – (MD)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Represent and interpret data.	4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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>	M04-S2C1-02	Formulate and answer questions by interpreting and analyzing displays of data, including double bar graphs, single line graphs, or circle graphs. (Line plot is not explicitly listed)
			M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form. (Includes addition and subtraction of fractions and extends to addition and subtraction of decimals)
Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 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 $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.		
			M04-S4C1-01	Draw and describe the relationships between points, lines, line segments, rays, and angles including parallelism and perpendicularity. (Addresses more concepts than angle and angle measurements)
			M05-S4C4-03	Measure angles between 0 and 360 degrees. (Angle measurement with reference to circles is not included)



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Measurement and Data – (MD)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.5	b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	M04-S4C1-01	Draw and describe the relationships between points, lines, line segments, rays, and angles including parallelism and perpendicularity. (Addresses more concepts than angle and angle measurements)
			M05-S4C4-03	Measure angles between 0 and 360 degrees.
	4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	M04-S4C1-06	Draw right, acute, obtuse, and straight angles and identify these angles in other geometric figures.(Includes drawing angles, but does not specify measuring angles)
			M05-S4C4-03	Measure angles between 0 and 360 degrees. (Does not specify sketching angles)
	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.	*	



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Geometry – (G)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	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.	M04-S4C1-01	Draw and describe the relationships between points, lines, line segments, rays, and angles including parallelism and perpendicularity.
			M04-S4C1-02	Justify which objects in a collection match a given geometric description.
			M04-S4C1-06	Draw right, acute, obtuse, and straight angles and identify these angles in other geometric figures. (Includes drawing angles specifically)
	4.G.A.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.	M04-S4C1-02	Justify which objects in a collection match a given geometric description.
			M04-S4C1-03	Describe and classify triangles by angles and sides. (Specifically includes triangles)
	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.	M03-S4C2-02	Identify, with justification, all lines of symmetry in a 2-dimensional figure. (Does not include drawing lines of symmetry)



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Standards for Mathematical Practice – (MP)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
	4.MP.1	Make sense of problems and persevere in solving them.	M04-S5C2-01	Analyze a problem situation to determine the question(s) to be answered.
			M04-S5C2-02	Identify relevant, missing, and extraneous information related to the solution to a problem.
			M04-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M04-S5C2-04	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
			M04-S5C2-05	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
			M04-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M04-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
			M04-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	4.MP.2	Reason abstractly and quantitatively.	M04-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
	4.MP.3	Construct viable arguments and critique the reasoning of others.	M04-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
M04-S5C2-08			Make and test conjectures based on data (or information) collected from explorations and experiments.	



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Standards for Mathematical Practice – (MP)				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
	4.MP.4	Model with mathematics.	M04-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M04-S5C2-04	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
			M04-S5C2-05	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	4.MP.5	Use appropriate tools strategically.	M04-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M04-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
			M04-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	4.MP.6	Attend to precision.	M04-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
	4.MP.7	Look for and make use of structure.	M04-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M04-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	4.MP.8	Look for and express regularity in repeated reasoning.	M04-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.



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Removed or Moved 2008 Performance Objectives				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
	3.NF.2a 3.NF.2b	MOVED TO GRADE 3	M04-S1C1-03	Express fractions as fair sharing, parts of a whole, parts of a set, and locations on a real number line.
		REMOVED	M04-S1C1-05	Use simple ratios to describe problems in context.
		REMOVED	M04-S2C1-01	Collect, record, organize, and display data using double bar graphs, single line graphs, or circle graphs.
		REMOVED	M04-S2C1-03	Use median, mode, and range to describe the distribution of a given data set.
		REMOVED	M04-S2C1-04	Compare two sets of related data.
	7.SP.5	MOVED TO GRADE 7	M04-S2C2-01	Describe elements of theoretical probability by listing or drawing all possible outcomes of a given event and predicting the outcome using word and number benchmarks.
		REMOVED	M04-S2C4-01	Demonstrate the connection between map coloring and vertex coloring.
		REMOVED	M04-S2C4-02	Construct vertex-edge graphs to represent concrete situations and identify paths and circuits.
		REMOVED	M04-S2C4-03	Solve conflict problems by constructing and coloring vertex-edge graphs.
	5.OA.3	MOVED TO GRADE 5	M04-S3C1-01	Recognize, describe, create, extend, and find missing terms in a numerical sequence involving whole numbers using all four basic operations.
		REMOVED	M04-S3C4-01	Identify the change in a quantity over time and make simple predictions.
		REMOVED	M04-S4C1-04	Recognize which attributes (such as shape or area) change and which do not change when 2-dimensional figures are cut up or rearranged.
		REMOVED	M04-S4C1-05	Recognize and draw congruent figures, and match them in a given collection.
		MOVED TO GRADE 6	M04-S4C1-07	Recognize the relationship between a 3-dimensional figure and its corresponding net(s).
	5.G.1 5.G.2	MOVED TO GRADE 5	M04-S4C3-01	Name, locate, and graph points in the first quadrant of the coordinate plane using ordered pairs.



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Removed or Moved 2008 Performance Objectives				
CLUSTER	ACCS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
	5.G.2	MOVED TO GRADE 5	M04-S4C3-02	Plot line segments in the first quadrant of the coordinate plane using a set of ordered pairs in a table.
	5.G.2	MOVED TO GRADE 5	M04-S4C3-03	Construct geometric figures with vertices at points on the coordinate plane.
	2.MD.1 3.MD.2	REDISTRIBUTED TO GRADE 2 AND 3	M04-S4C4-02	Apply measurement skills to measure length, mass, and capacity using metric units.
	3.MD.8	MOVED TO GRADE 3	M04 S4C4-05	Describe the change in perimeter or area when one attribute (length or width) of a rectangle changes.