

A Correlation of



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to the
**Nampa School District
Mathematical Essential Standards
Grade 4**

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Nampa School District Essential Standards – Mathematics**

Grade 4 Units

- Unit 1 - Arrays, Factors, and Multiplicative Comparison**
- Unit 2 - Generating and Representing Measurement Data**
- Unit 3 - Multiple Towers and Cluster Problems**
- Unit 4 - Measuring and Classifying Shapes**
- Unit 5 - Large Numbers and Landmarks**
- Unit 6 - Fraction Cards and Decimal Grids**
- Unit 7 - How Many Packages and Groups?**
- Unit 8 - Penny Jars and Towers**

<p align="center">Nampa School District Mathematical Essential Standards Grade 4</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 4</p>
<p>Operations and Algebraic Thinking:</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. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>Unit 3 Session 1.1 Unit 4 Sessions 1.4, 1.5 Unit 5 Sessions 2.6, 2.7, 3.3, 3.4, 3.5, 3.6 Unit 7 Sessions 1.2, 3.4, 3.5, 3.6 Unit 8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10</p>
<p>Numbers and Operations in Base 10:</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.</p>	<p>Unit 5 Sessions 3.1, 3.2 Unit 6 Session 1.4</p>
<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>	<p>Unit 5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4, 3.5, 3.6</p>
<p>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.</p>	<p>Unit 1 Sessions 1.1, 1.4, 1.6 Unit 3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Unit 4 Sessions 1.2, 4.5, 4.6 Unit 7 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6</p>
<p>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.</p>	<p>Unit 3 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.7 Unit 4 Sessions 4.5, 4.6 Unit 7 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>

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Numbers and Operations--Fractions:	
4.NF.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.	Unit 6 Sessions 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8
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 $\frac{1}{2}$. 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.	Unit 6 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Measurement and Data:	
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. 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), ...	Unit 2 Sessions 1.2, 2.1, 2.2, 2.3 Unit 4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5 Unit 7 Sessions 1.1, 1.2
Geometry:	
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.	Unit 4 Sessions 2.1, 2.2, 2.3, 2.4, 2.5