SAVVAS
LEARNING COMPANY

SuccessMaker®

Maryland College and Career-Ready Standards for Mathematics 2019
Grade 4

Alignments to SuccessMaker
Providing rigorous intervention
for K-8 learners with unparalleled precision

Prepared by Savvas Learning Company, formerly Pearson K12 Learning.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
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.	R: Identify parallel and perpendicular streets on a map.	SMMA_LO_00619
		R: Determine whether an angle is larger than, smaller than, or the same size as a right angle.	SMMA_LO_00624
		R: Identify the set of vertices on a grid can be connected to form a figure (triangle, quadrilateral, rectangle, or square).	SMMA_LO_00625
		R: Identify an angle as acute, right, or obtuse.	SMMA_LO_00628
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.	In a set of quadrilaterals, identify all the parallelograms.	SMMA_LO_00621
		Identify acute, obtuse, and right triangles.	SMMA_LO_00655
		Classify and sort two-dimensional geometric figures by properties and attributes.	SMMA_LO_01728
		Identify all triangles of a particular class (acute, right, or obtuse).	SMMA_LO_01774
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.	Identify the vertical line of symmetry.	SMMA_LO_00595
		Identify the horizontal line of symmetry.	SMMA_LO_00597
		Draw a vertical or horizontal line of symmetry.	SMMA_LO_00608
		Identify lines that are lines of symmetry.	SMMA_LO_00623
		Complete a symmetrical drawing.	SMMA_LO_00647
		Identify the lines of symmetry in an object.	SMMA_LO_01699
		Identify the shape with a given number of lines of symmetry.	SMMA_LO_01773
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. 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).	Compare unlike customary units of length (inches, feet, and yards).	SMMA_LO_00792
		Identify the reasonable customary capacity of an object (cups, pints, quarts, and gallons).	SMMA_LO_00794
		Compare unlike customary units of capacity (cups, pints, quarts, and gallons).	SMMA_LO_00799
		Identify the reasonable length, width, or height of an object (millimeters, centimeters, and meters).	SMMA_LO_00803
		Identify the reasonable mass for an object (grams and kilograms).	SMMA_LO_00807
		Identify the reasonable capacity of an object (milliliters and liters).	SMMA_LO_00811
		Compare unlike metric units and identify the correct statement (mm, cm, m, km; mL, L; mg, g, kg).	SMMA_LO_00820
		Convert hours to minutes.	SMMA_LO_01672
		Identify distances or objects that would be measured in cm, m, or km.	SMMA_LO_01703
		Identify the appropriate unit of measure (l, kl, g, kg, m, km).	SMMA_LO_01704
		Identify the appropriate unit of weight.	SMMA_LO_01730
		Choose the appropriate unit of capacity (ounce, cup, pint, quart, and gallon).	SMMA_LO_01864

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
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.	Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00805
		Find a fraction of an hour in minutes (1/4, 1/3, 1/2, 2/3, or 3/4 hour).	SMMA_LO_00817
		Convert units of time (seconds, minutes, hours, days, weeks, months, and years).	SMMA_LO_00837
		Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Make a picture to find the change received from a purchase (change back from $1.00).	SMMA_LO_01583
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Estimate the total cost of four items by rounding to the nearest dollar (sums to $15.00).	SMMA_LO_01591
		Solve an addition problem in context (3 three-digit addends, regrouping).	SMMA_LO_01597
		Find the change from one dollar (item costs 55 to 99 cents).	SMMA_LO_01598
		Solve a decimal subtraction problem in context (tenths, regrouping).	SMMA_LO_01599
		Solve a problem in context that involves adding three amounts expressed as dollars and cents.	SMMA_LO_01608
		Find the change from one dollar for two to four items (each 10, 15, or 20 cents).	SMMA_LO_01609
		Given the ending time and the elapsed time, find the starting time.	SMMA_LO_01613
		Determine the number of dollar bills needed to buy three to five items).	SMMA_LO_01623
		Estimate the difference by rounding to the nearest dollar (minuends $5.00 to $20.00, subtrahends $3.00 to $15.00).	SMMA_LO_01669
		Read and interpret a line graph.	SMMA_LO_01764
		R: Express yards and feet as an equivalent number of feet, or feet and inches as an equivalent number of inches.	SMMA_LO_00166
		R: Solve an addition problem by finding the total cost of two items (prices expressed as decimals, total < $0.50, no regrouping).	SMMA_LO_00181
		R: Identify the fraction of a dollar a coin is worth (penny to half-dollar).	SMMA_LO_00809
		R: Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formulas as a multiplication equation with an unknown factor.	Find the area of a rectangle using a formula.	SMMA_LO_00810
4.MD.B.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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection	R: Choose a title for a line plot and label the units.	SMMA_LO_01643
4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share common endpoint, and understand concepts of angle measurement	R: Match the labeled angles to the correct angle notation.	SMMA_LO_00617
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Given the measure of an angle (initial side at 0 degrees, measure 10 to 180 degrees).	SMMA_LO_00631
		Use a protractor to measure an angle.	SMMA_LO_00636
		Measure an angle using the appropriate protractor.	SMMA_LO_00646
		Use a protractor to measure an angle in a triangle or quadrilateral; then find the sum of all the angles in the figure.	SMMA_LO_00650
		Measure complementary or supplementary angles and find the sum of the angle measures.	SMMA_LO_00661
		Measure complementary or supplementary angles and find the sum of the angle measures.	SMMA_LO_00663
		R: Select the appropriate protractor to measure an angle.	SMMA_LO_00644
		R: Identify the better estimate for an angle measure.	SMMA_LO_00657

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
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.	Use a protractor to measure an angle in a triangle or quadrilateral; then find the sum of all the angles in the figure.	SMMA_LO_00650
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 ÷ 70 = 10 by applying concepts of place value and division.	Identify the value of a given digit in a four-digit number.	SMMA_LO_01062
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.	Identify the expanded notation of a four-digit number.	SMMA_LO_01038
		Compare numbers (1,000 to 9,999).	SMMA_LO_01039
		Order four numbers from least to greatest (1,000 to 9,999).	SMMA_LO_01040
		Identify a word name for a four-, five- or six-digit numbers.	SMMA_LO_01043
		Identify a number with a given digit in the ones to hundred thousands place.	SMMA_LO_01045
		Identify the expanded notation of a five- or six-digit number.	SMMA_LO_01046
		Find a number equal to 1 to 9 thousands, 0 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	SMMA_LO_01051
		Identify a number with a given digit in the thousands to hundred millions place.	SMMA_LO_01064
		Enter the number for a word name (1000 to 9999).	SMMA_LO_01065
		Enter a number in a place-value chart (10,000 to 999,999).	SMMA_LO_01070
		Identify a number that is one or two greater than or less than a five- or six-digit number.	SMMA_LO_01072
		Identify the digits in the period (hundreds, thousands, millions, and billions).	SMMA_LO_01083
		Express a number in expanded notation or determine the number from an expanded notation.	SMMA_LO_01097
		Order five numbers from least to greatest (three- to six-digit numbers).	SMMA_LO_01710
		Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
		R: Show a four-digit number with base-ten blocks.	SMMA_LO_01032
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	Round four- to five-digit numbers in context (to the nearest thousand).	SMMA_LO_01106
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01621
		R: Identify the multiple of 5 that is closest to a given number.	SMMA_LO_01005
		R: Identify the multiple of 5 that is closer to a number (25 to 94).	SMMA_LO_01006
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Add two addends (student choice, three-digit addends, sums 1000 to 1899, regrouping).	SMMA_LO_00077
		Add two addends (student choice, three-digit addends, sums 1010 to 1898, regrouping).	SMMA_LO_00091
		Add two addends (student choice, three-digit addends, sums 1000 to 1989, regrouping).	SMMA_LO_00093
		Add two addends (student choice, three-digit addends, sums 1000 to 1998, regrouping in all places).	SMMA_LO_00096
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Add three addends (student choice, a two- digit and 2 three-digit addends, sums 211 to 2097, regrouping in all places).	SMMA_LO_00097
		Add three addends (student choice, three- digit addends, sums 311 to 2997, regrouping in all places).	SMMA_LO_00098
		Add two addends (student choice, a three- digit and a four-digit addends, sums 1111 to 10998, regrouping in all places).	SMMA_LO_00099
		Add two addends (student choice, four-digit addends, sums 2111 to 19998, regrouping in all places).	SMMA_LO_00100
		Use logical reasoning to complete an addition puzzle with two three-digit addends.	SMMA_LO_01261
		Subtract a three-digit number from a four-digit number (regrouping from the tens place).	SMMA_LO_01493
		Subtract a three-digit number from a four-digit number (regrouping from the tens and thousands places).	SMMA_LO_01494
		Subtract a three-digit number from a four-digit number (regrouping from the tens and thousands places).	SMMA_LO_01495
		Subtract a three-digit number from a four-digit number (regrouping from the tens and hundreds places).	SMMA_LO_01496
		Subtract a three-digit number from a four-digit number (regrouping from the tens and hundreds places).	SMMA_LO_01497
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and hundreds places).	SMMA_LO_01498

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
		Subtract a three-digit number from a four-digit number (student choice, regrouping from tens, hundreds, and thousands places).	SMMA_LO_01499
		Subtract a three-digit number from a four-digit number (student choice, regrouping from tens, hundreds, and thousands places).	SMMA_LO_01500
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and thousands places).	SMMA_LO_01501
		Subtract across zero (student choice, four- digit minuends with a 0 in the tens place, regrouping from the tens, hundreds, and thousands places).	SMMA_LO_01502
		Subtract across zero (student choice, four- digit minuends with a 0 in the tens place, regrouping from the tens, hundreds, and thousands places).	SMMA_LO_01503
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens, hundreds, and thousands places).	SMMA_LO_01504
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.	Multiply a two-digit number by a one-digit number (student choice, vertical, products 10 x 1 to 12 x 4).	SMMA_LO_00869
		Multiply a two-digit number by a one-digit number (student choice, products 10 x 2 to 15 x 5).	SMMA_LO_00870
		Multiply whole numbers (products 10 x 2 to 12 x 12).	SMMA_LO_00871
		Multiply a two-digit number by a one-digit number (student choice, products 16 x 2 to 19 x 5).	SMMA_LO_00872
		Multiply a two-digit number by a one-digit number (student choice, products 10 x 6 to 15 x 9).	SMMA_LO_00874
		Multiply whole numbers (products 2 x 12 to 12 x 12).	SMMA_LO_00875
		Multiply a two-digit number by a one-digit number (student choice, products 16 x 6 to 19 x 9).	SMMA_LO_00876
		Multiply a two-digit number by a one-digit number (student choice, products 21 x 2 to 99 x 9).	SMMA_LO_00880
		Multiply a three-digit number by a one-digit number (student choice, products 100 x 2 to 990 x 9, multiples of 10).	SMMA_LO_00882
		Multiply a two-digit number by a two-digit number (student choice, products 10 x 10 to 15 x 90, multiples of 10).	SMMA_LO_00884
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	SMMA_LO_00886
		Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	SMMA_LO_00889
		Multiply whole numbers (student choice, products 1000 x 2 to 9999 x 9).	SMMA_LO_00892
		Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	SMMA_LO_00893
		Multiply whole numbers (products 13 x 1 to 19 x 5).	SMMA_LO_00894

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
		Multiply whole numbers (products 12 x 6 to 19 x 9).	SMMA_LO_00896
		Multiply whole numbers (student choice, products 11 x 11 to 15 x 99).	SMMA_LO_00899
		Multiply a two-digit number by a two-digit number (student choice, products 16 x 11 to 19 x 99).	SMMA_LO_00901
		Estimate the product by rounding the second factor. (two-digit number to the nearest 10)	SMMA_LO_01603
		Identify equivalent arrays with different factors (two-digit factors).	SMMA_LO_01733
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.	Divide using the long division algorithm (one- digit divisor, no remainder).	SMMA_LO_00290
		Divide using the long division algorithm (one- digit divisor, remainder).	SMMA_LO_00292
		Divide using the long division algorithm (one- digit divisor, no remainder).	SMMA_LO_00294
		Divide using the long division algorithm (one- digit divisor, remainder).	SMMA_LO_00295
		Divide using the long division algorithm (three-digit dividend, one-digit divisor, no remainder).	SMMA_LO_00296
		Divide using the long division algorithm (three-digit dividend, one-digit divisor, remainder).	SMMA_LO_00297
		Divide using the long division algorithm (three-digit dividend, one-digit divisor, remainder).	SMMA_LO_00298
		Divide using the long division algorithm (four- digit dividend, one-digit divisor, remainder).	SMMA_LO_00300
		Find the quotient of b divided by a (combinations 6 x 13 to 9 x 19).	SMMA_LO_00312
		R: Estimate the quotient to the nearest ten (three-digit dividends, one-digit divisors).	SMMA_LO_00314
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x 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.	Find the missing numerator or denominator in an equivalent fraction (simplified fractions 1/2 to 3/4).	SMMA_LO_00451
		Find the missing numerator or denominator in an equivalent fraction (simplified fractions 1/2 to 7/8).	SMMA_LO_00453
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 7/8).	SMMA_LO_00454
		Write a fraction in simplest form (simplified fractions 1/2 to 7/8).	SMMA_LO_00455
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 7/8).	SMMA_LO_00456
		Find an equivalent fraction of a simplified fraction (simplified fractions 1/2 to 8/9).	SMMA_LO_00457
		Find three equivalent fractions (simplified fractions 1/2 to 8/9).	SMMA_LO_00458
		Identify the figures with the equivalent fractional parts shaded.	SMMA_LO_00483
		Generate a table of equivalent fractions for a	SMMA_LO_01791

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
		fraction in simplest form.	
		Generate a table of equivalent fractions for a fraction not in simplest form.	SMMA_LO_01792
		Identify the fraction equivalent to the given fraction.	SMMA_LO_01793
		R: Determine the least common denominator of two fractions.	SMMA_LO_00493
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 ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, <, and justify the conclusions, e.g., by using a visual fraction model.	Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
		Compare fractions to 1 on the number line (halves to eighths).	SMMA_LO_00432
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Order three fractions from least to greatest (unlike denominators, halves to twelfths).	SMMA_LO_00440
		Compare fractions to 1 (halves to sixteenths).	SMMA_LO_00448
		Compare fractions (unlike denominators).	SMMA_LO_00462
		Identify the greatest or least fraction in a problem (unlike denominators).	SMMA_LO_00482
		Compare fractions (unlike denominators).	SMMA_LO_00495
		Identify a list of fractions that is ordered from least to greatest (to sixths).	SMMA_LO_00497
		Identify the fraction that is between two fractions.	SMMA_LO_00503
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole	Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Identify the difference when a fraction is subtracted from 1 (fourths to twelfths).	SMMA_LO_00445
		Add fractions with like denominators (no simplifying).	SMMA_LO_01709
4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition as an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1+ 1/8; 2 1/8 = 8/8 + 8/8 +1/8.	Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Rewrite a fraction as a mixed number (halves to eighths).	SMMA_LO_00449
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
4.NF.B.3c	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.	Add mixed numbers; no simplifying (like denominators, thirds to twelfths).	SMMA_LO_00460
		Subtract mixed numbers; no simplifying (like denominators, thirds to twelfths).	SMMA_LO_00461
		Add mixed numbers; simplify if necessary (like denominators, halves to sixteenths).	SMMA_LO_00463
		Add mixed numbers within a context; simplify if necessary (like denominators).	SMMA_LO_00480
		Subtract mixed numbers in context; simplify if necessary (like denominators).	SMMA_LO_00481
		Subtract mixed numbers; simplify if necessary (like denominators).	SMMA_LO_00485
		Add mixed numbers with like denominators in context; simplify if necessary.	SMMA_LO_01624
		R: Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		R: Rewrite a mixed number as a fraction (fifths to ninths).	SMMA_LO_00450
4.NF.B.3d	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.	Add mixed numbers within a context; simplify if necessary (like denominators).	SMMA_LO_00480
		Subtract mixed numbers in context; simplify if necessary (like denominators).	SMMA_LO_00481
		Add mixed numbers with like denominators in context; simplify if necessary.	SMMA_LO_01624
		Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
4.NF.B.4a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product of 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).	Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
4.NF.B.4b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.)	Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
4.NF.B.4c	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. For example, if a person at a party will eat 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?	Determine the sale price of an item when the price is reduced by one-half, one-third, or one- fourth.	SMMA_LO_01285
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. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	Express a fraction with denominator 10 as an equivalent fraction with denominator 100. Then, add that fraction to another fraction with denominator 100.	SMMA_LO_02007
4.NF.C.6	Use decimal notation for fractions with denominators 10 and 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Match a fraction to a decimal (tenths, 0.1 to 0.9).	SMMA_LO_00184
		Determine the fraction and decimal that represent a model (base-ten blocks, tenths, 0.1 to 0.9).	SMMA_LO_00185
		Enter a decimal number for a mixed number (tenths, 1.1 to 9.9).	SMMA_LO_00187
		Find the missing decimal number on a number line (tenths, 0.1 to 0.9).	SMMA_LO_00188
		Enter the decimal equivalent for a mixed number (hundredths, 0.10 to 9.99).	SMMA_LO_00205
		Determine the equivalent fraction for a decimal (the denominator is a factor of 100).	SMMA_LO_00259
		R: Mark the point on a number line that represents a decimal number (0.1 to 0.9).	SMMA_LO_00186
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 >, =, <, and justify the conclusions, e.g., by using a visual model.	Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191
		Order three decimal numbers (tenths to hundredths).	SMMA_LO_00218
		R: Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216
		R: Graph and interpret rainfall data in a chart.	SMMA_LO_01328

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.	Translate a verbal statement of a multiplicative comparison into a multiplication equation.	SMMA_LO_02008
		Interpret a multiplication equation by writing a comparison statement.	SMMA_LO_02025
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.	Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
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.	Identify a reasonable answer for a division problem.	SMMA_LO_00246
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Predict the effect of changing temperatures on the weather.	SMMA_LO_01312
		Measure topsoil in a soil sample; calculate how long it took to form.	SMMA_LO_01323
		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	SMMA_LO_01573
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Solve an addition problem using data in a table (sums 100 to 198).	SMMA_LO_01595
		Solve a division problem in context (remainder).	SMMA_LO_01616
		Interpret the quotient and remainder of a division problem in context (three-digit dividends).	SMMA_LO_01617
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
		Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	SMMA_LO_01663
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01675
		R: Choose a method to solve a two-step problem.	SMMA_LO_01289

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
		R: Identify all the towns with temperatures below 32 degrees Fahrenheit on a weather map.	SMMA_LO_01311
		R: Determine the number of calories in multiple servings given data in a chart.	SMMA_LO_01333
		R: Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		R: Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	SMMA_LO_01580
		R: Identify the most reasonable quantity for a context (order of magnitude differs).	SMMA_LO_01586
		R: Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604
		R: Estimate the difference of 2 four-digit numbers to the nearest thousand.	SMMA_LO_01614
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 of 1-100 is prime or composite.	Identify the number that is divisible by a given factor (numbers 2 to 81, factors 2 to 9).	SMMA_LO_01066
		Identify numbers that are multiples of a given number.	SMMA_LO_01069
		Identify the complete set of factors for a number (2 to 25).	SMMA_LO_01071
		Find the factors of a number and determine if the number is prime or composite (3 to 30).	SMMA_LO_01073
		Identify prime and composite numbers (one-or two-digit).	SMMA_LO_01105
		Determine three factors of a given number.	SMMA_LO_01107
		Identify sets of prime and composite numbers.	SMMA_LO_01119
		R: Identify the prime factorization of a two-digit number.	SMMA_LO_01093
		R: Identify which numbers are divisible by another number (divisors 2 to 10).	SMMA_LO_01101
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.	Determine the output of a one-function machine, given an input and sample inputs and outputs (combinations 2 x 2 to 9 x 9).	SMMA_LO_00358
		Look for a pattern to solve a problem.	SMMA_LO_01276
		Extend a geometric pattern.	SMMA_LO_01691
		R: Extend a 1-2-1-2 pattern of pictures.	SMMA_LO_00519
		R: Extend a 1-2-1-2 pattern of geometric figures.	SMMA_LO_00520
		R: Extend a 1-1-2-2 pattern of pictures.	SMMA_LO_00521
		R: Extend a 1-1-2-2 pattern of geometric figures.	SMMA_LO_00522
		R: Match patterns of geometric figures.	SMMA_LO_00539
		R: Extend a 1-2-2 pattern of pictures.	SMMA_LO_00556
		R: Extend a 1-1-2 or 1-2-2 pattern of congruent shapes.	SMMA_LO_00558
		R: Extend a 1-2-3 pattern of similar figures.	SMMA_LO_00560
		R: Extend a 1-2-3 pattern of geometric figures.	SMMA_LO_00585

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 4	SuccessMaker Item Description	Item ID
		R: Identify the missing geometric figure in a 1- 2-1-2 pattern.	SMMA_LO_00591
		R: Identify the missing picture in a 1-2-3-1-2-3 pattern.	SMMA_LO_00607
		R: Identify an even or odd number (2 to 99).	SMMA_LO_01050
		R: Identify the expression whose sum is odd or even (basic facts).	SMMA_LO_01053
		R: Identify odd or even numbers (two- and three-digit).	SMMA_LO_01054
		R: Count by 2's, 3's, or 10's (11 to 209, not multiples of 2, 3, 10).	SMMA_LO_01056
		R: Count by 5's, 6's, or 7's (through 70).	SMMA_LO_01058
		R: Count by 8's or 9's (up to 90).	SMMA_LO_01061
		R: Describe the relationship between two sets of numbers in a relation or function using multiplication, addition, or subtraction.	SMMA_LO_01653
		R: Describe the relationship between two sets of numbers in a relation or function using subtraction (minuends 30 to 50, subtrahends 2 to 5).	SMMA_LO_01654
		R: Describe the relationship between two sets of numbers in a relation or function using multiplication (factors 2 - 5).	SMMA_LO_01655

©2021 Savvas Learning Company LLC

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.