



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

New York State Engage Standards Code	New York State Engage Math Modules Common Core Learning Standards, Grade 4	SuccessMaker Item Description	Item ID
	Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction		
	Use the four operations with whole numbers to solve problems.		
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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
	Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)		
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.	Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711
		Identify the number when given the word name (10,000 to 999,999).	SMMA_LO_01076
		Enter the number for a word name (1000 to 9999).	SMMA_LO_01065
		Identify a word name for a four-, five- or six-digit numbers.	SMMA_LO_01043
4.NBT.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
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
	Module 2: Unit Conversions and Problem Solving with Metric Measurement		
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		

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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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Estimate the distance by rounding ($d = rt$).	SMMA_LO_01606
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Estimate the total cost of four items by rounding to the nearest dollar (sums to \$15.00).	SMMA_LO_01591
		Estimate the difference by rounding to the nearest dollar (minuends \$5.00 to \$20.00, subtrahends \$3.00 to \$15.00).	SMMA_LO_01669
	Module 3: Multi-Digit Multiplication and Division		
	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.	Interpret a multiplication equation by writing a comparison statement.	SMMA_LO_02025
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	SMMA_LO_02008
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. (See Glossary, Table 2.)	Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585

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		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
	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.	Find the factors of a number and determine if the number is prime or composite (3 to 30).	SMMA_LO_01073
		Identify the number that is divisible by a given factor (numbers 2 to 81, factors 2 to 9).	SMMA_LO_01066
		Determine three factors of a given number.	SMMA_LO_01107
		Identify sets of prime and composite numbers.	SMMA_LO_01119
		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
	Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)		

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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.	Multiply a two-digit number by a one-digit number (student choice, products 10×6 to 15×9).	SMMA_LO_00874
		Multiply a 1-digit number by a 2-digit number (products 12×6 to 19×9).	SMMA_LO_00896
		Multiply a two-digit number by a one-digit number (student choice, products 21×2 to 99×9).	SMMA_LO_00880
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Multiply a one-digit number by a two-digit number (products 2×12 to 9×12).	SMMA_LO_00875
		Multiply a 1-digit number by a 2-digit number (products 13×1 to 19×5).	SMMA_LO_00894
		Multiply a two-digit number by a one-digit number (student choice, products 10×2 to 15×5).	SMMA_LO_00870
		Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604
		Multiply a two-digit number by a one-digit number (student choice, products 16×2 to 19×5).	SMMA_LO_00872
		Multiply a two-digit number by a one-digit number (products 10×2 to 12×12).	SMMA_LO_00871
		Multiply a two-digit number by a one-digit number (student choice, vertical, products 10×1 to 12×4).	SMMA_LO_00869
		Identify equivalent arrays with different factors.	SMMA_LO_01715
		Multiply a two-digit number by a one-digit number (student choice, products 16×6 to 19×9).	SMMA_LO_00876
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.	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_00290
		Divide using the long division algorithm (one-digit divisor, no remainder).	SMMA_LO_00294
		Identify equivalent arrays with different factors.	SMMA_LO_01715
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		

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4.MD.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 formula as a multiplication equation with an unknown factor.	Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00805
	Module 4: Angle Measure and Plane Figures		
	Geometric measurement: understand concepts of angle and measure angles.		
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Use a protractor to measure an angle.	SMMA_LO_00631
		Select the appropriate protractor to measure an angle.	SMMA_LO_00644
	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.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
		Draw a line segment using a ruler (to 1/4 inch and 0.5 cm).	SMMA_LO_00800
		Identify line segments in three- and four-sided figures.	SMMA_LO_00579
		Identify parallel and perpendicular streets on a map.	SMMA_LO_00619
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.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
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.	Identify lines that are lines of symmetry.	SMMA_LO_00623
		Identify the lines of symmetry in an object.	SMMA_LO_01699
		Draw a vertical or horizontal line of symmetry.	SMMA_LO_00608
		Identify the horizontal line of symmetry.	SMMA_LO_00597
		Identify the vertical line of symmetry.	SMMA_LO_00595
	Module 5: Fraction Equivalence, Ordering, and Operations		
	Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)		

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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.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Identify two equivalent fractions for $1/2$.	SMMA_LO_01708
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		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
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
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.	Compare fractions to 1 on the number line (halves to eighths).	SMMA_LO_00432
	Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.		

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4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.		
4.NF.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.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Add fractions with like denominators (no simplifying).	SMMA_LO_01709
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		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
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		

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4.NF.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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	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
		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.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 each 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?	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		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
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438

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		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
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Estimate the distance by rounding ($d = rt$).	SMMA_LO_01606
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Estimate the total cost of four items by rounding to the nearest dollar (sums to \$15.00).	SMMA_LO_01591
		Estimate the difference by rounding to the nearest dollar (minuends \$5.00 to \$20.00, subtrahends \$3.00 to \$15.00).	SMMA_LO_01669
	Represent and interpret data.		
4.MD.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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Identify all the towns with temperatures below 32 degrees Fahrenheit on a weather map.	SMMA_LO_01311
		Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
		Predict the effect of changing temperatures on the weather.	SMMA_LO_01312
		Graph and interpret rainfall data in a chart.	SMMA_LO_01328

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		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
	Module 6: Decimal Fractions		
	Understand decimal notations for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)		
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. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	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.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Find the missing decimal number on a number line (1.0 to 9.89).	SMMA_LO_00215
		Find the missing decimal number on a number line (tenths, 0.1 to 0.9).	SMMA_LO_00188
		Enter a decimal number on a number line (1.11 to 9.89).	SMMA_LO_00213
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.	Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216
		Compare decimals (to hundredths) to benchmark fractions.	SMMA_LO_00209
		Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Estimate the distance by rounding ($d = rt$).	SMMA_LO_01606

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		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Estimate the total cost of four items by rounding to the nearest dollar (sums to \$15.00).	SMMA_LO_01591
		Estimate the difference by rounding to the nearest dollar (minuends \$5.00 to \$20.00, subtrahends \$3.00 to \$15.00).	SMMA_LO_01669
	Module 7: Exploring Multiplication		
	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.	Interpret a multiplication equation by writing a comparison statement.	SMMA_LO_02025
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	SMMA_LO_02008
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. (See Glossary, Table 2.)	Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592

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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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
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.	Multiply a two-digit number by a one-digit number (student choice, products 10×6 to 15×9).	SMMA_LO_00874
		Multiply a 1-digit number by a 2-digit number (products 12×6 to 19×9).	SMMA_LO_00896
		Multiply a two-digit number by a one-digit number (student choice, products 21×2 to 99×9).	SMMA_LO_00880
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Multiply a one-digit number by a two-digit number (products 2×12 to 9×12).	SMMA_LO_00875
		Multiply a 1-digit number by a 2-digit number (products 13×1 to 19×5).	SMMA_LO_00894
		Multiply a two-digit number by a one-digit number (student choice, products 10×2 to 15×5).	SMMA_LO_00870
		Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604
		Multiply a two-digit number by a one-digit number (student choice, products 16×2 to 19×5).	SMMA_LO_00872
		Multiply a two-digit number by a one-digit number (products 10×2 to 12×12).	SMMA_LO_00871
		Multiply a two-digit number by a one-digit number (student choice, vertical, products 10×1 to 12×4).	SMMA_LO_00869

New York State Engage Standards Code	New York State Engage Math Modules Common Core Learning Standards, Grade 4	SuccessMaker Item Description	Item ID
		Identify equivalent arrays with different factors.	SMMA_LO_01715
		Multiply a two-digit number by a one-digit number (student choice, products 16 x 6 to 19 x 9).	SMMA_LO_00876
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Estimate the distance by rounding ($d = rt$).	SMMA_LO_01606
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Estimate the total cost of four items by rounding to the nearest dollar (sums to \$15.00).	SMMA_LO_01591
		Estimate the difference by rounding to the nearest dollar (minuends \$5.00 to \$20.00, subtrahends \$3.00 to \$15.00).	SMMA_LO_01669