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Tennessee Mathematics Standards 2016, Grade 4 Alignments to SuccessMaker

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Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 4	SuccessMaker Item Description	Item ID
4.OA	Operations and Algebraic Thinking		
4.OA.A	Use the four operations with whole numbers to solve problems. (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations)		
4.OA.A.1	Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 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 represents 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.A.2	Multiply or divide to solve contextual problems involving multiplicative comparison, and distinguish 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 multi-step contextual 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 expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		Work backward to solve a two-step problem.	SMMA_LO_01288
		Choose a method to solve a two-step problem.	SMMA_LO_01289
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Subtract decimal numbers using mental math (minuends and subtrahends 10.1 to 99.9, no regrouping).	SMMA_LO_00197
4.OA.B	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.	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 which numbers are divisible by another number (divisors 2 to 10).	SMMA_LO_01101
		Identify the complete set of factors for a number (2 to 25).	SMMA_LO_01071
4.NBT	Number and Operations in Base Ten		
4.NBT.A	Generalize place value understanding for multidigit whole numbers.		

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4.NBT.A.1	Recognize that in a multi-digit whole number (less than or equal to 1,000,000), a digit in one place represents 10 times as much as it represents in the place to its right.	Enter a number in a place-value chart (10,000 to 999,999).	SMMA_LO_01070
		Enter each individual digit in a place-value chart for a five- to nine-digit number given the name of the number.	SMMA_LO_01075
		Identify a number with a given digit in the ones to hundred thousands place.	SMMA_LO_01045
		Identify a number with a given digit in the thousands to hundred millions place.	SMMA_LO_01064
4.NBT.A.2	Read and write multi-digit whole numbers (less than or equal to 1,000,000) using standard form, word form, and expanded form (e.g. the expanded form of 4256 is written as 4 x 1000 + 2 x 100 + 5 x 10 + 6 x 1). Compare two multidigit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship.	Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711
		Compare numbers (1,000 to 9,999).	SMMA_LO_01039
4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic. (See Table 3 - Properties of Operations)		
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, products 10 x 6 to 15 x 9).	SMMA_LO_00874
		Multiply a 1-digit number by a 2-digit number (products 12 x 6 to 19 x 9).	SMMA_LO_00896
		Multiply a two-digit number by a one-digit number (student choice, products 21 x 2 to 99 x 9).	SMMA_LO_00880
		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
		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 x 12 to 9 x 12).	SMMA_LO_00875
		Multiply a 1-digit number by a 2-digit number (products 13 x 1 to 19 x 5).	SMMA_LO_00894
		Multiply a two-digit number by a one-digit number (student choice, products 10 x 2 to 15 x 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 x 2 to 19 x 5).	SMMA_LO_00872
		Multiply a two-digit number by a one-digit number (products 10 x 2 to 12 x 12).	SMMA_LO_00871
		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 16 x 6 to 19 x 9).	SMMA_LO_00876

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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, remainder).	SMMA_LO_00292
4.NF	Number and Operations - Fractions Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.		
4.NF.A	Extend understanding of fraction equivalence and comparison.		
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction a x n/b x n or $a \div n/b \div n$ 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.	Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
4.NF.A.2	Compare two fractions with different numerators and different denominators by creating common denominators or common 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. Use the symbols >, =, or < to show the relationship and justify the conclusions.	Compare fractions to 1 on the number line (halves to eighths).	SMMA_LO_00432
4.NF.B	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations for whole number situations that can be applied for fractions.)		
4.NF.B.3	Understand a fraction a/b with a > 1 as a sum of fractions $1/b$.		
4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Identify the difference when a fraction is subtracted from 1 (fourths to twelfths).	SMMA_LO_00445
4.NF.B.3.d	Solve contextual problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Add fractions with like denominators (no simplifying).	SMMA_LO_01709
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		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
4.NF.B.4	Apply and extend previous understandings of multiplication as repeated addition to multiply a whole number by a fraction.		
4.NF.B.4.b	Understand a multiple of a/b as a multiple of $1/b$ and use this understanding to multiply a whole number by a fraction.	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

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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
4.NF.B.4.c	Solve contextual problems involving multiplication of a whole number by a fraction (e.g., by using visual fraction models and equations to represent the problem).	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.C	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.	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	Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.	Enter a decimal number on a number line (1.11 to 9.89).	SMMA_LO_00213
4.MD	Measurement and Data		
4.MD.C	Geometric measurement: understand concepts of angle and measure angles.		
4.MD.C.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
4.G	Geometry		
4.G.A	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, straight, reflex), 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.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.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
4.G.A.3	Recognize and draw lines of symmetry for two-dimensional figures.	Identify lines that are lines of symmetry.	SMMA_LO_00623
		Draw a vertical or horizontal line of symmetry.	SMMA_LO_00608