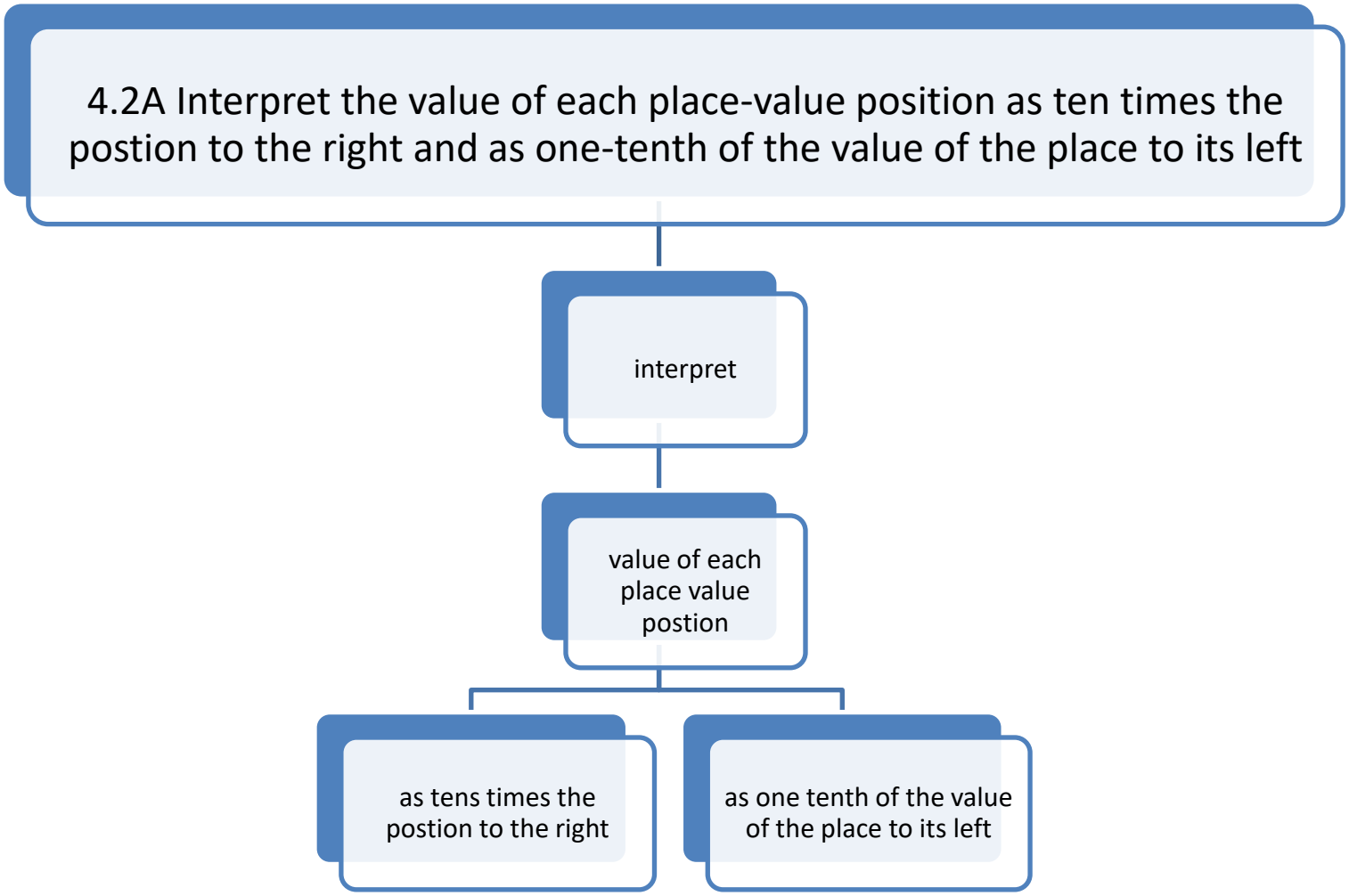
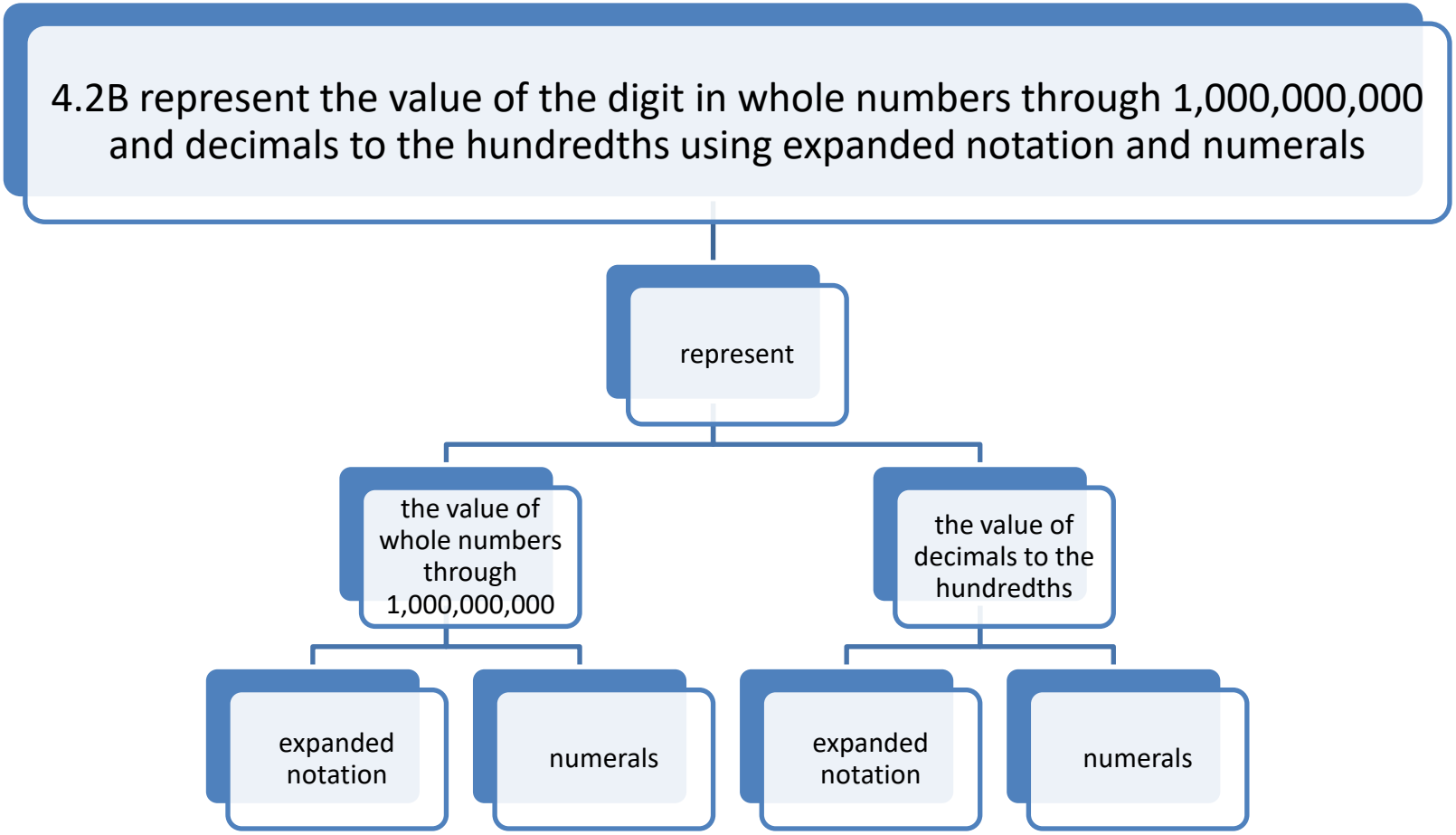
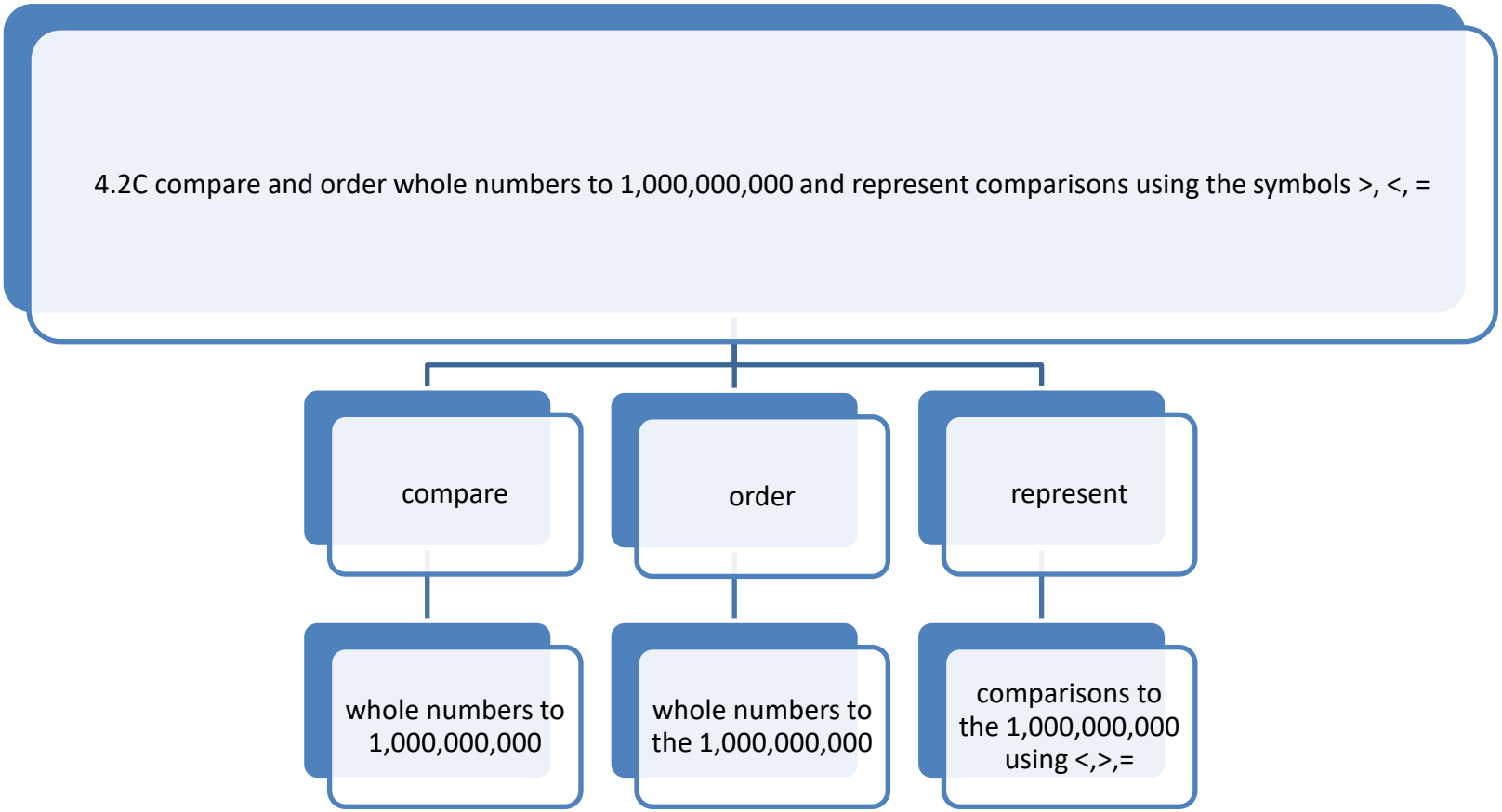
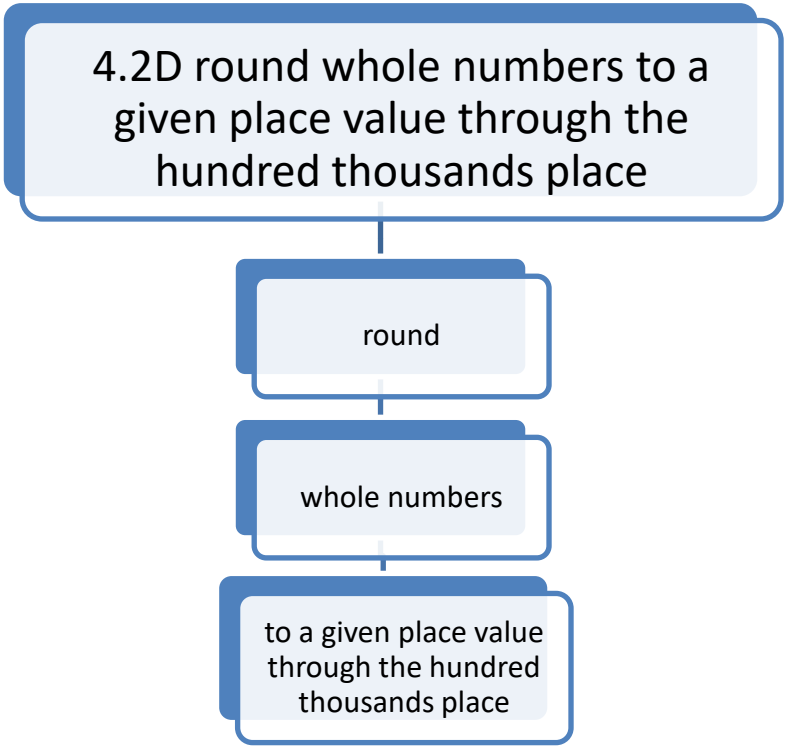
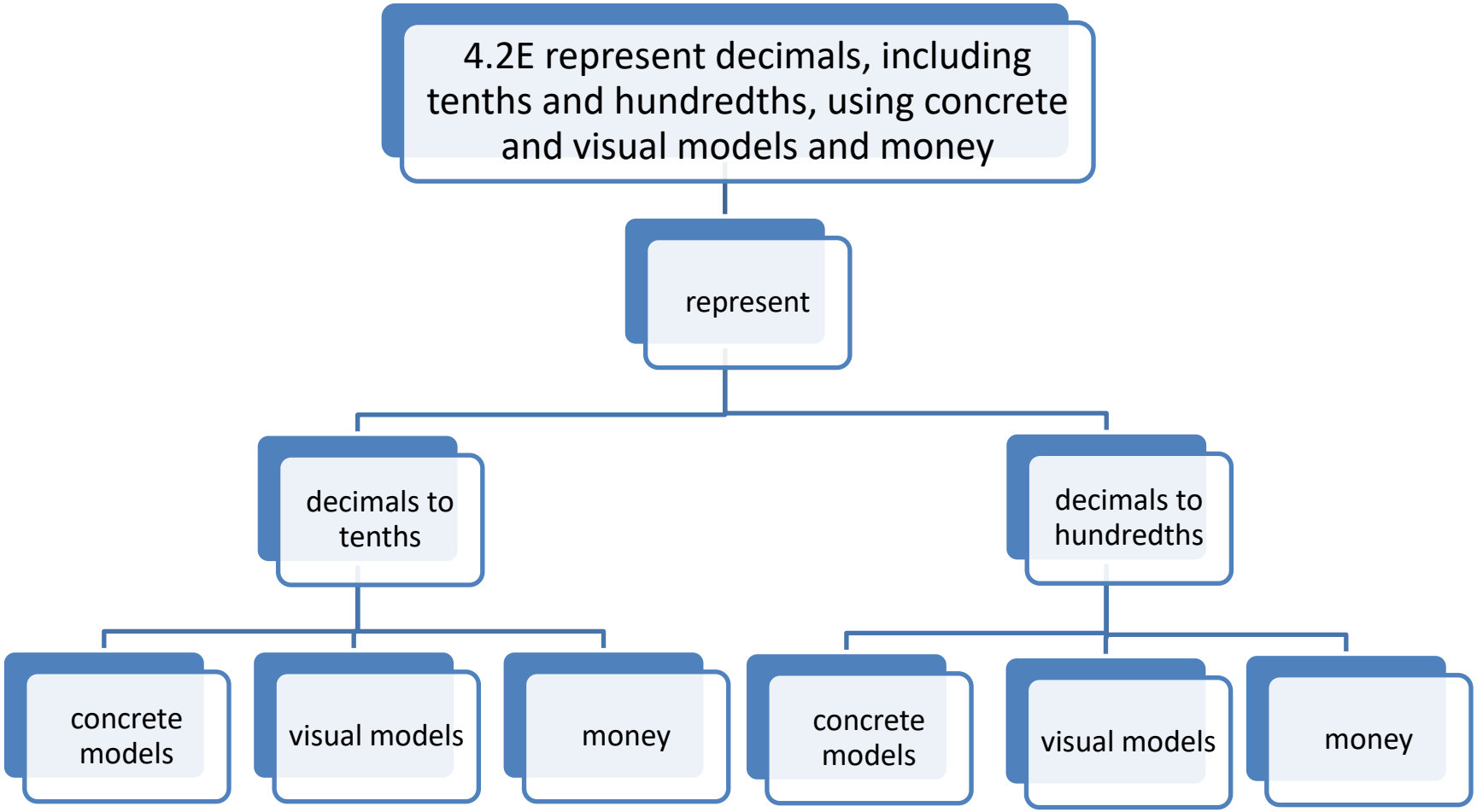
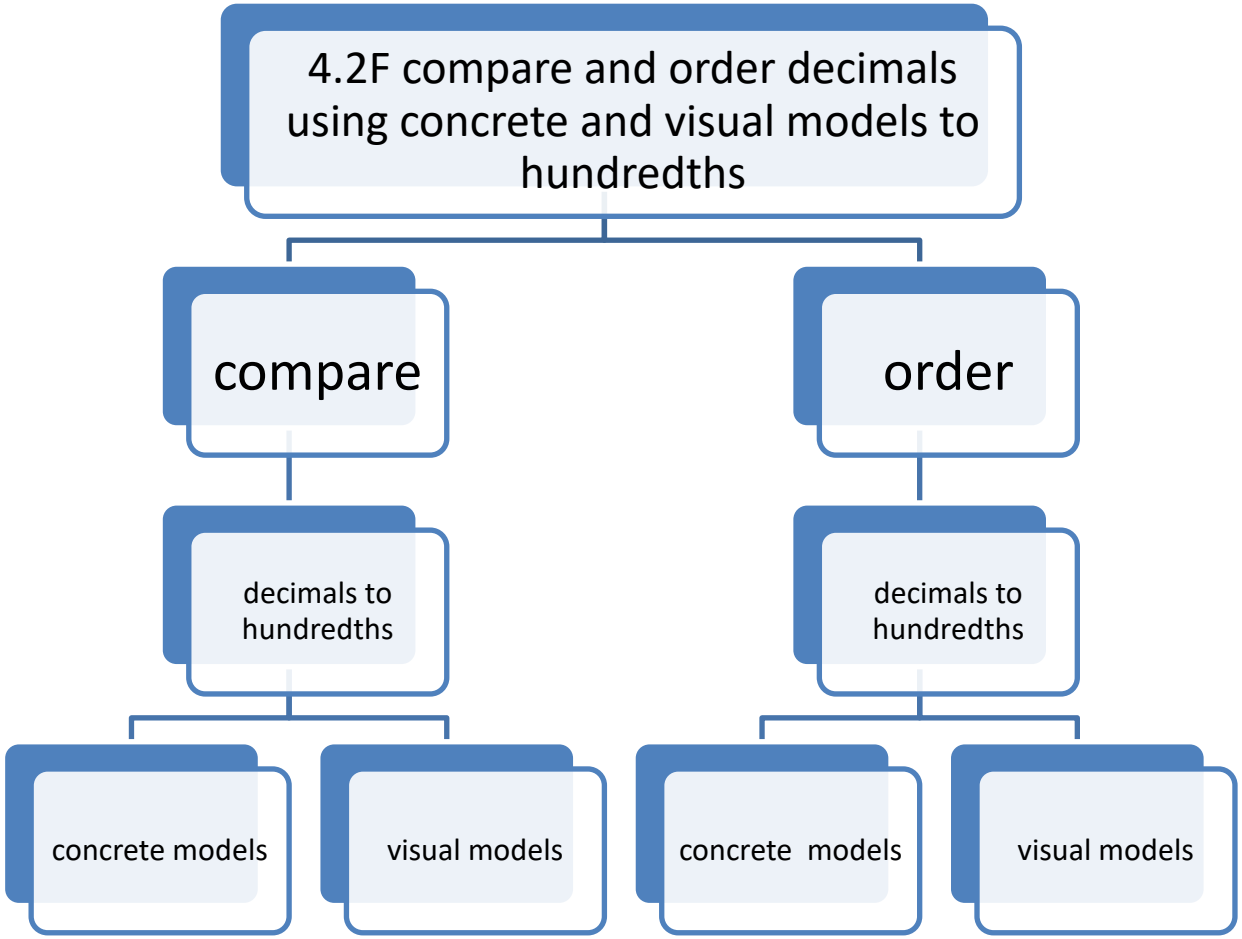

4.2A Interpret the value of each place-value position as ten times the postion to the right and as one-tenth of the value of the place to its left
interpret
value of each place value postion
as tens times the postion to the right
as one tenth of the value of the place to its left

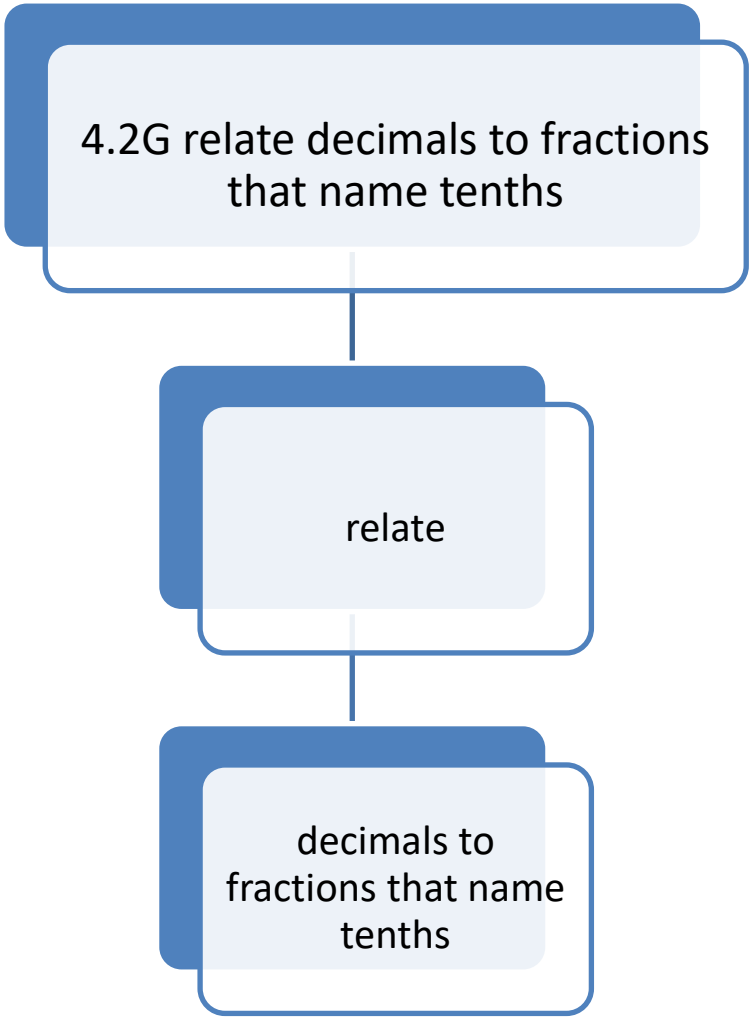

4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals
represent
the value of whole numbers through 1,000,000,000
the value of decimals to the hundredths
expanded notation
numerals
expanded notation
numerals

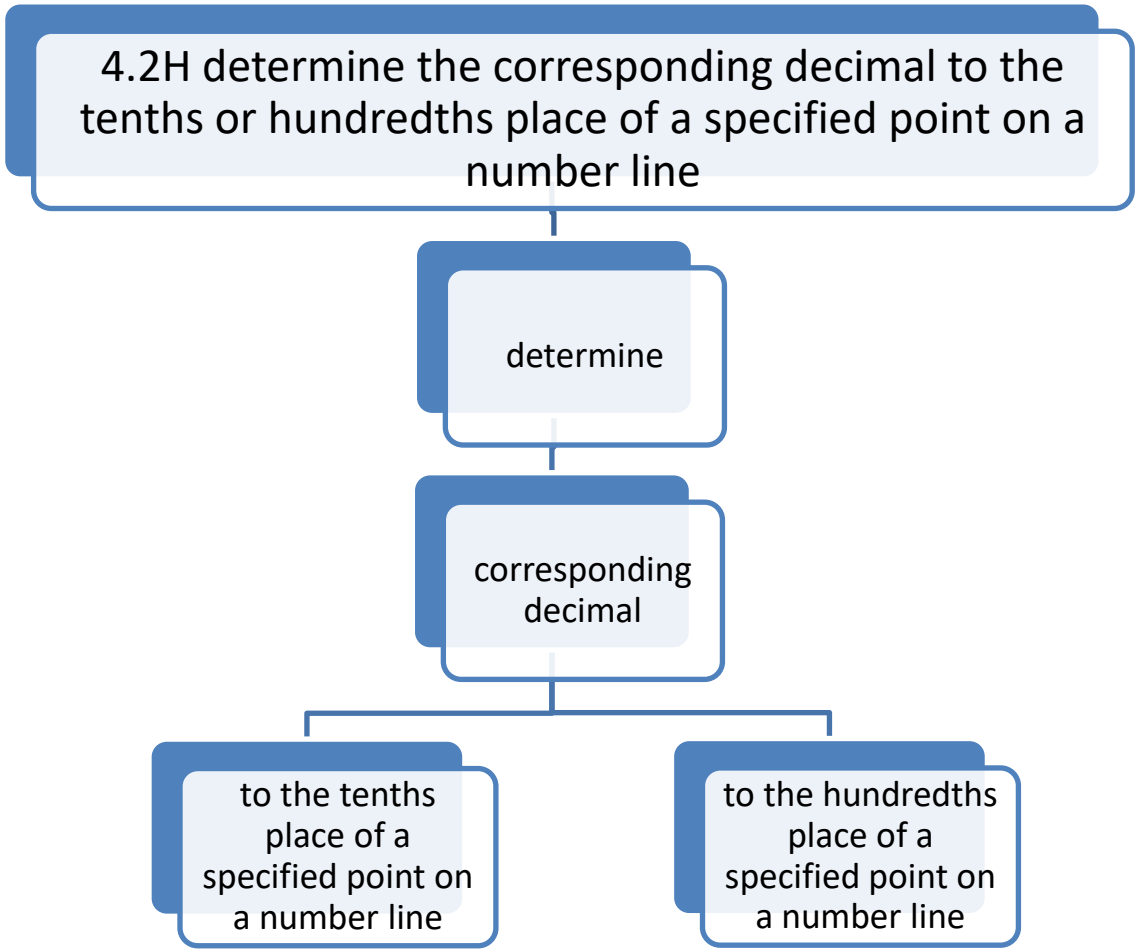

4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, =
compare
order
represent
whole numbers to 1,000,000,000
whole numbers to the 1,000,000,000
comparisons to the 1,000,000,000 using <,>,=

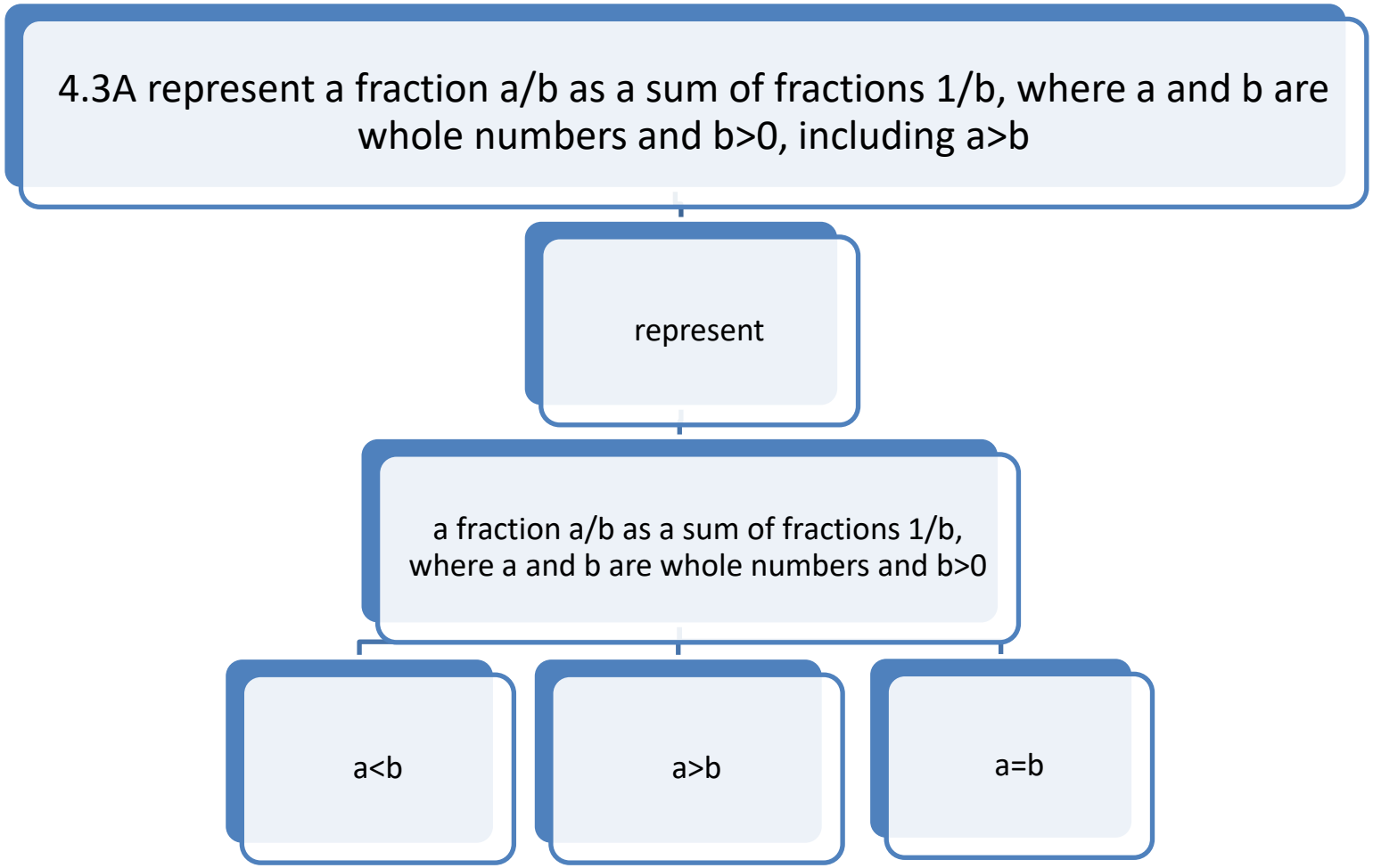

4.2D round whole numbers to a given place value through the hundred thousands place
round
whole numbers
to a given place value through the hundred thousands place

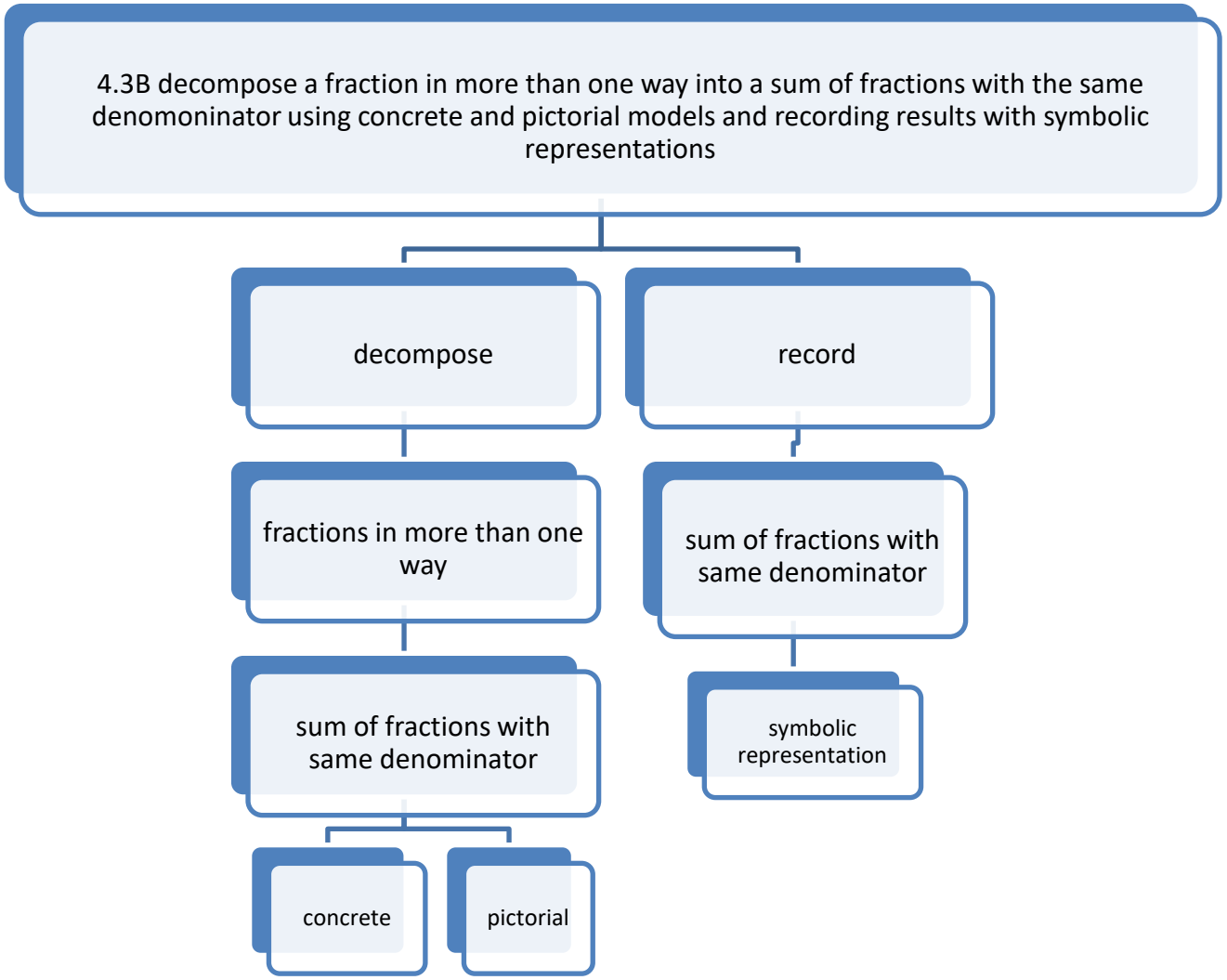

4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money
represent
decimals to tenths
decimals to hundredths
concrete models
visual models
money
concrete models
visual models
money

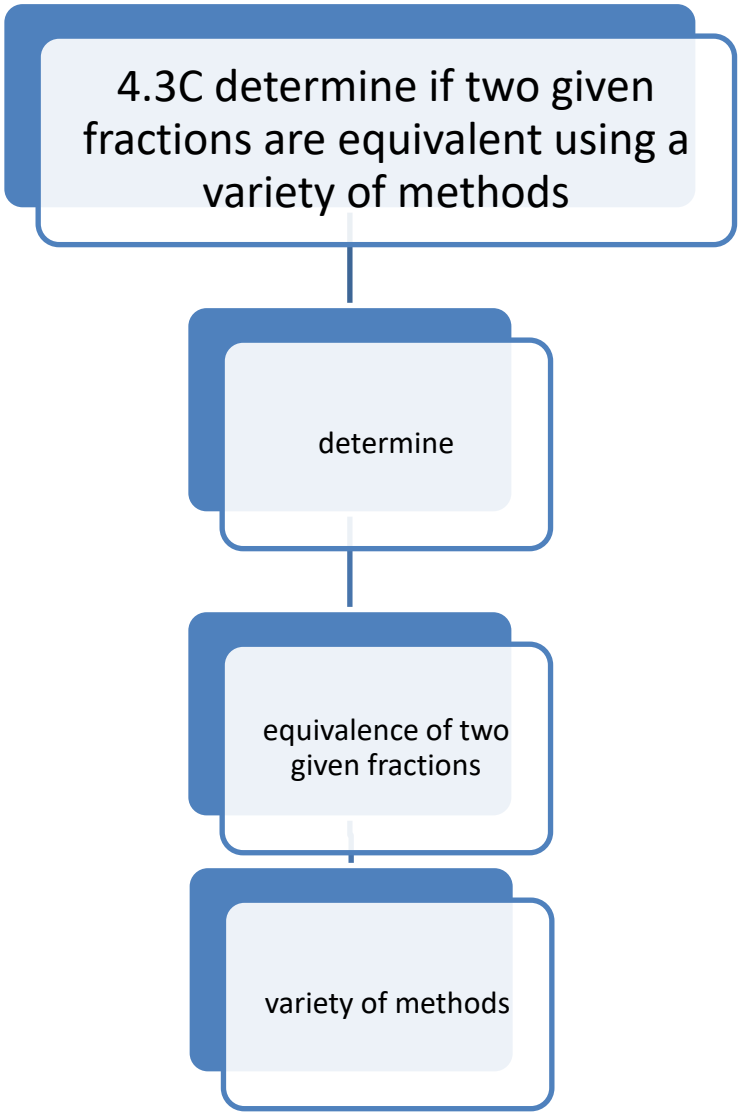

4.2F compare and order decimals using concrete and visual models to hundredths
compare
order
decimals to hundredths
decimals to hundredths
concrete models
visual models
concrete models
visual models

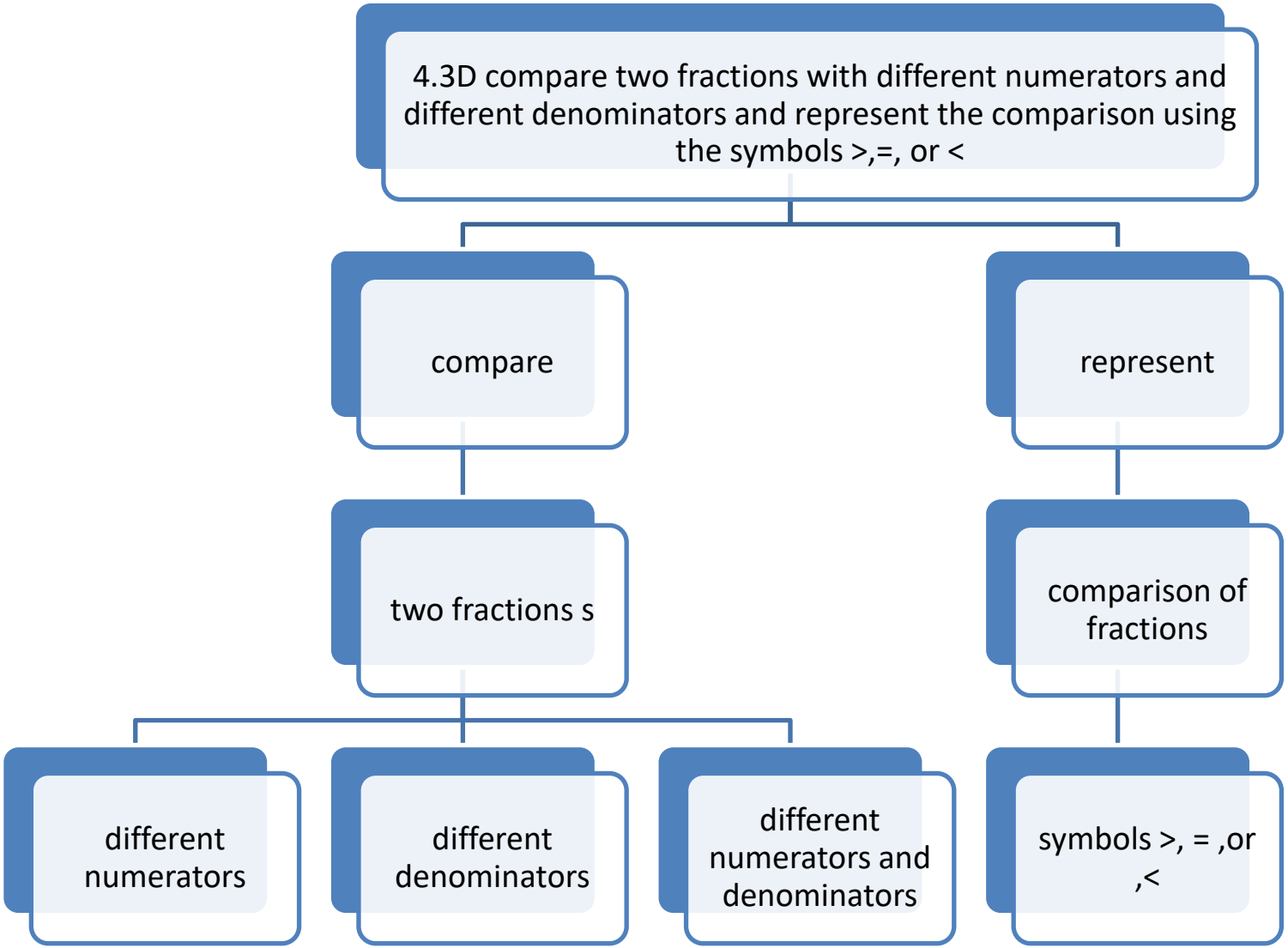

4.2G relate decimals to fractions that name tenths
relate
decimals to fractions that name tenths

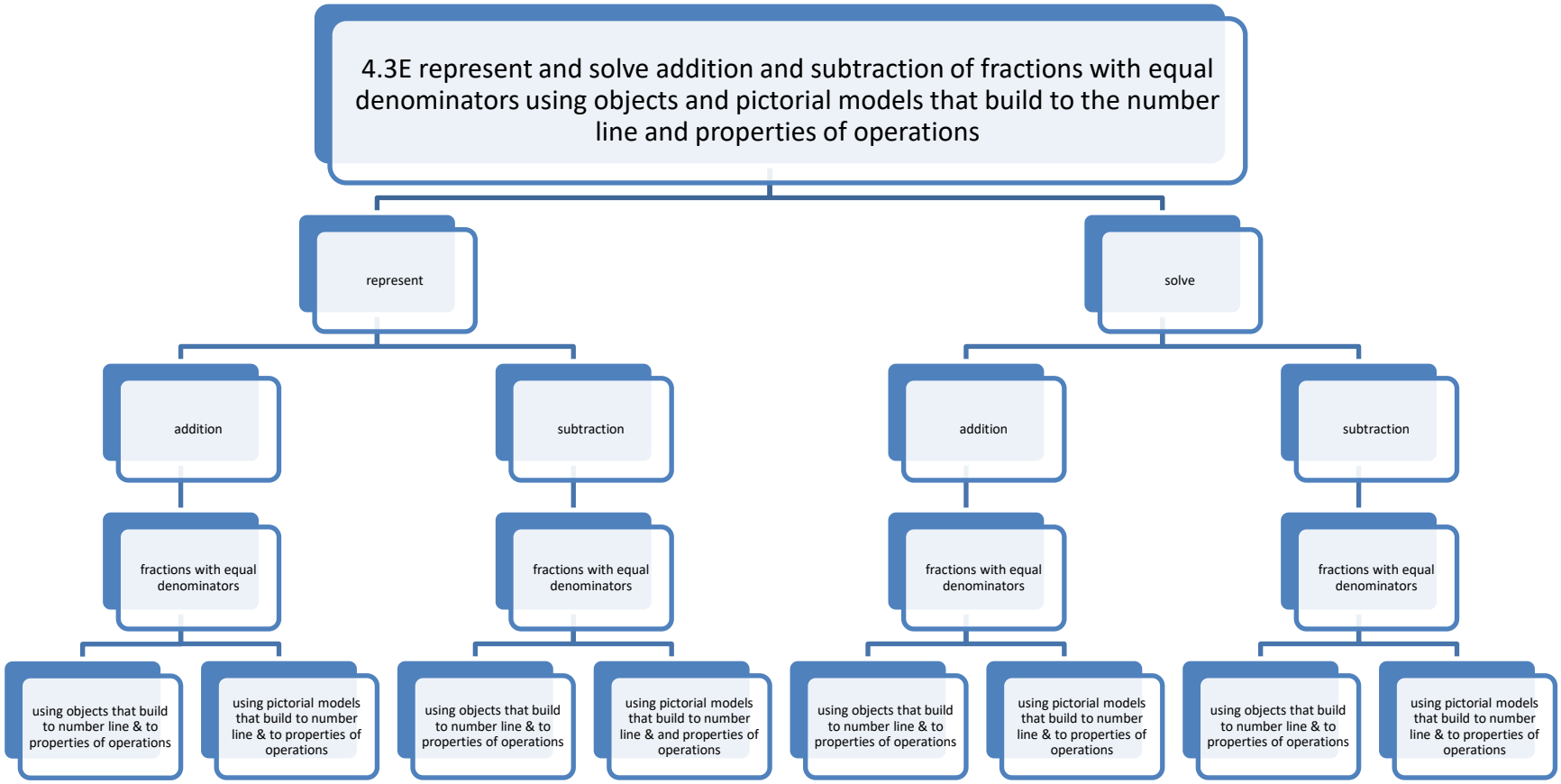

4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line
determine
corresponding decimal
to the tenths place of a specified point on a number line
to the hundredths place of a specified point on a number line

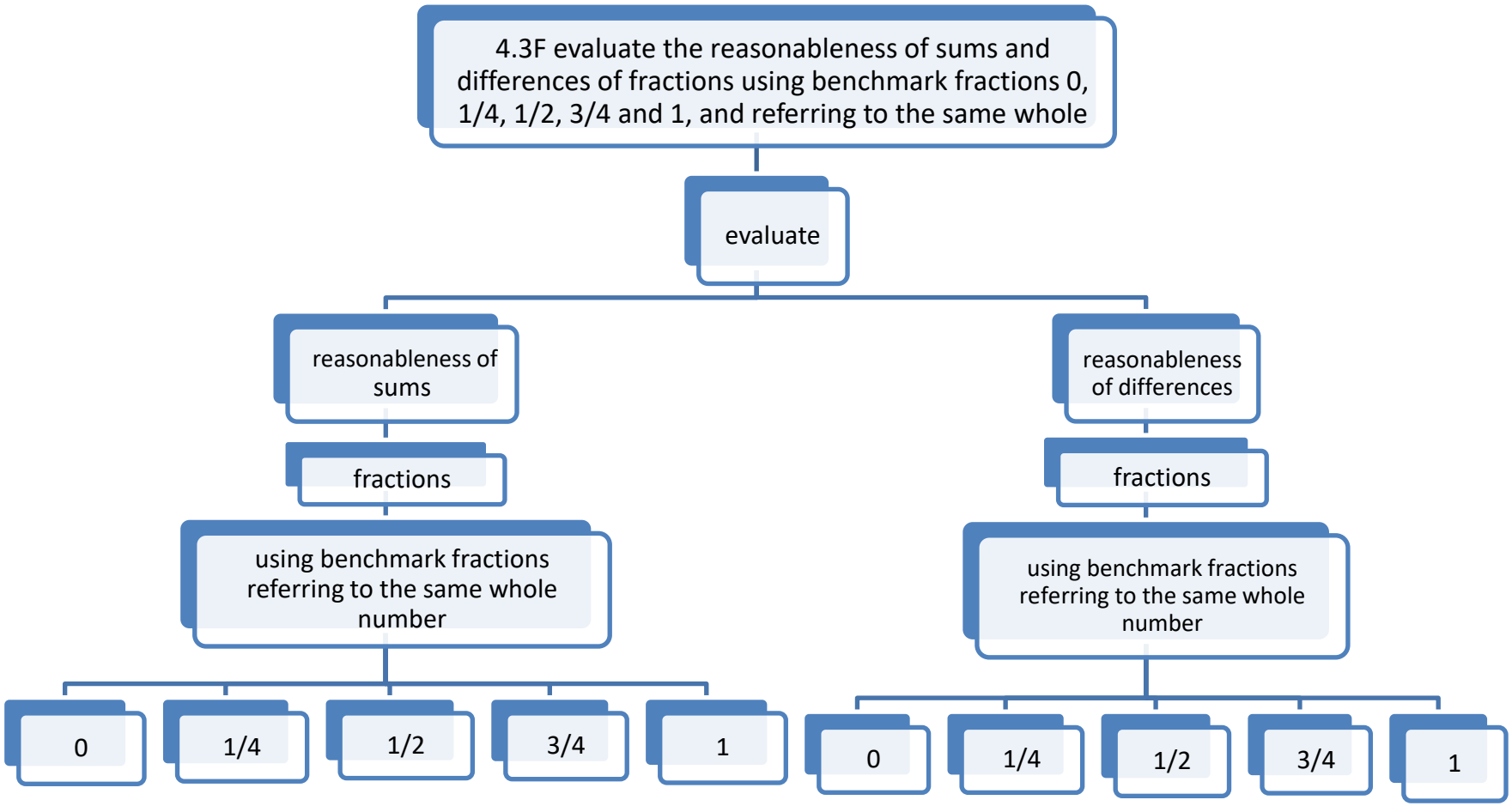

4.3A represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b>0, including a>b
represent
a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b>0
a<b
a>b
a=b

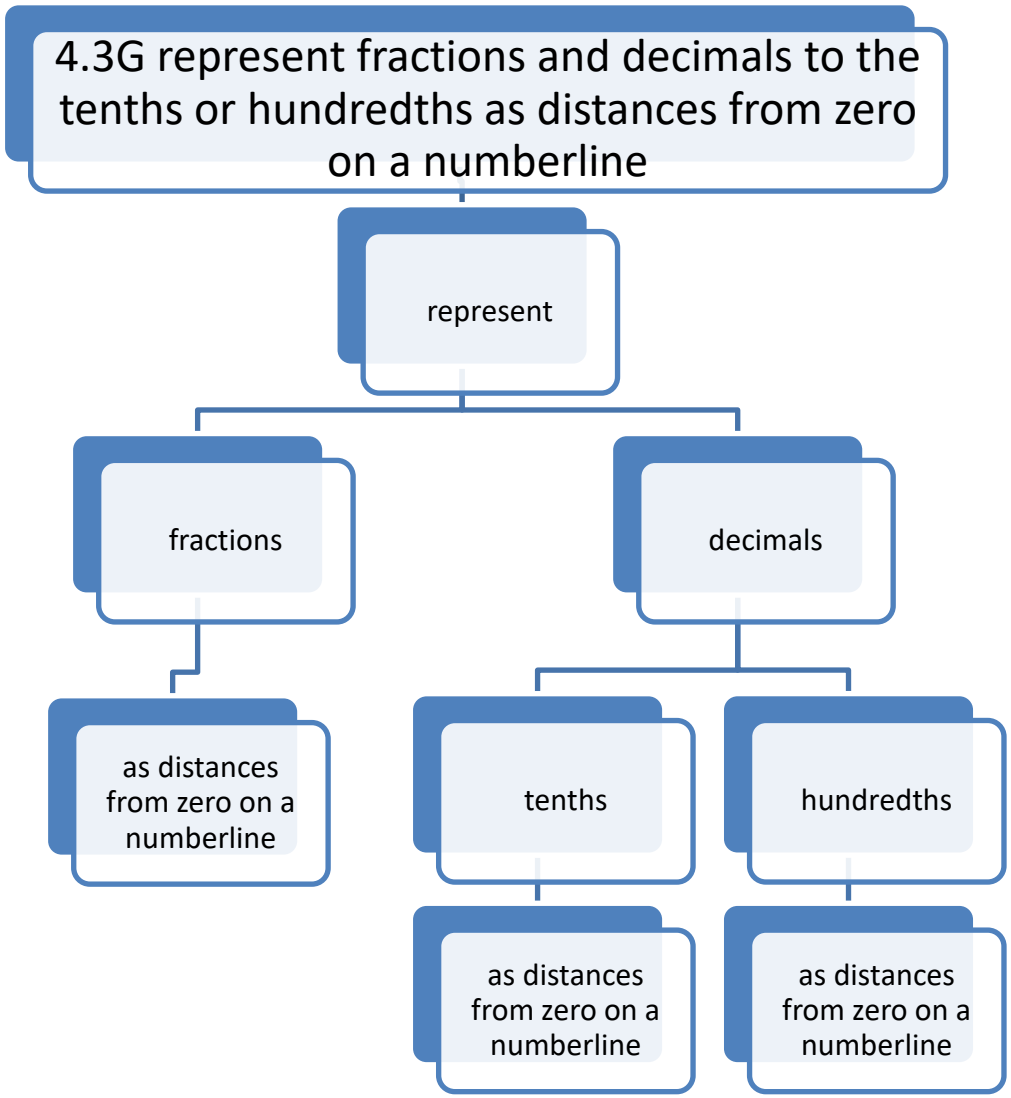

4.3B decompose a fraction in more than one way into a sum of fractions with the same denomoninator using concrete and pictorial models and recording results with symbolic representations
decompose
record
fractions in more than one way
sum of fractions with same denominator
sum of fractions with same denominator
symbolic representation
concrete
pictorial

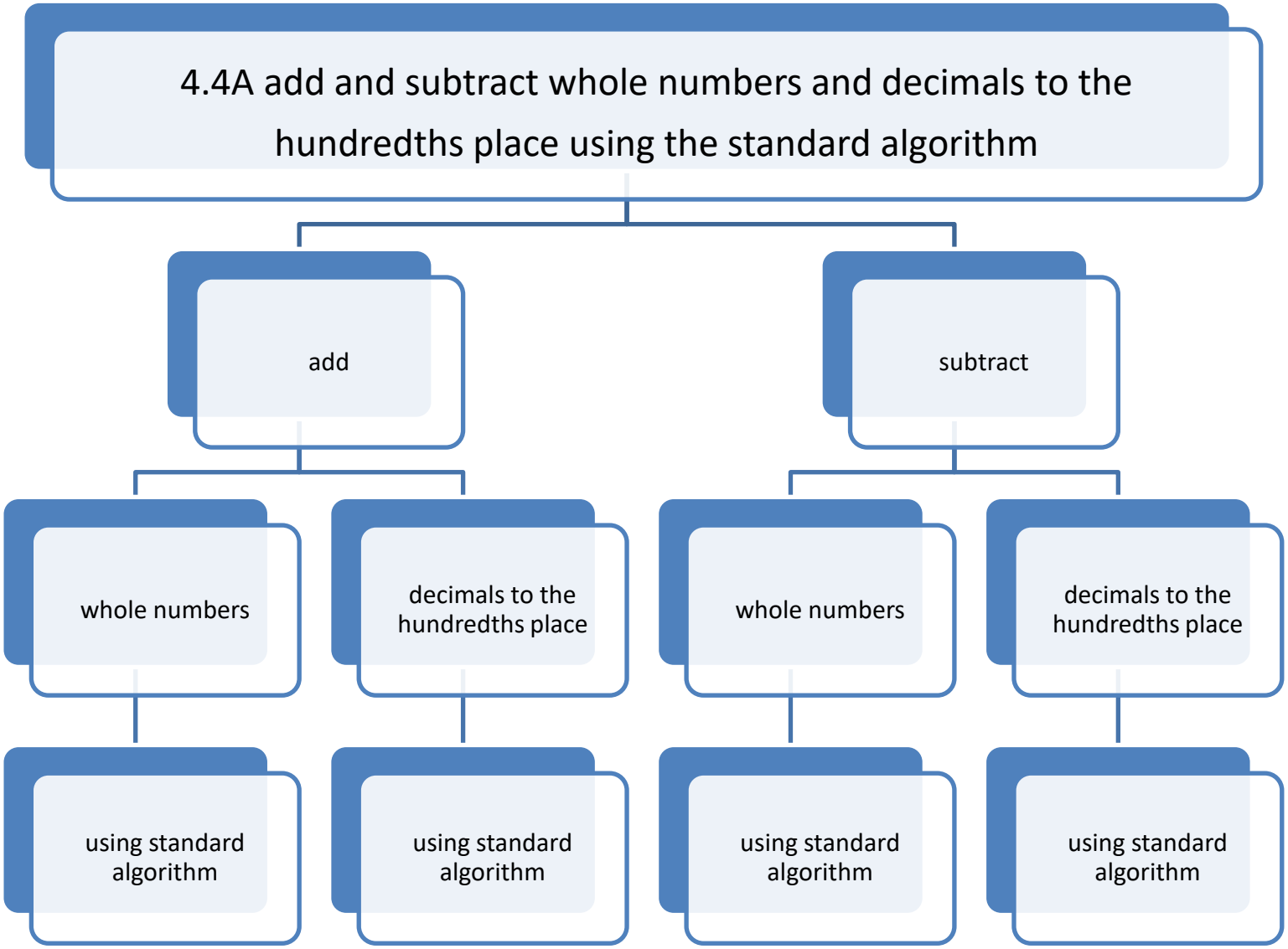

4.3C determine if two given fractions are equivalent using a variety of methods
determine
equivalence of two given fractions
variety of methods

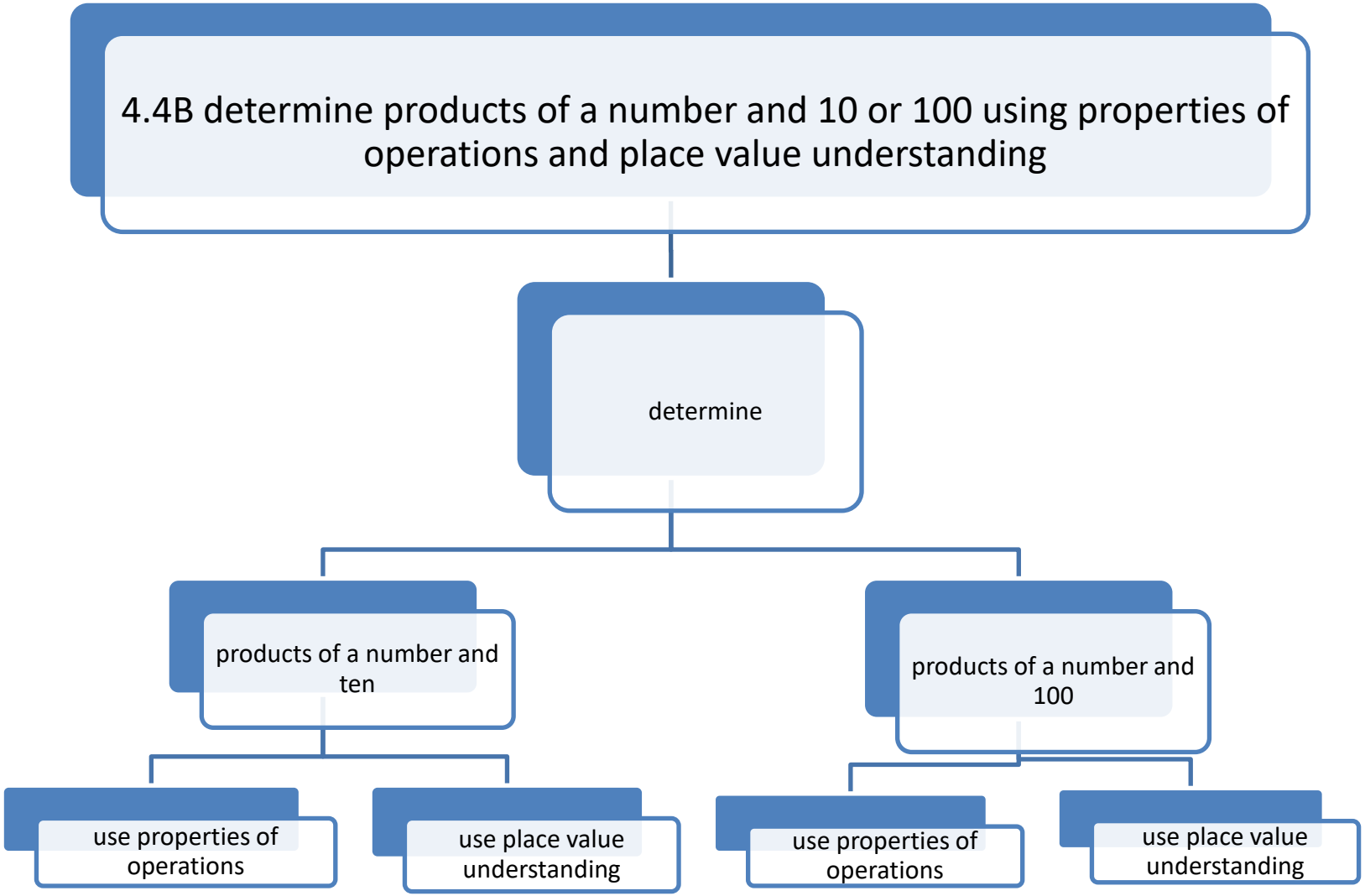

4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols >,=, or <
compare
represent
two fractions s
comparison of fractions
different numerators
different denominators
different numerators and denominators
symbols >, = ,or ,<

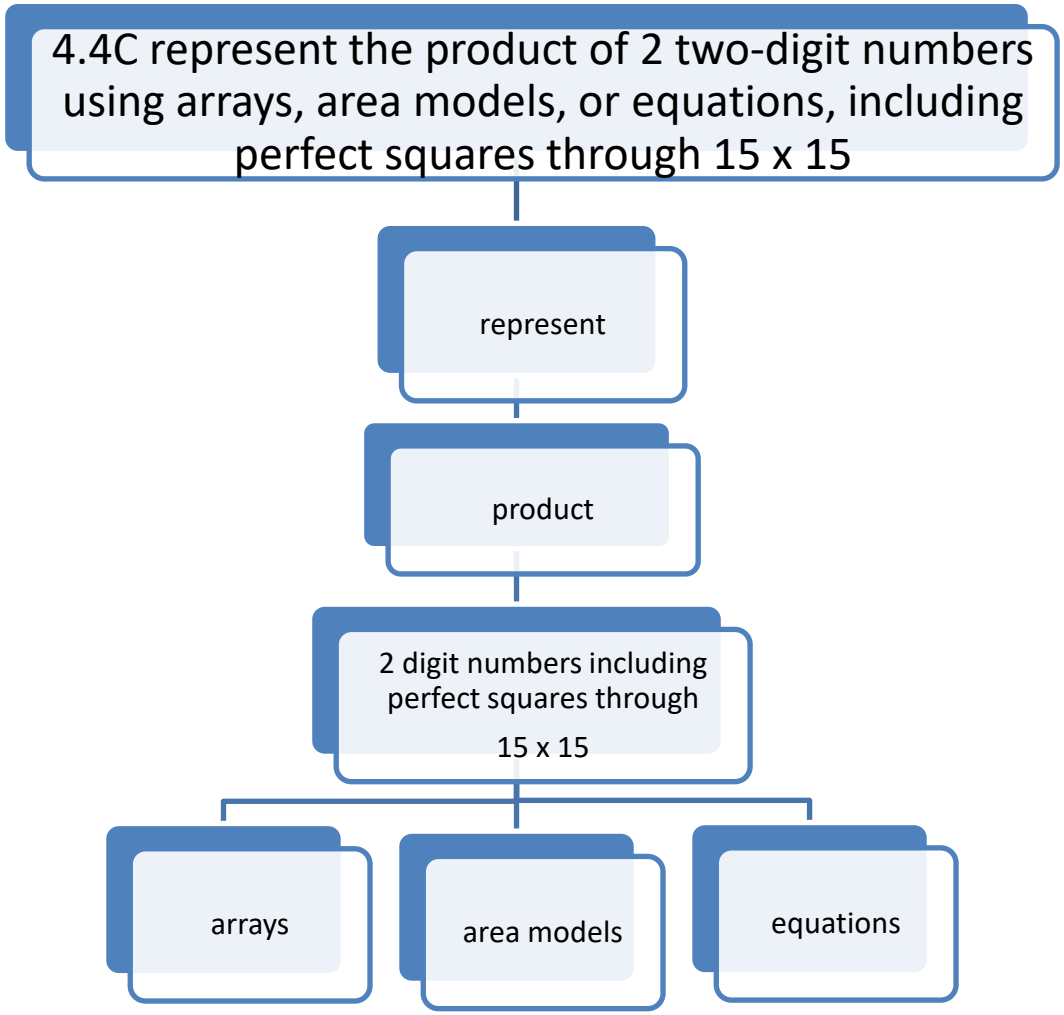

4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
represent
solve
addition
subtraction
addition
subtraction
fractions with equal denominators
fractions with equal denominators
fractions with equal denominators
fractions with equal denominators
using objects that build to number line & to properties of operations
using pictorial models that build to number line & to properties of operations
using objects that build to number line & to properties of operations
using pictorial models that build to number line & and properties of operations
using objects that build to number line & to properties of operations
using pictorial models that build to number line & to properties of operations
using objects that build to number line & to properties of operations
using pictorial models that build to number line & to properties of operations

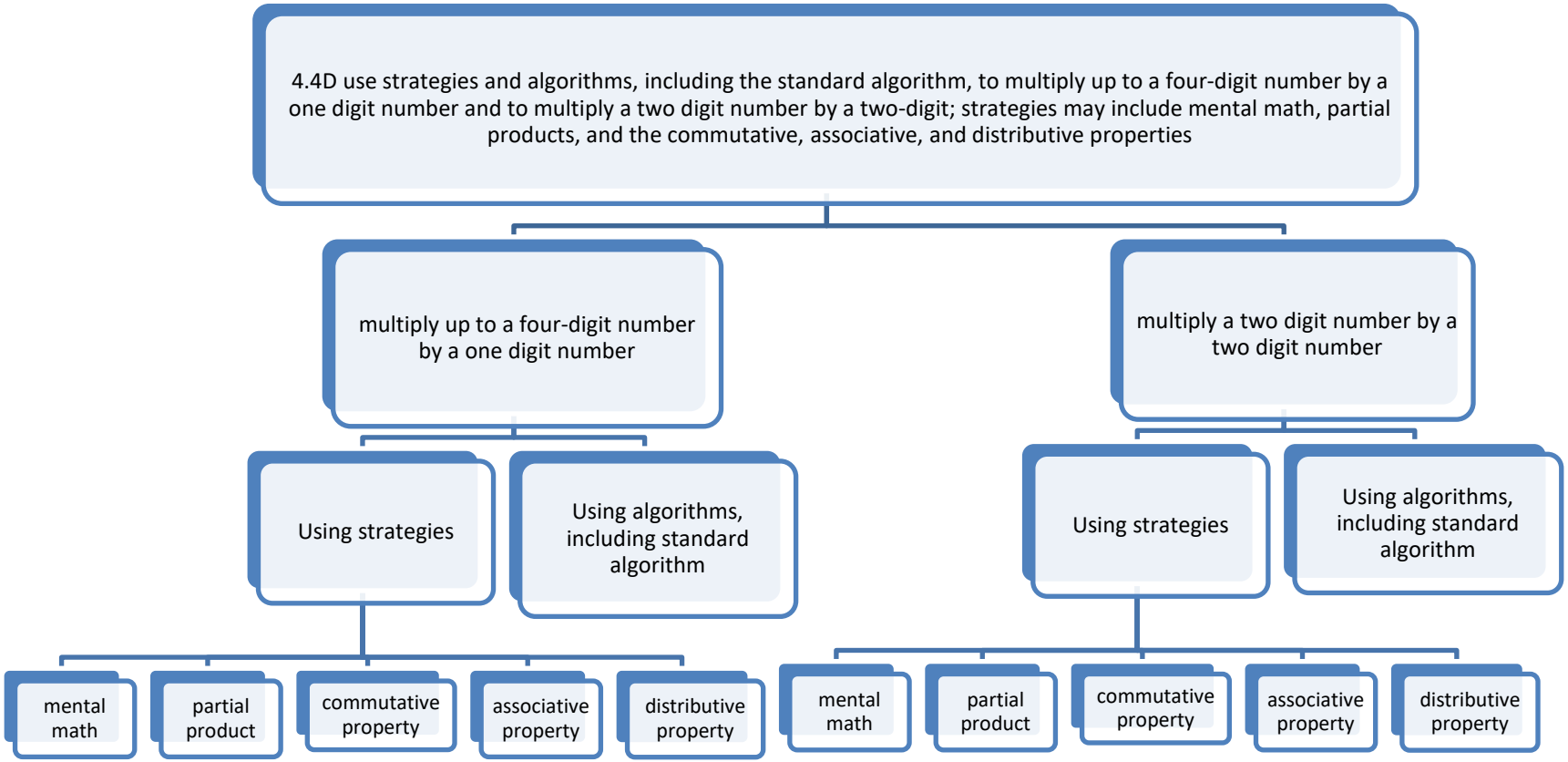

4.3F evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4 and 1, and referring to the same whole
evaluate
reasonableness of sums
fractions
using benchmark fractions referring to the same whole number
0
1/4
1/2
3/4
1
reasonableness of differences
fractions
using benchmark fractions referring to the same whole number
0
1/4
1/2
3/4
1

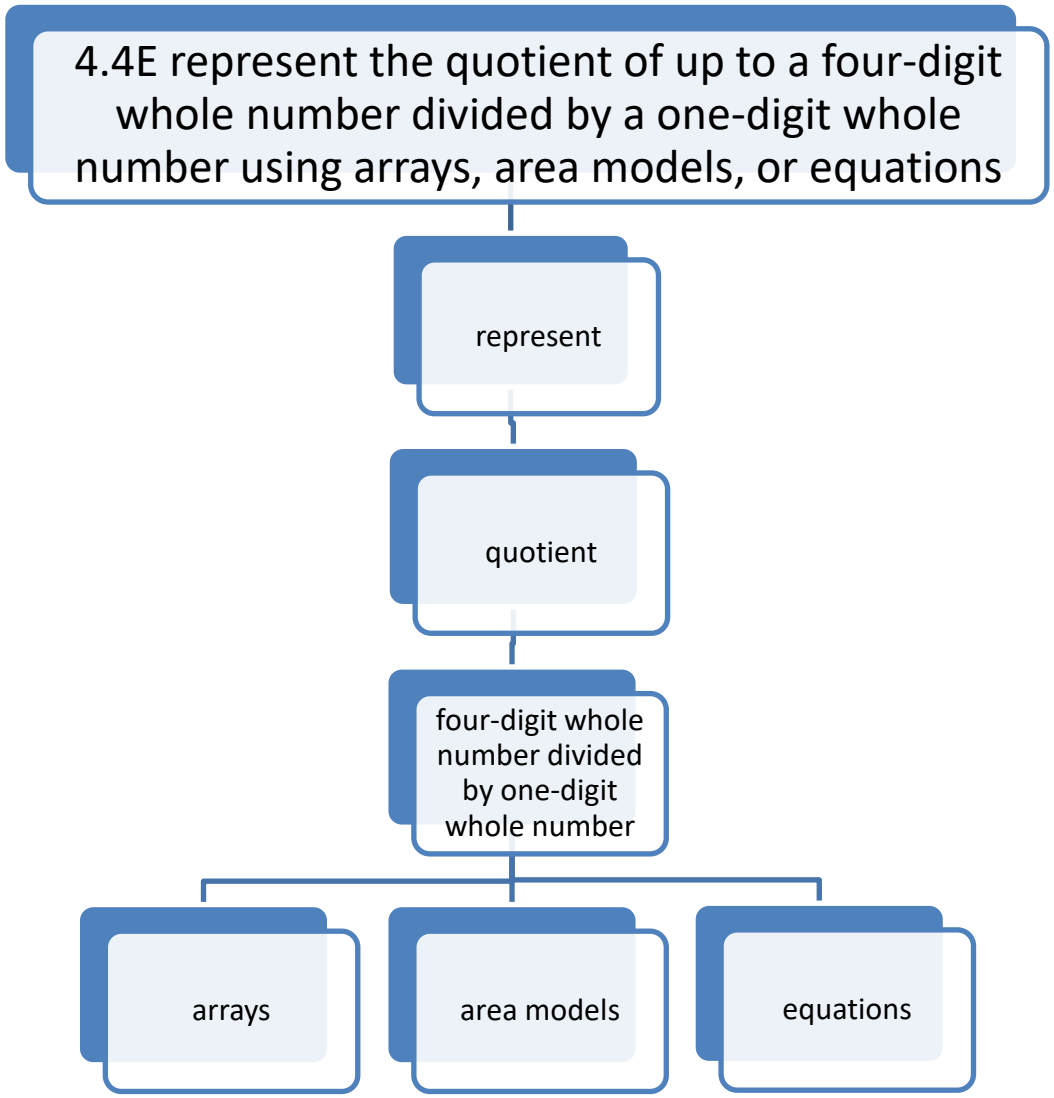

4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a numberline
represent
fractions
decimals
as distances from zero on a numberline
tenths
hundredths
as distances from zero on a numberline
as distances from zero on a numberline

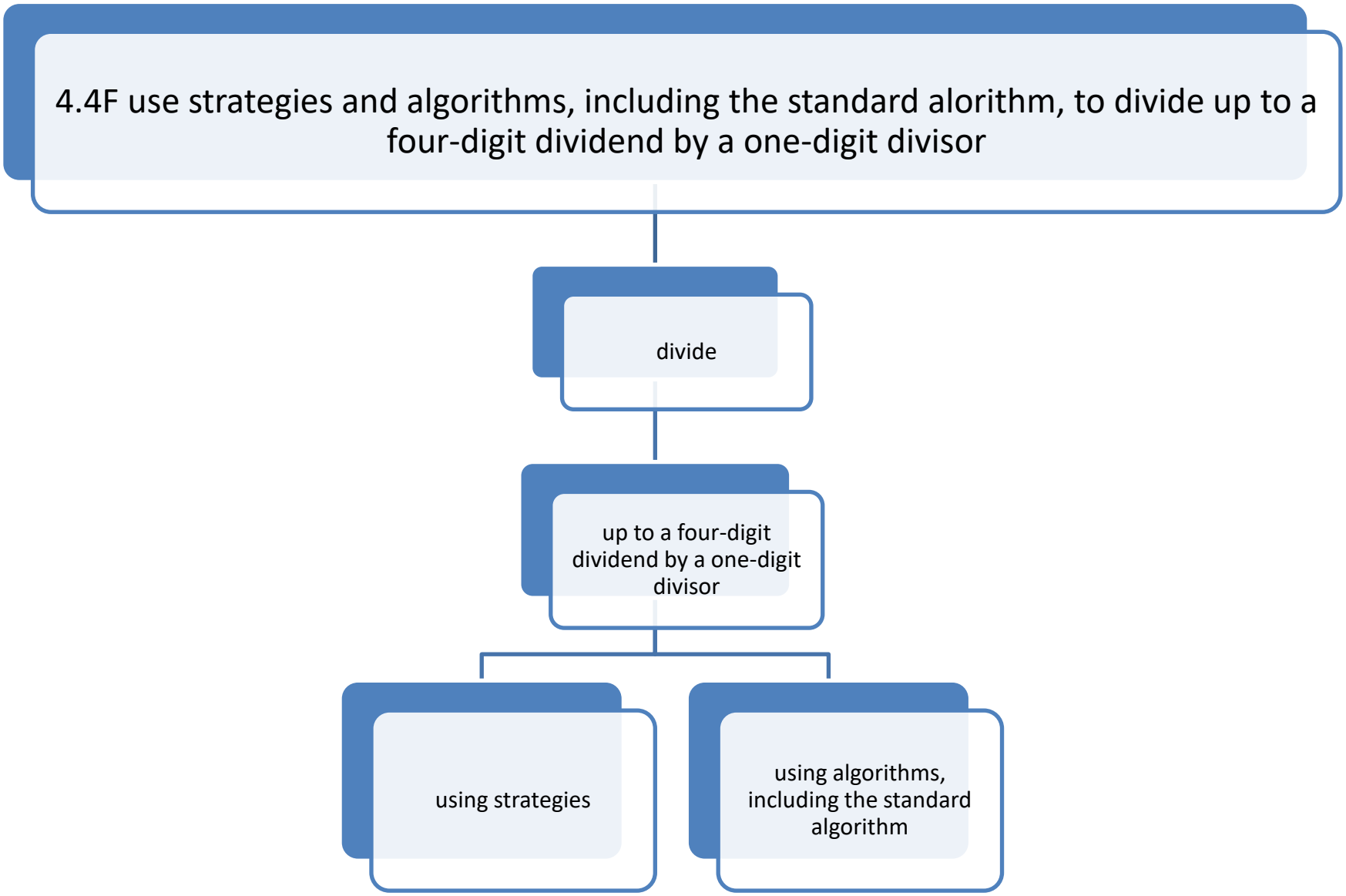

4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm
add
subtract
whole numbers
decimals to the hundredths place
whole numbers
decimals to the hundredths place
using standard algorithm
using standard algorithm
using standard algorithm
using standard algorithm

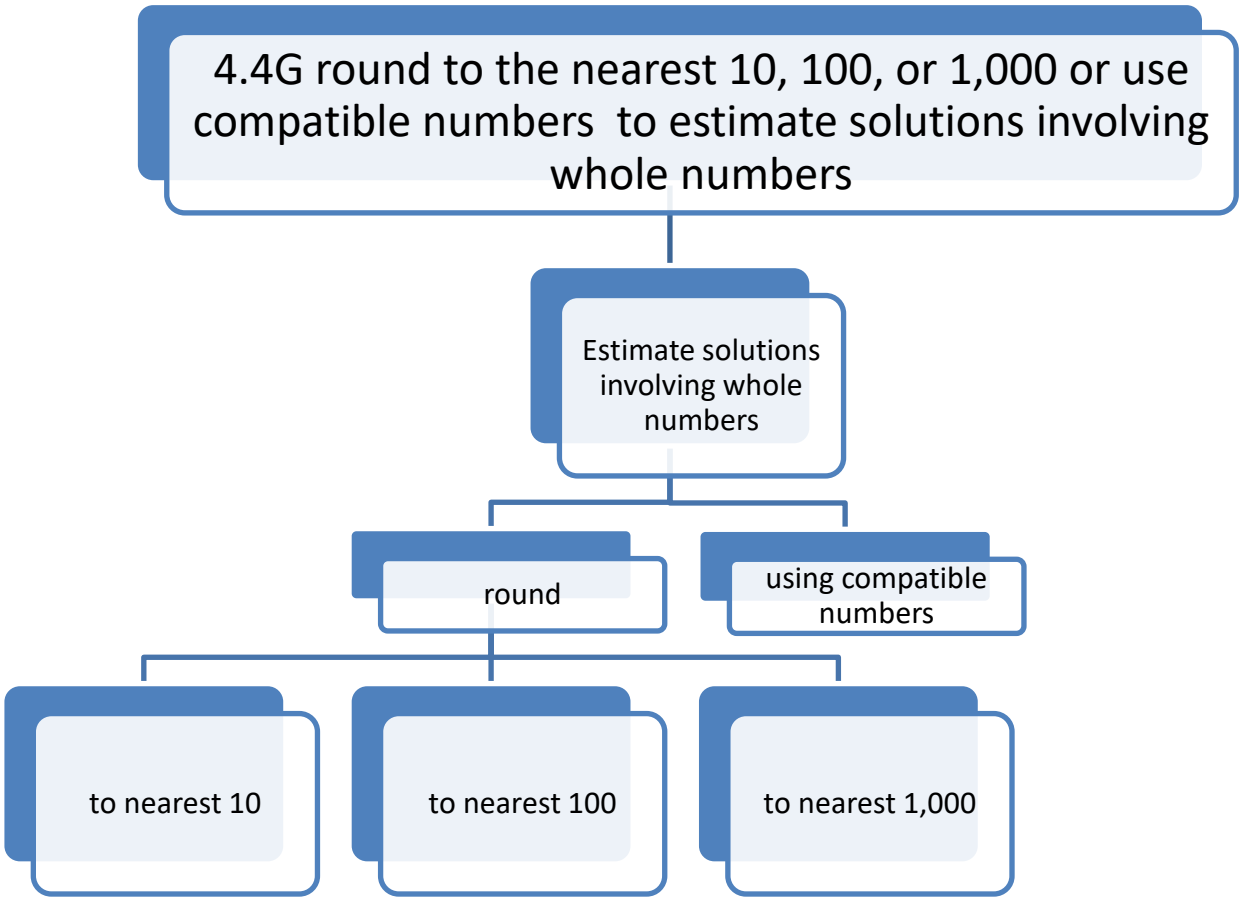

4.4B determine products of a number and 10 or 100 using properties of operations and place value understanding
determine
products of a number and ten
products of a number and 100
use properties of operations
use place value understanding
use properties of operations
use place value understanding

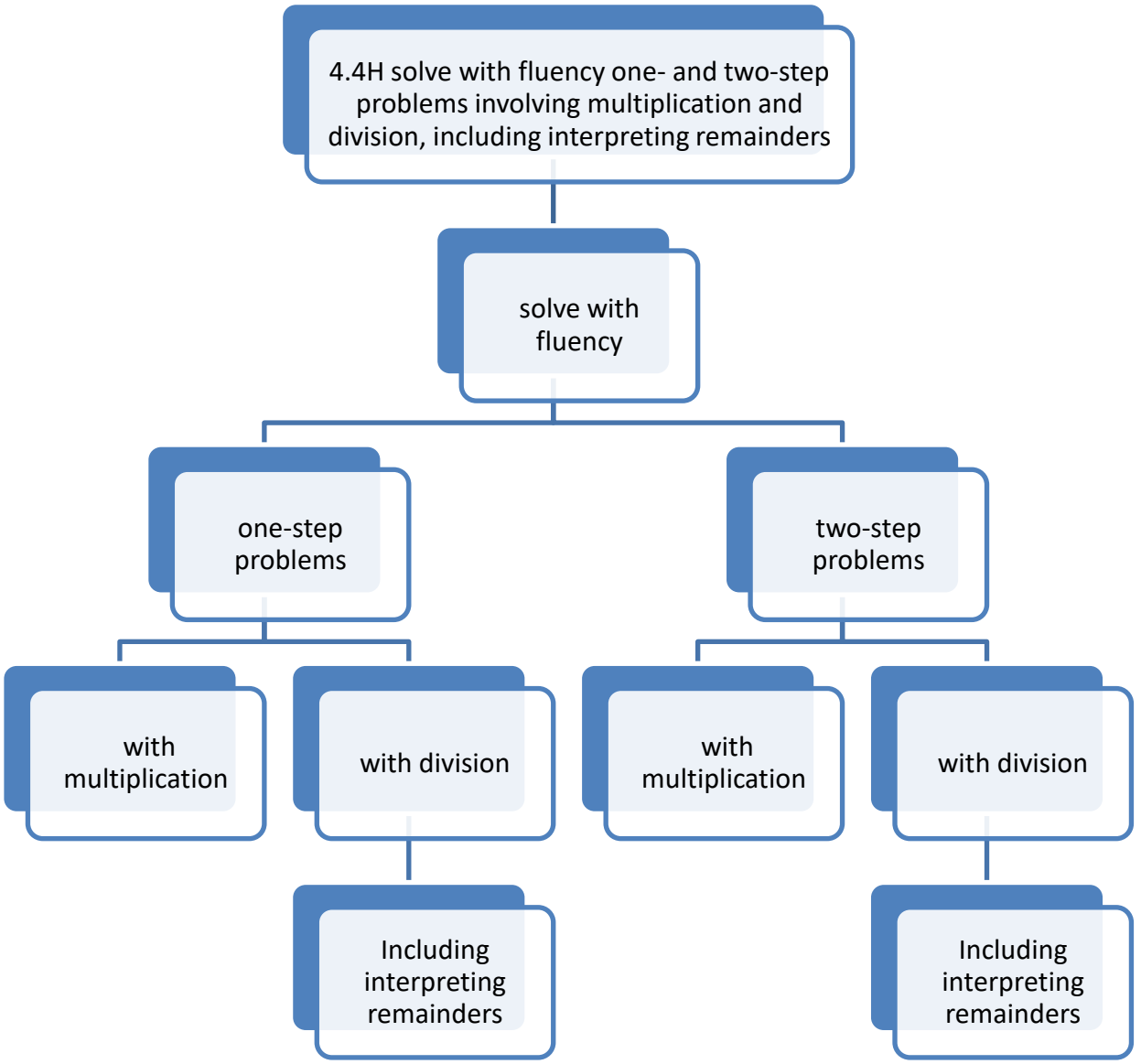

4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 x 15
represent
product
2 digit numbers including perfect squares through 15 x 15
arrays
area models
equations

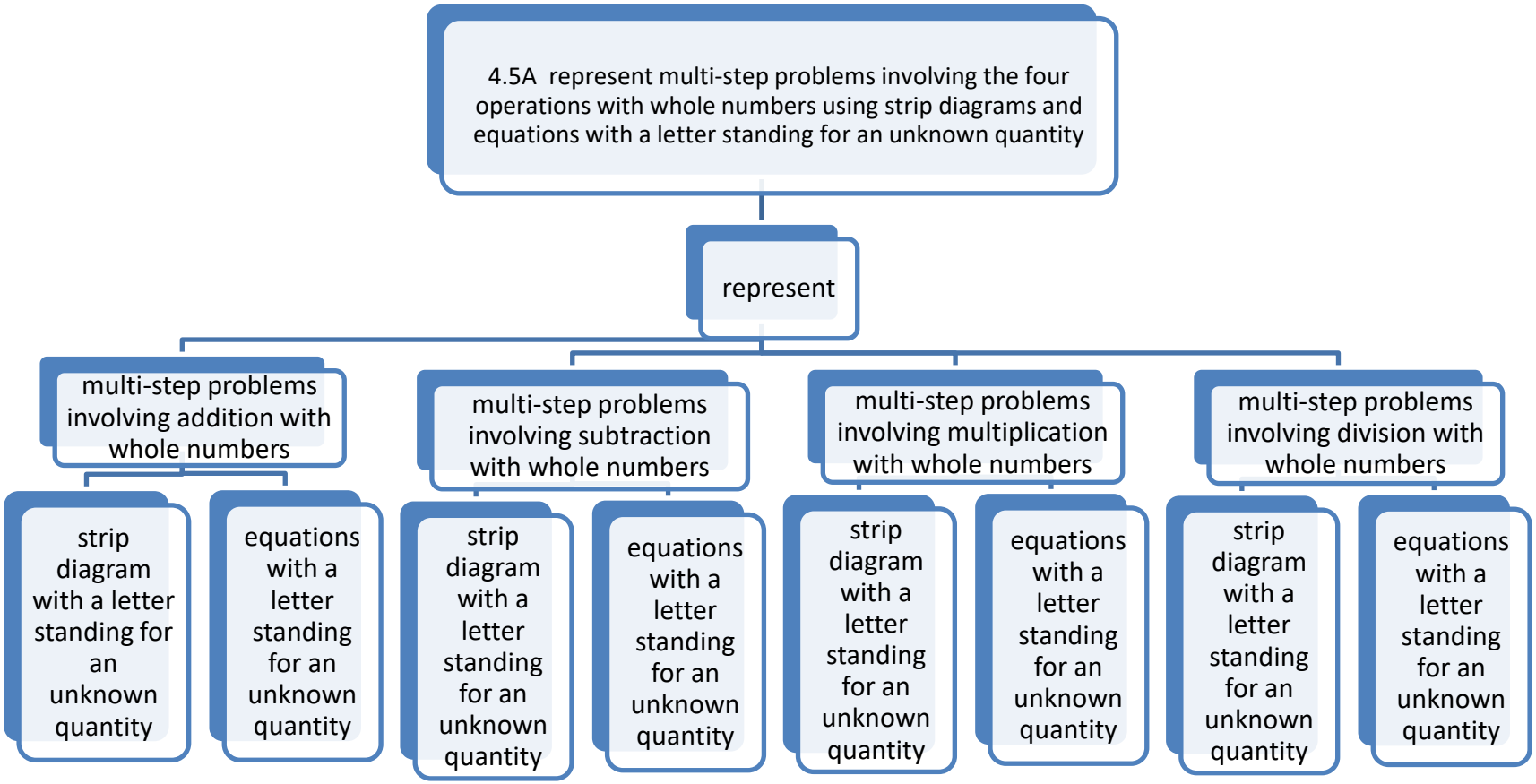

4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one digit number and to multiply a two digit number by a two-digit; strategies may include mental math, partial products, and the commutative, associative, and distributive properties
multiply up to a four-digit number by a one digit number
multiply a two digit number by a two digit number
Using strategies
Using algorithms, including standard algorithm
Using strategies
Using algorithms, including standard algorithm
mental math
partial product
commutative property
associative property
distributive property
mental math
partial product
commutative property
associative property
distributive property

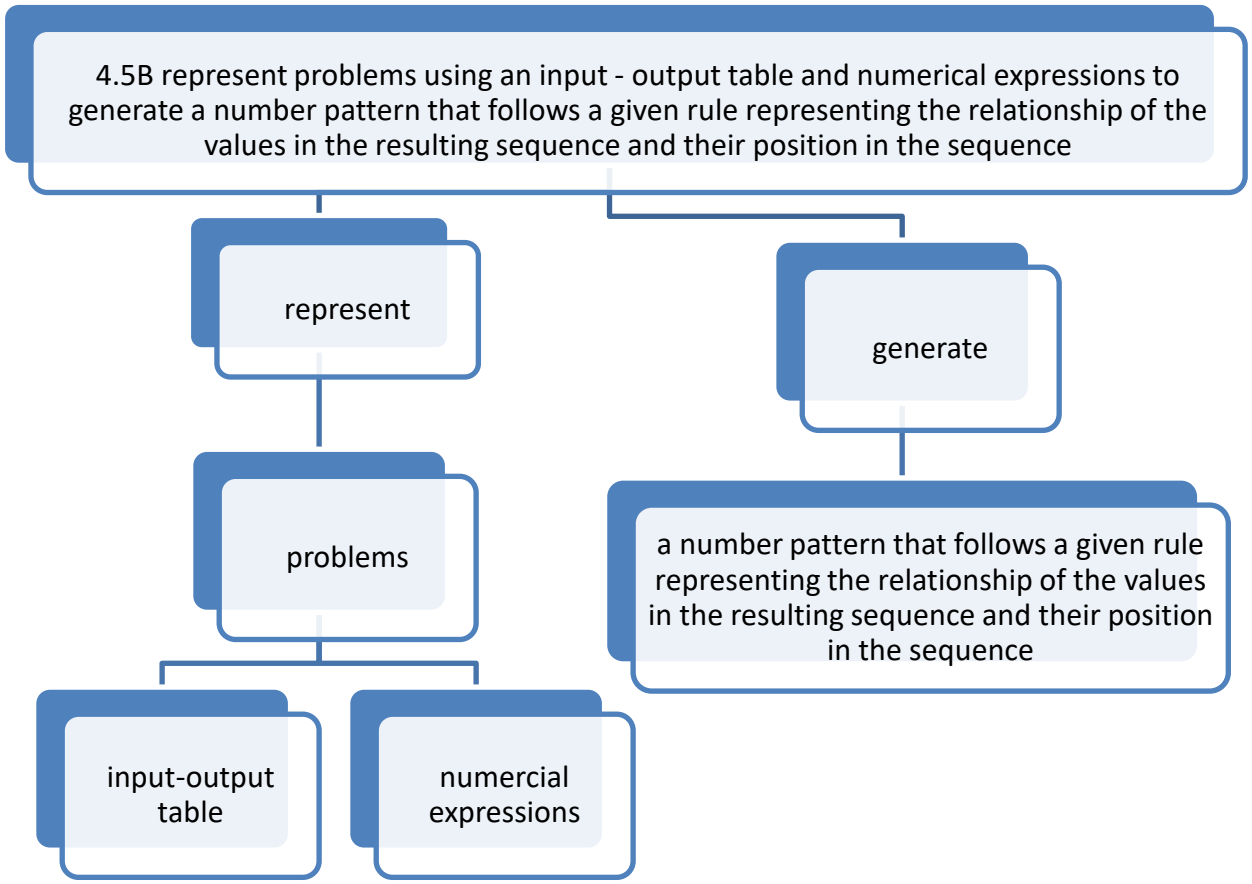

4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations
represent
quotient
four-digit whole number divided by one-digit whole number
arrays
area models
equations

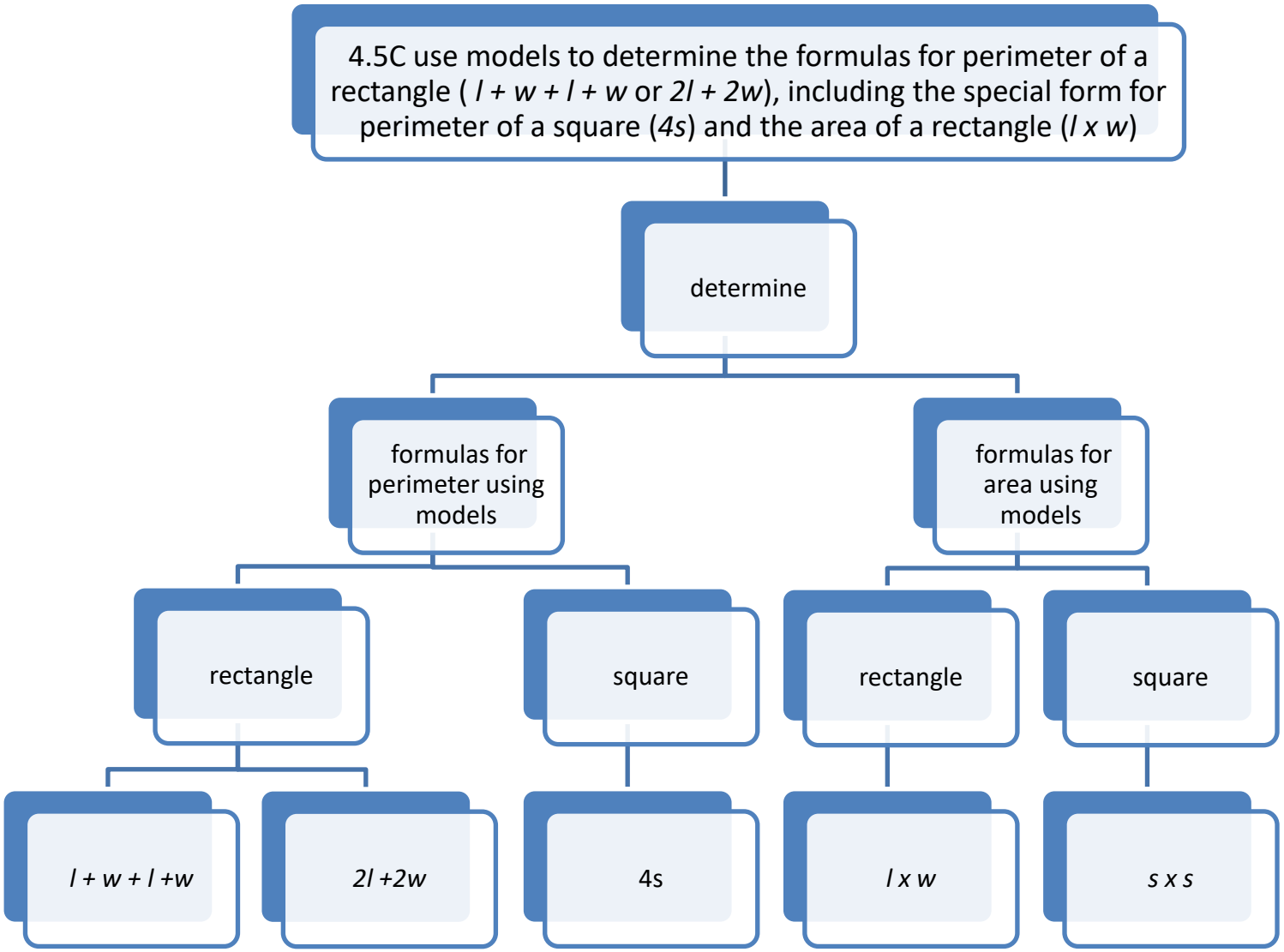

4.4F use strategies and algorithms, including the standard alorithm, to divide up to a four-digit dividend by a one-digit divisor
divide
up to a four-digit dividend by a one-digit divisor
using strategies
using algorithms, including the standard algorithm

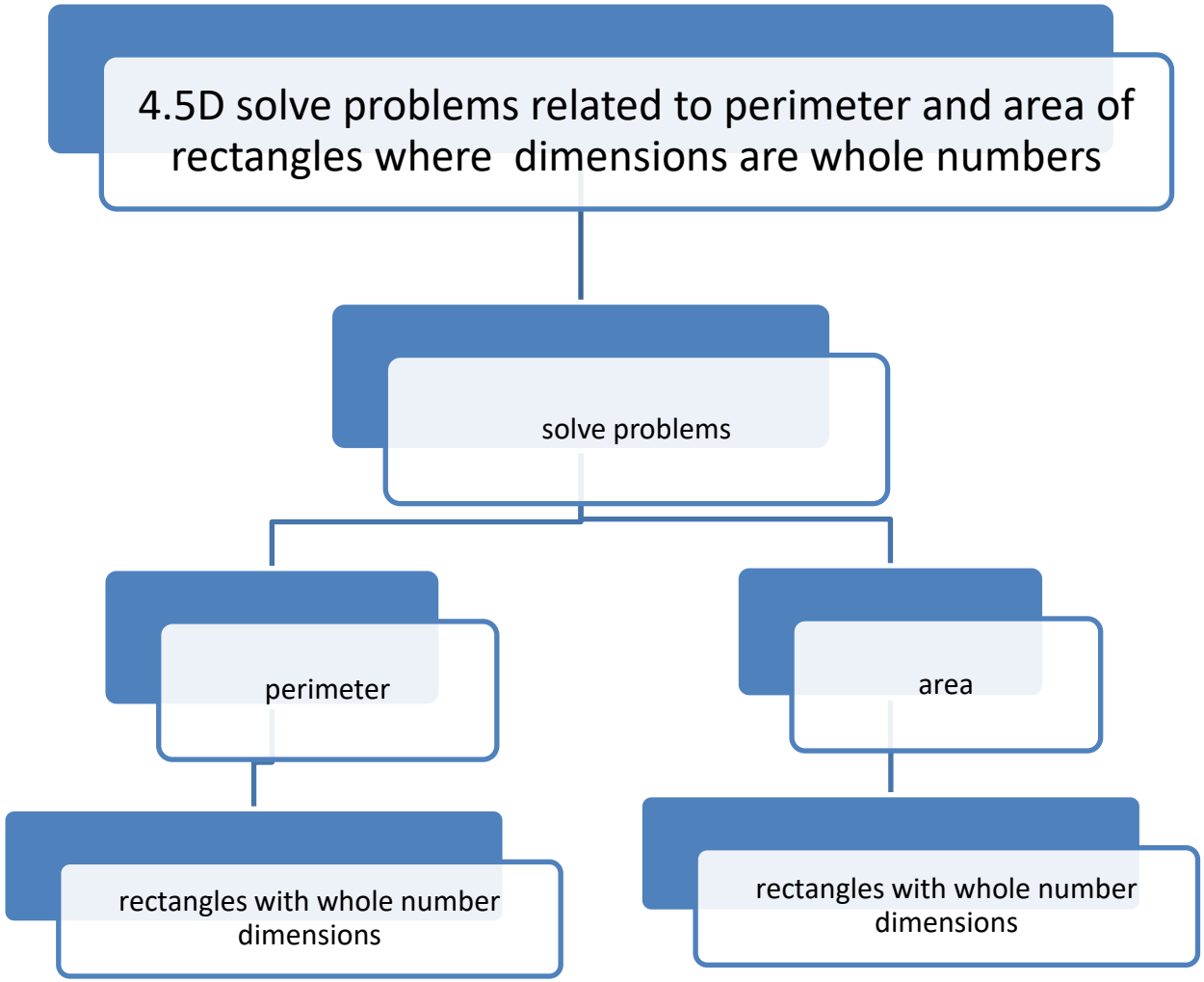

4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers
Estimate solutions involving whole numbers
round
using compatible numbers
to nearest 10
to nearest 100
to nearest 1,000

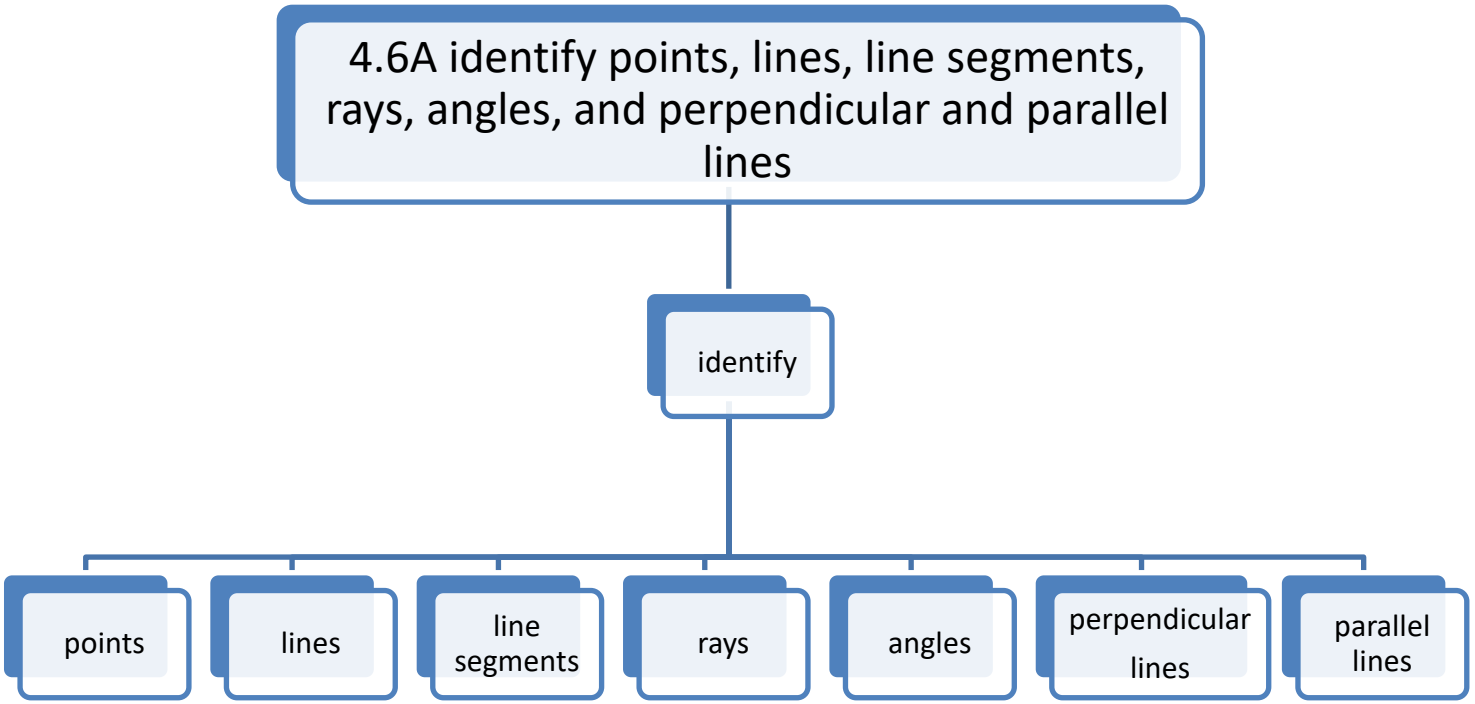

4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders
solve with fluency
one-step problems
two-step problems
with multiplication
with division
with multiplication
with division
Including interpreting remainders
Including interpreting remainders

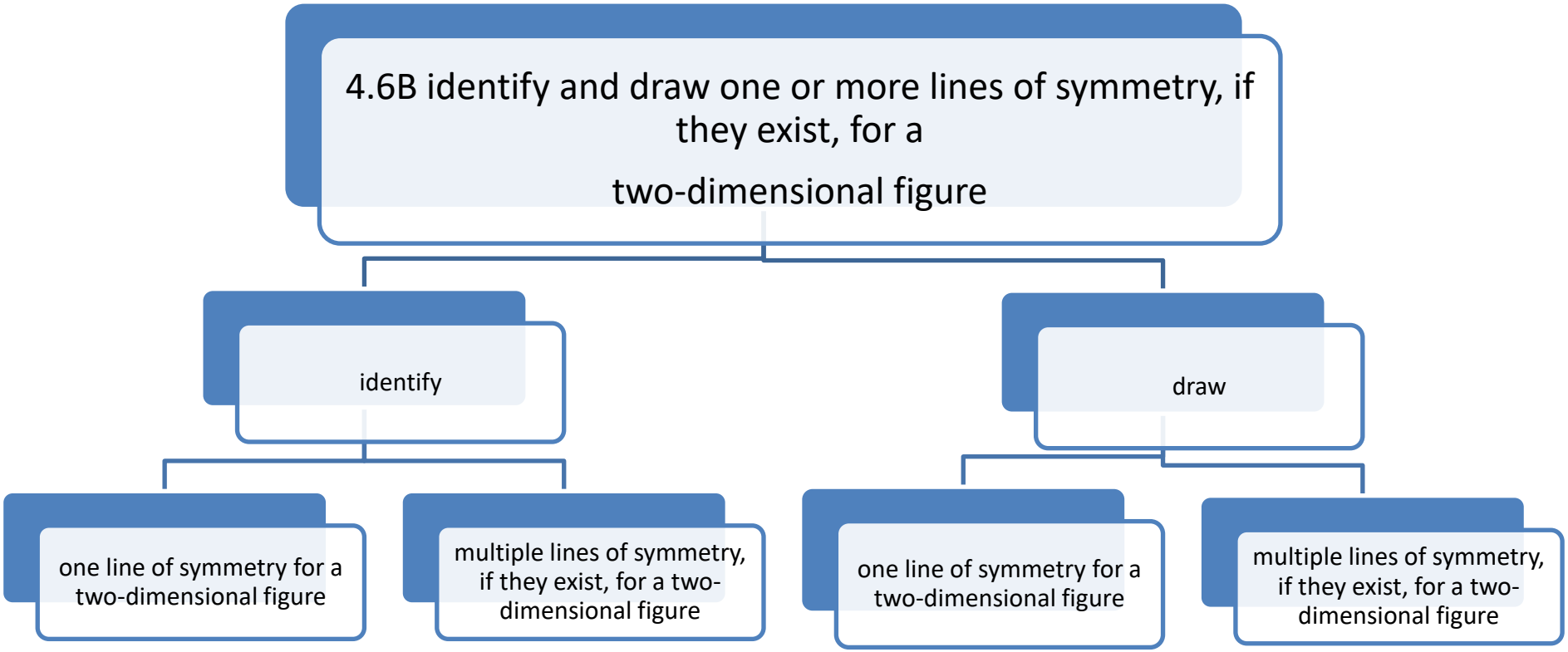

4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for an unknown quantity
represent
multi-step problems involving addition with whole numbers
multi-step problems involving subtraction with whole numbers
multi-step problems involving multiplication with whole numbers
multi-step problems involving division with whole numbers
strip diagram with a letter standing for an unknown quantity
equations with a letter standing for an unknown quantity
strip diagram with a letter standing for an unknown quantity
equations with a letter standing for an unknown quantity
strip diagram with a letter standing for an unknown quantity
equations with a letter standing for an unknown quantity
strip diagram with a letter standing for an unknown quantity
equations with a letter standing for an unknown quantity

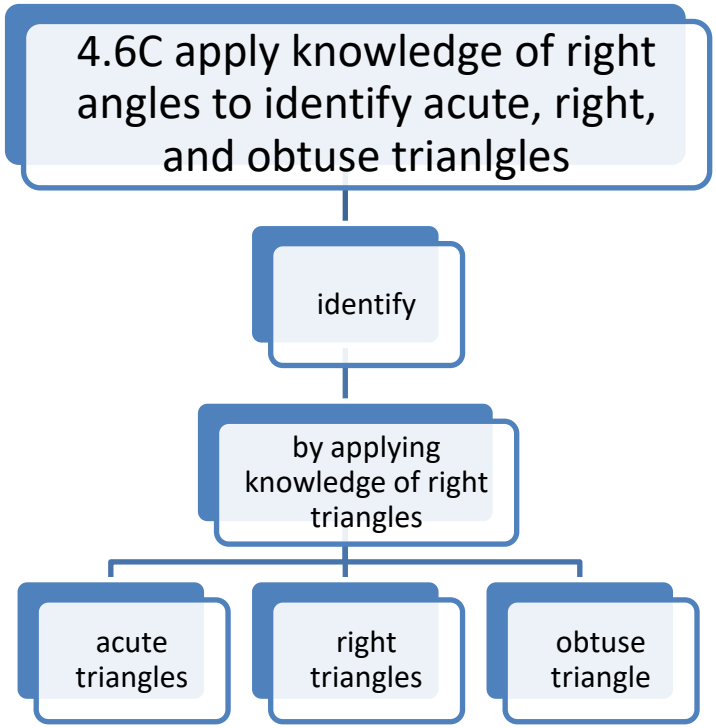

4.5B represent problems using an input - output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence
represent
generate
problems
a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence
input-output table
numercial expressions

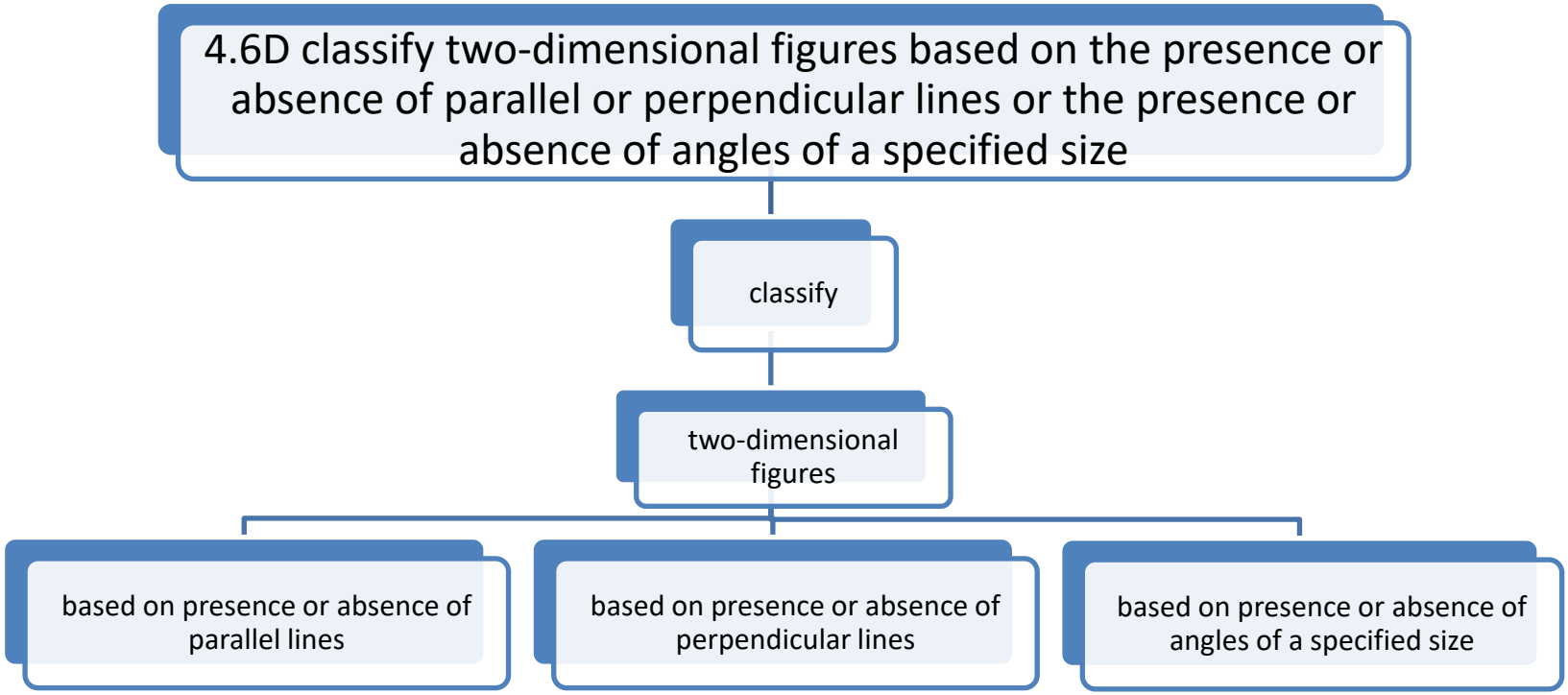

4.5C use models to determine the formulas for perimeter of a rectangle (l + w + l + w or 2l + 2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w)
determine
formulas for perimeter using models
formulas for area using models
rectangle
square
rectangle
square
l + w + l +w
2l +2w
4s
l x w
s x s

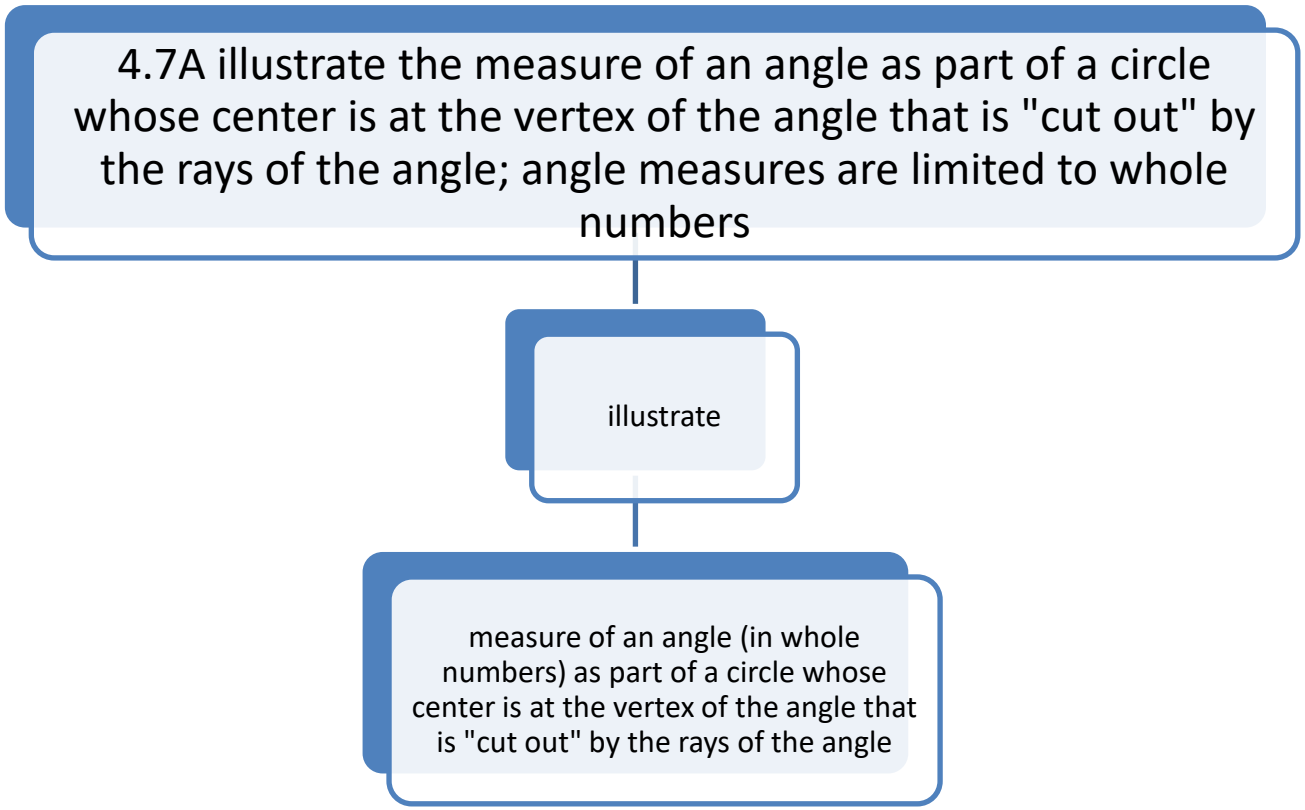

4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers
solve problems
perimeter
area
rectangles with whole number dimensions
rectangles with whole number dimensions

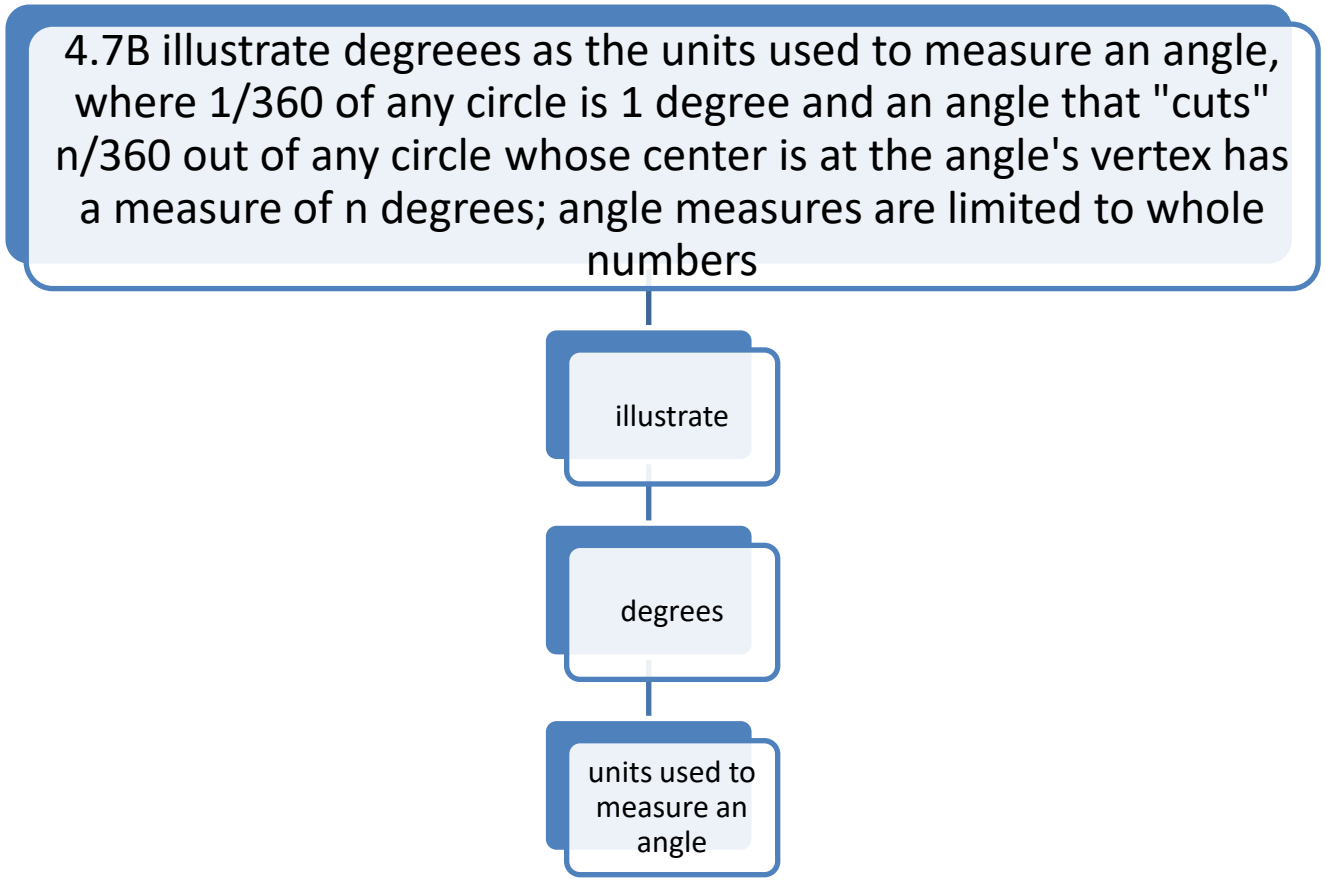

4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines
identify
points
lines
line segments
rays
angles
perpendicular lines
parallel lines

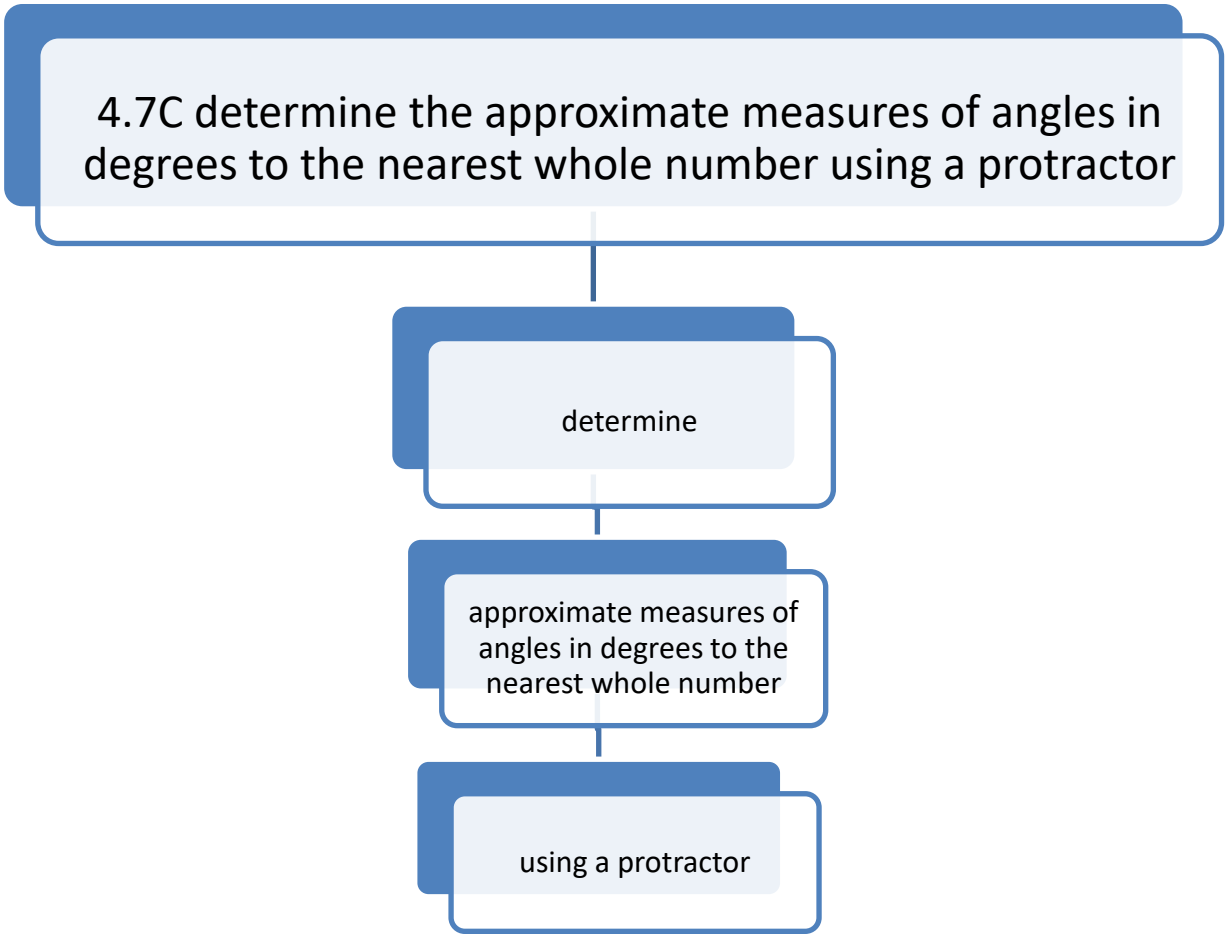

4.6B identify and draw one or more lines of symmetry, if they exist, for a
two-dimensional figure
identify
draw
one line of symmetry for a two-dimensional figure
multiple lines of symmetry, if they exist, for a two-dimensional figure
one line of symmetry for a two-dimensional figure
multiple lines of symmetry, if they exist, for a two-dimensional figure

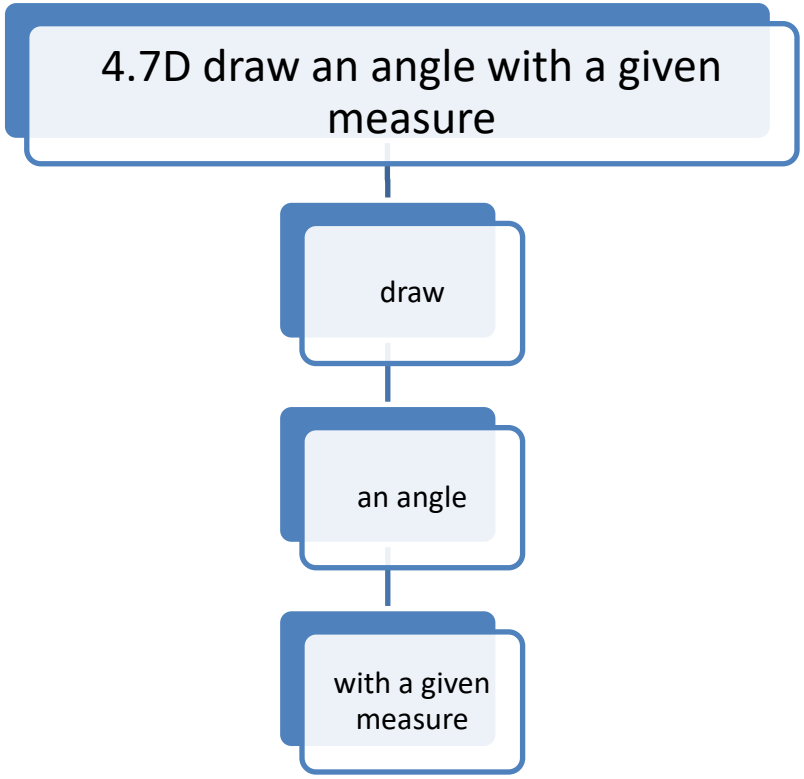

4.6C apply knowledge of right angles to identify acute, right, and obtuse trianlgles
identify
by applying knowledge of right triangles
acute triangles
right triangles
obtuse triangle

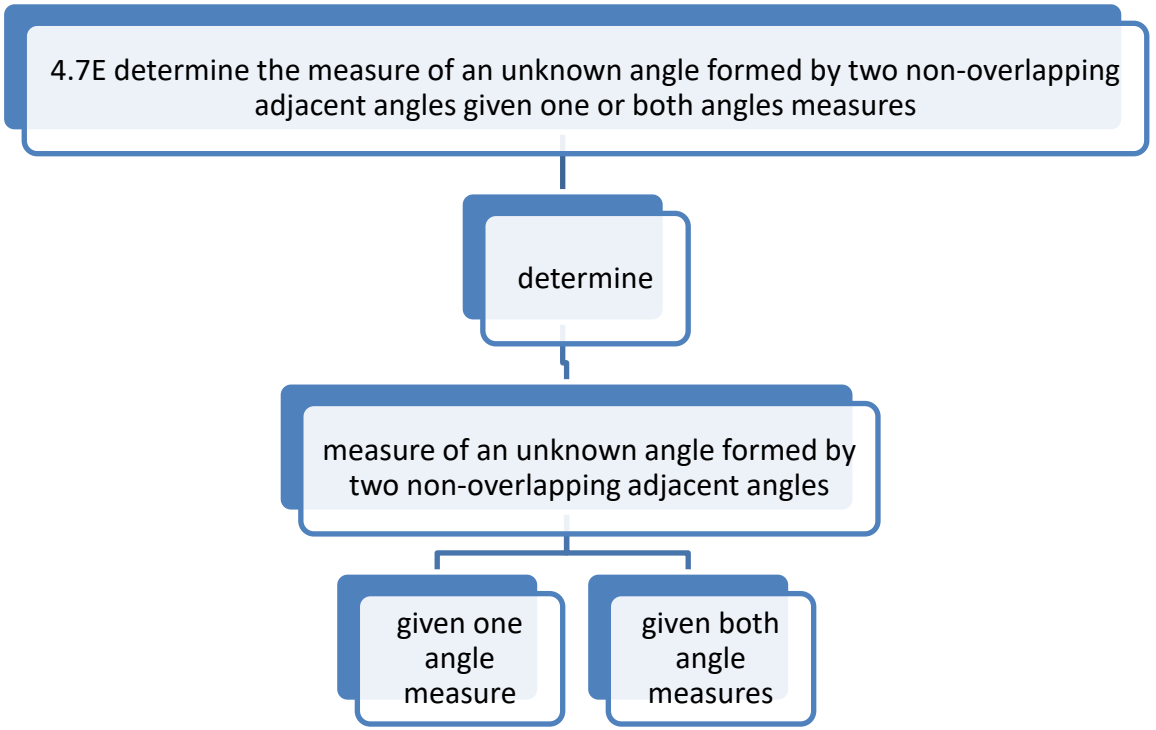

4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size
classify
two-dimensional figures
based on presence or absence of parallel lines
based on presence or absence of perpendicular lines
based on presence or absence of angles of a specified size

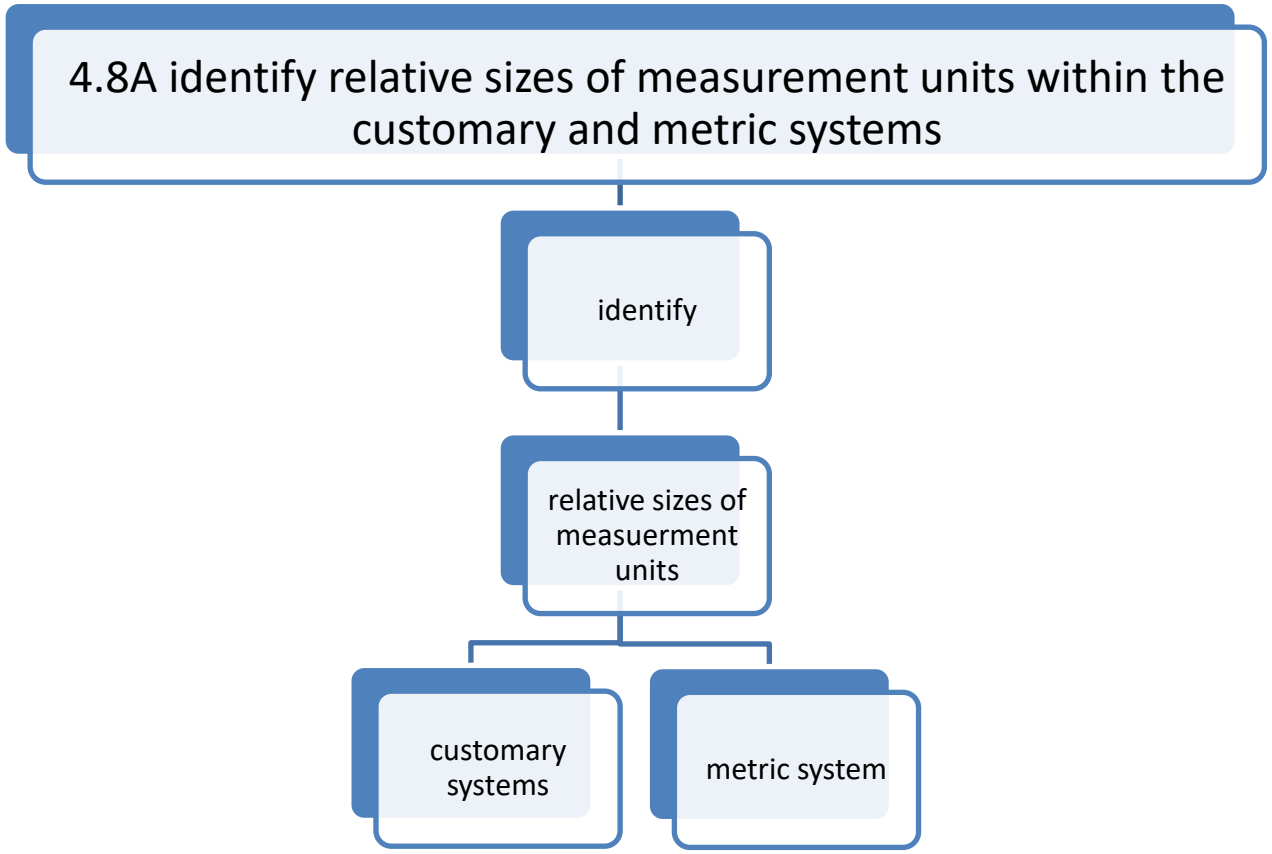

4.7A illustrate the measure of an angle as part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle; angle measures are limited to whole numbers
illustrate
measure of an angle (in whole numbers) as part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle

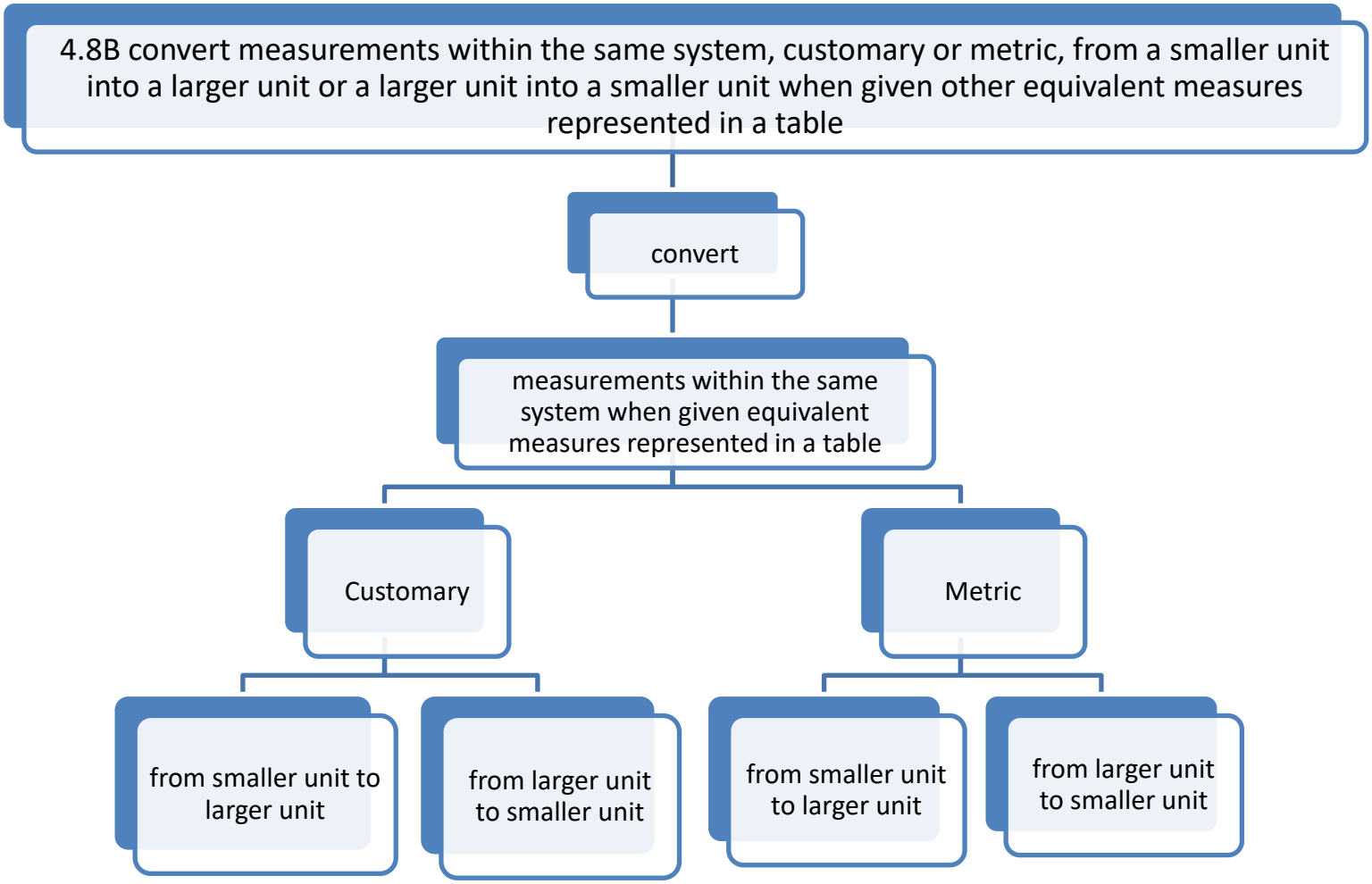

4.7B illustrate degreees as the units used to measure an angle, where 1/360 of any circle is 1 degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees; angle measures are limited to whole numbers
illustrate
degrees
units used to measure an angle


4.7C determine the approximate measures of angles in degrees to the nearest whole number using a protractor
determine
approximate measures of angles in degrees to the nearest whole number
using a protractor

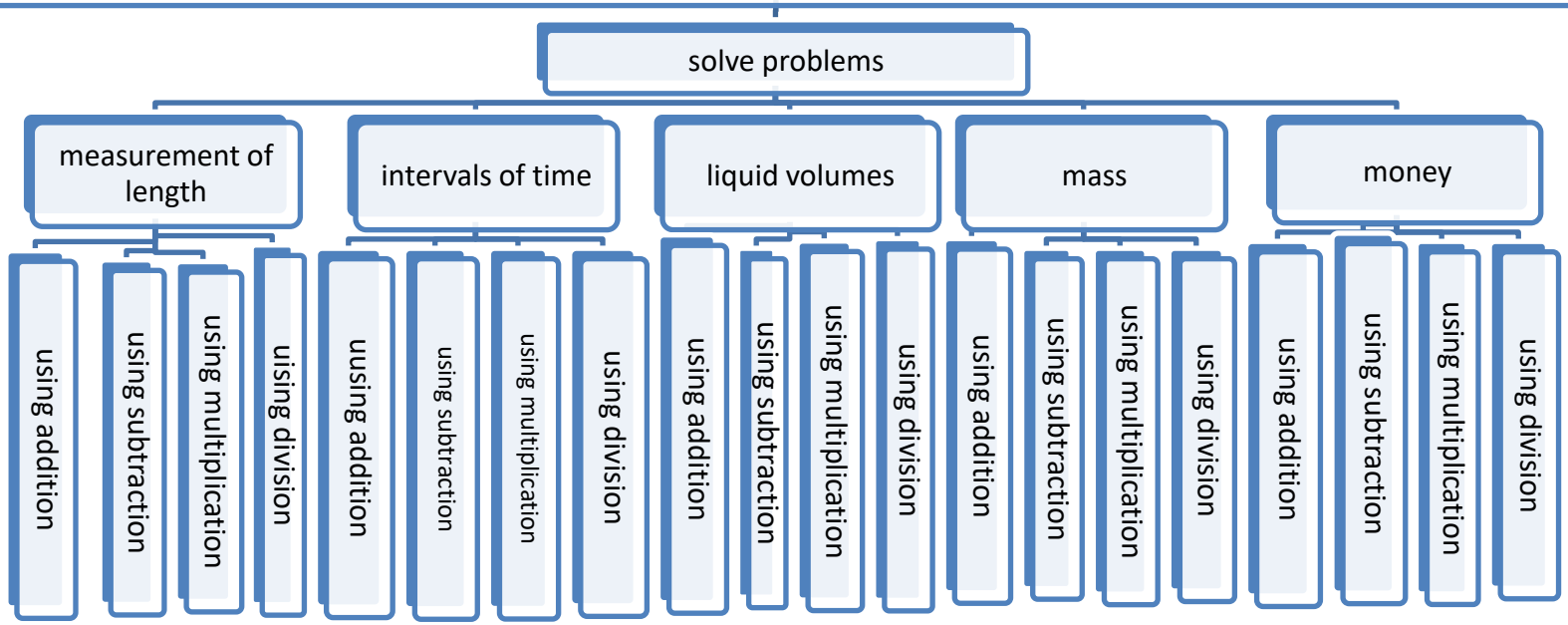

4.7D draw an angle with a given measure
draw
an angle
with a given measure

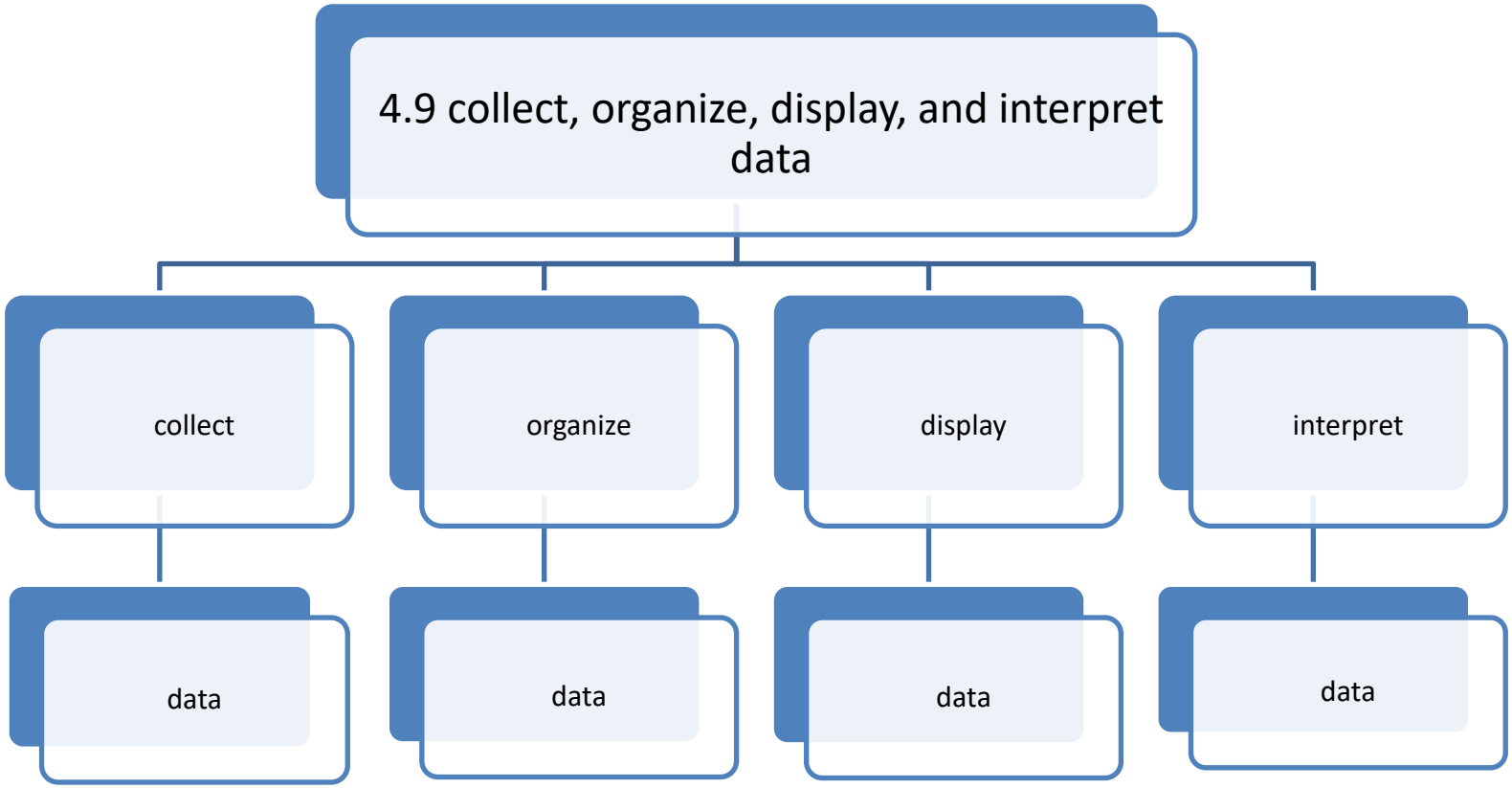

4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angles measures
determine
measure of an unknown angle formed by two non-overlapping adjacent angles
given one angle measure
given both angle measures

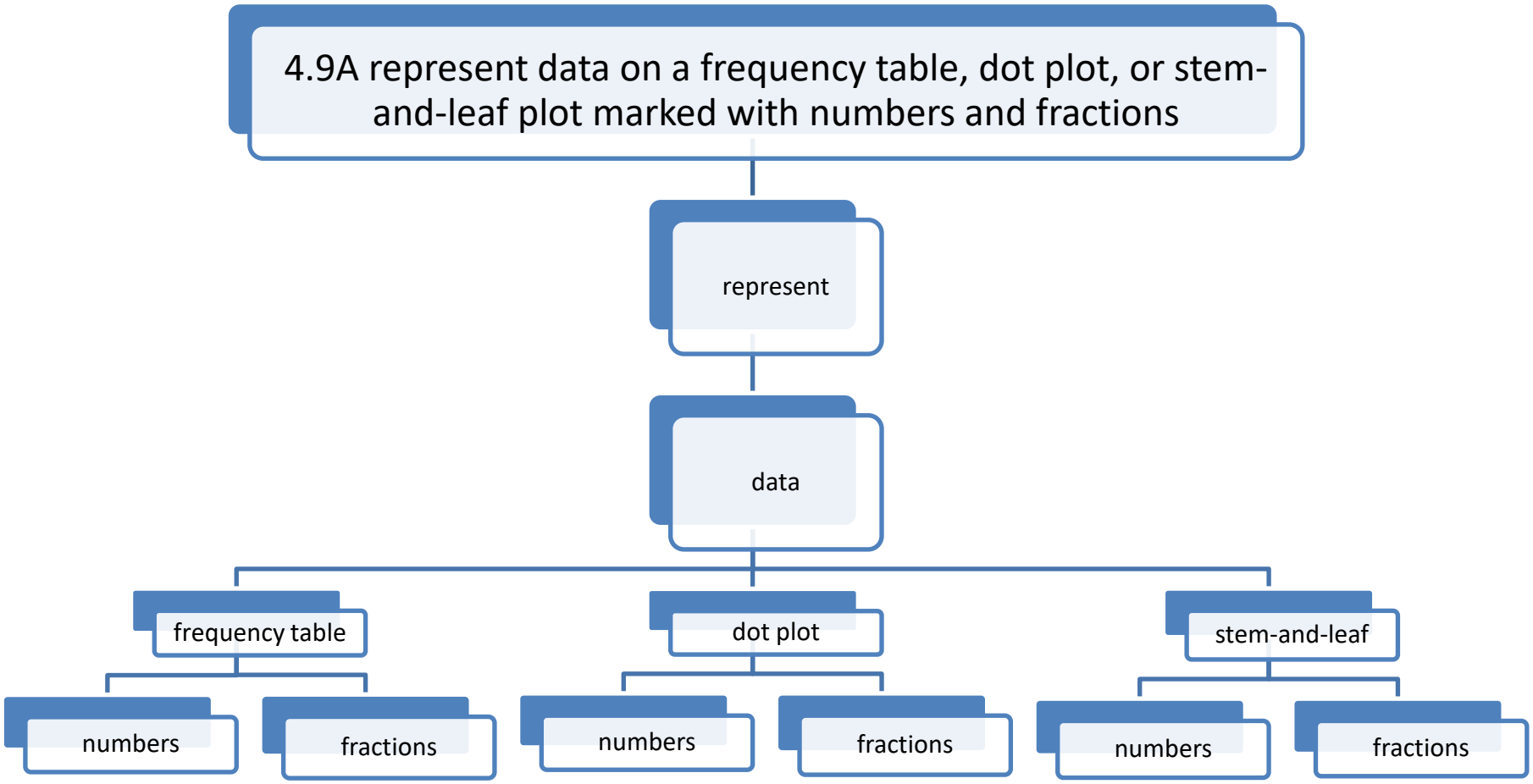

4.8A identify relative sizes of measurement units within the customary and metric systems
identify
relative sizes of measuerment units
customary systems
metric system

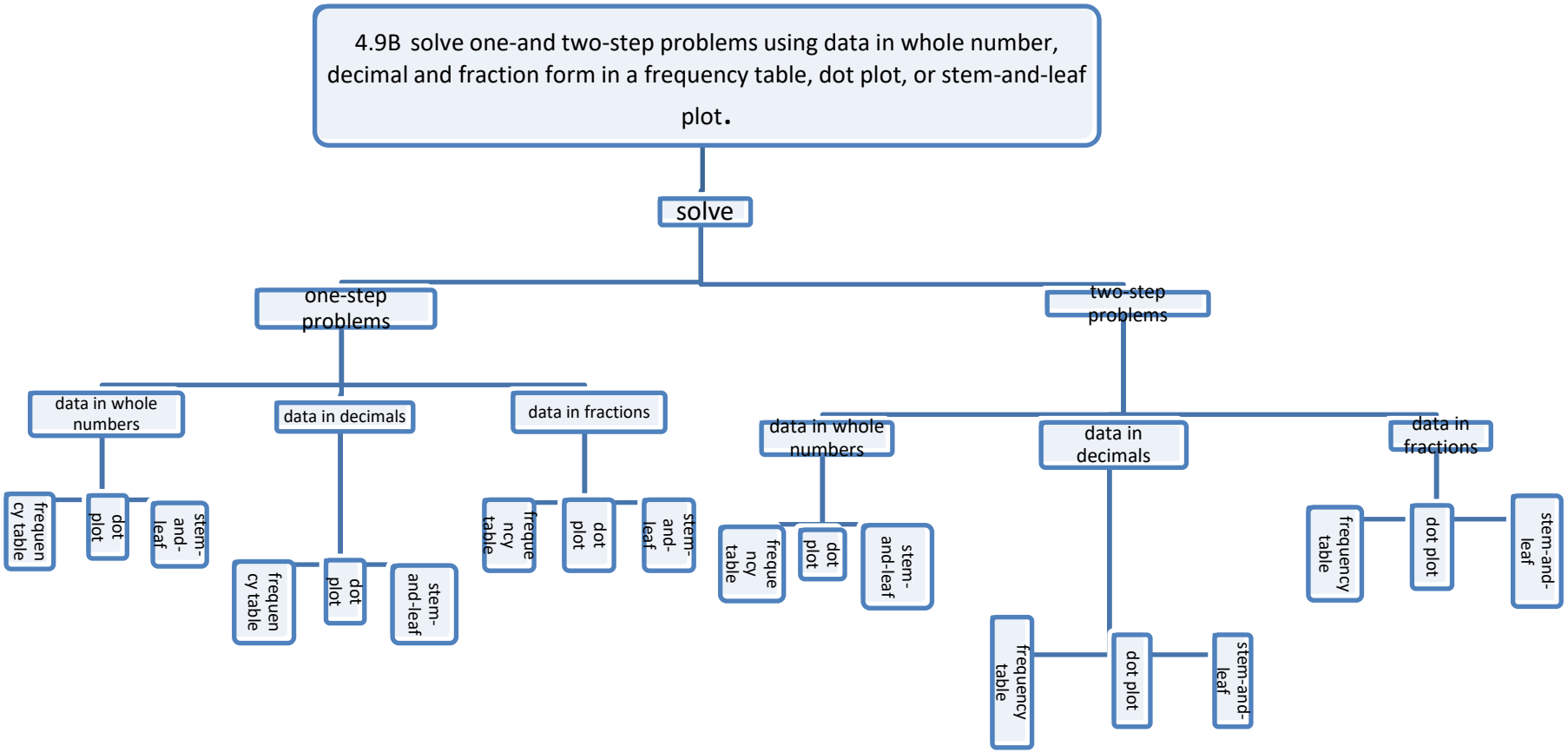

4.8B convert measurements within the same system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table
convert
measurements within the same system when given equivalent measures represented in a table
Customary
Metric
from smaller unit to larger unit
from larger unit to smaller unit
from smaller unit to larger unit
from larger unit to smaller unit

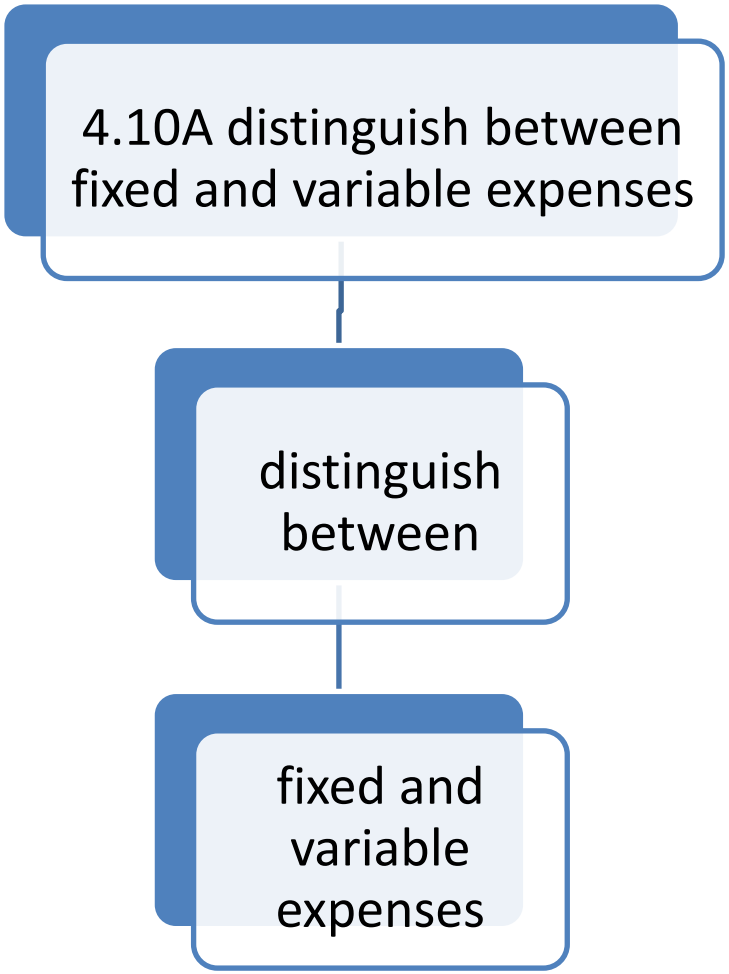
4.8C solve problems that deal with measurement of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

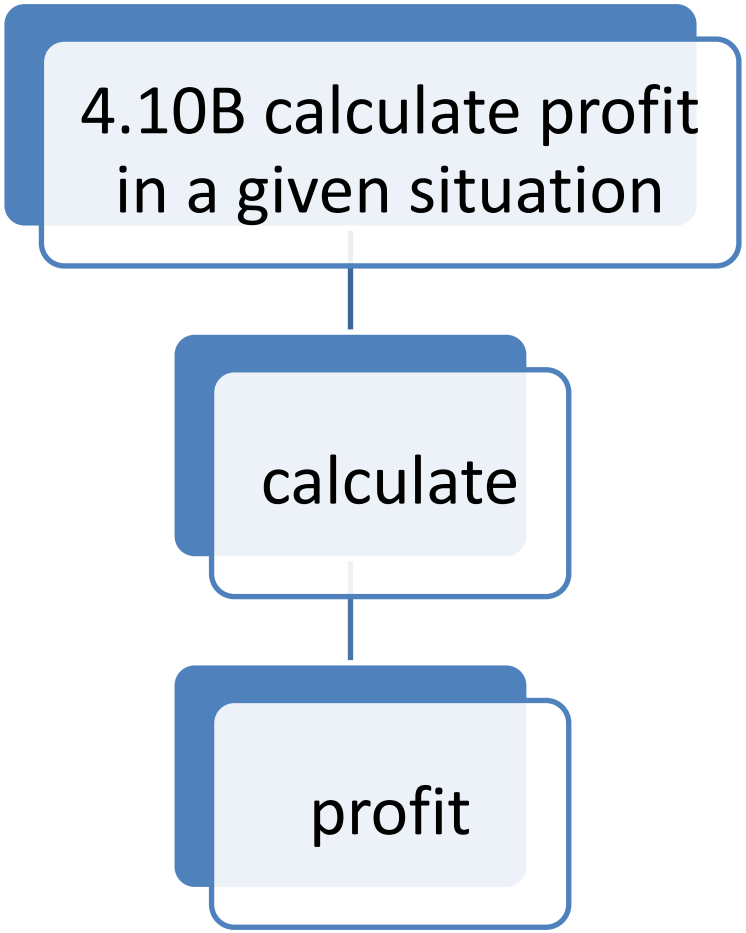


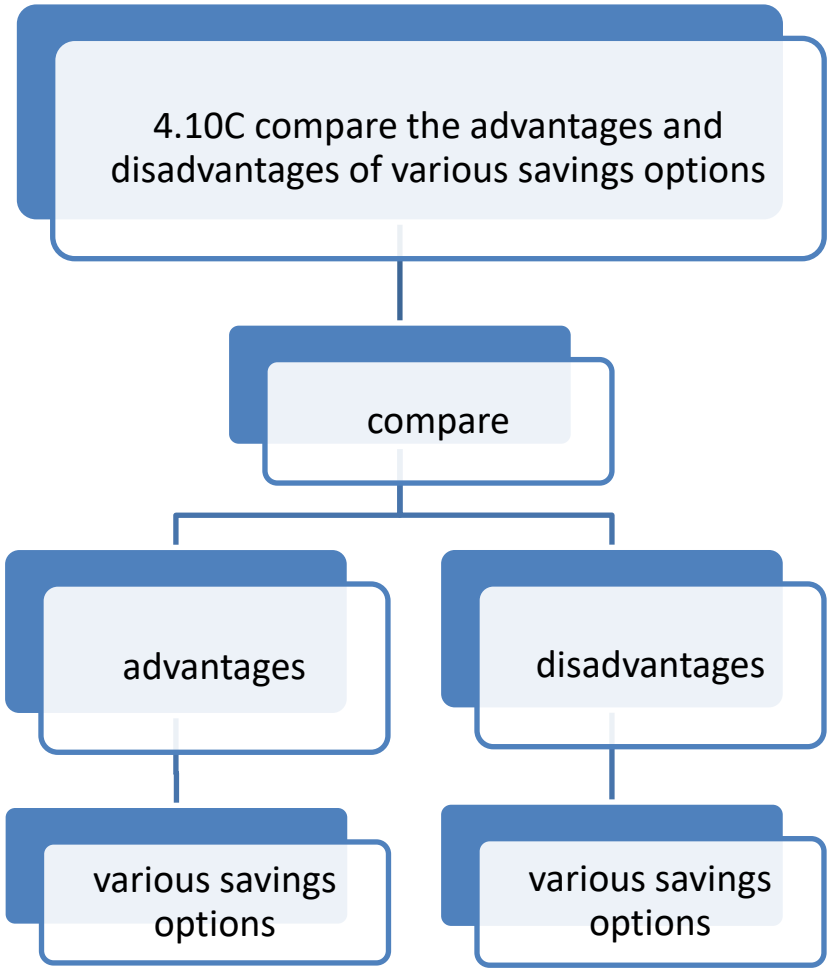

4.9 collect, organize, display, and interpret data
collect
organize
display
interpret
data
data
data
data

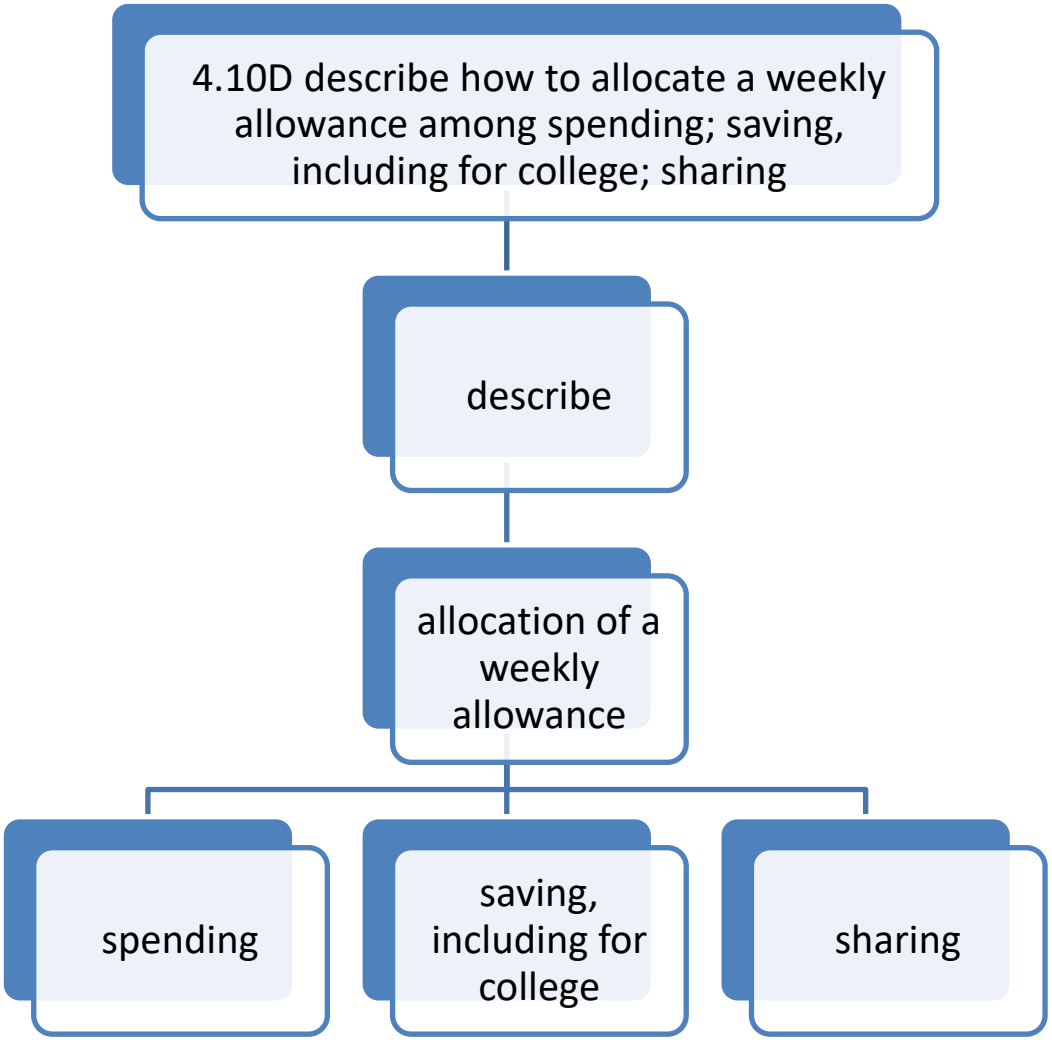

4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with numbers and fractions
represent
data
frequency table
dot plot
stem-and-leaf
numbers
fractions
numbers
fractions
numbers
fractions

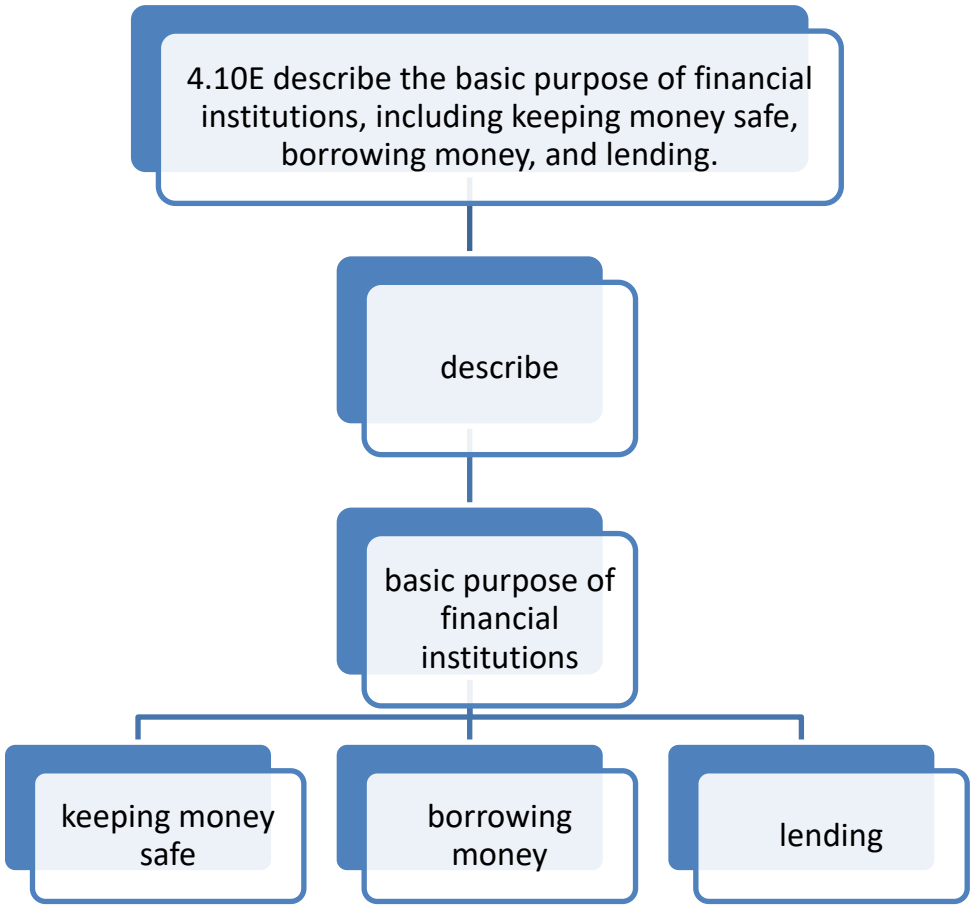

4.9B solve one-and two-step problems using data in whole number, decimal and fraction form in a frequency table, dot plot, or stem-and-leaf plot.
solve
one-step problems
two-step problems
data in whole numbers
data in decimals
data in fractions
data in whole numbers
data in decimals
data in fractions
frequency table
dot plot
stem-and-leaf
frequency table
dot plot
stem-and-leaf
frequency table
dot plot
stem-and-leaf
frequency table
dot plot
stem-and-leaf
frequency table
dot plot
stem-and-leaf
frequency table
dot plot
stem-and-leaf


4.10A distinguish between fixed and variable expenses
distinguish between
fixed and variable expenses


4.10B calculate profit in a given situation
calculate
profit


4.10C compare the advantages and disadvantages of various savings options
compare
advantages
disadvantages
various savings options
various savings options


4.10D describe how to allocate a weekly allowance among spending; saving, including for college; sharing
describe
allocation of a weekly allowance
spending
saving, including for college
sharing


4.10E describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.
describe
basic purpose of financial institutions
keeping money safe
borrowing money
lending