

**Correlation of Continental Press’s *New York State Mathematics* workbook
to the *Grades 3–8 Mathematics Testing Program Guidance, September–April/May–June*
released by the NY State Education Department**

Grade 4

Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Number Sense and Operations			
Number Systems			
4.N.1	Skip count by 1,000’s	September-April	Pages 13–16
4.N.2	Read and write whole numbers to 10,000	September-April	Pages 13–16
4.N.3	Compare and order numbers to 10,000	September-April	Pages 17–20
4.N.4	Understand the place value structure of the base ten number system 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand	September-April	Pages 13–16
4.N.5	Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	September-April	Pages 13–16
4.N.6	Understand, use, and explain the associative property of multiplication	September-April	Pages 53-56
4.N.7*	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers	September-April	Pages 21–24
4.N.8*	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations	September-April	Pages 25–28
4.N.9*	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)	September-April	Pages 29–32
4.N.10*	Develop an understanding of decimals as part of a whole	September-April	Pages 37–40
4.N.11*	Read and write decimals to hundredths using money as a context	September-April	Pages 37–40
4.N.12*	Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money	September-April	Pages 41–44
Number Sense and Operations			
Number Theory			
4.N.13	Develop an understanding of the properties of odd/even numbers as a result of multiplication	September-April	Pages 49–52
Number Sense and Operations			
Operations			
4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000	September-April	Pages 61–64
4.N.15	Select appropriate computational and operational methods to solve problems	September-April	Pages 61–64, 65–68, 77–80, 81–84



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Number Sense and Operations Operations			
4.N.16	Understand various meanings of multiplication and division	September-April	Pages 65–68
Number Sense and Operations Operations			
4.N.17	Use multiplication and division as inverse operations to solve problems	September-April	Pages 65–68
4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)	September-April	Pages 69–72
4.N.19*	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)	September-April	Pages 69–72
4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	September-April	Pages 69–72, 73–76
4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)	September-April	Pages 73–76
4.N.22	Interpret the meaning of remainders	September-April	Pages 73–76
4.N.23*	Add and subtract proper fractions with common denominators	September-April	Pages 77–80
4.N.24*	Express decimals as an equivalent form of fractions to tenths and hundredths	September-April	Pages 45–48
4.N.25*	Add and subtract decimals to tenths and hundredths using a hundreds chart	September-April	Pages 81–84
Number Sense and Operations Estimation			
4.N.26	Round numbers less than 1,000 to the nearest tens and hundreds	September-April	Pages 89–92
4.N.27	Check reasonableness of an answer by using estimation	September-April	Pages 93–96, 97–100
Algebra Variables and Expressions			
4.A.1	Evaluate and express relationships using open sentences with one operation	September-April	Pages 105–108
Algebra Equations and Inequalities			
4.A.2*	Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	September-April	Pages 109–112
4.A.3	Find the value or values that will make an open sentence true, if it contains $<$ or $>$	September-April	Pages 109–112
Algebra Patterns, Relations and Functions			
4.A.4	Describe, extend, and make generalizations about numeric (+, -, ×, ÷) and geometric patterns	September-April	Pages 113–116
4.A.5	Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box	September-April	Pages 117–120



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Geometry Shapes			
4.G.1	Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)	September-April	Pages 133–136
4.G.2	Identify points and line segments when drawing a plane figure	September-April	Pages 133–136
4.G.3	Find perimeter of polygons by adding sides	September-April	Pages 141–144
4.G.4	Find the area of a rectangle by counting the number of squares needed to cover the rectangle	September-April	Pages 145–148
4.G.5	Define and identify vertices, faces, and edges of three-dimensional shapes	September-April	Pages 137–140
Geometry Geometric Relationships			
4.G.6	Draw and identify intersecting, perpendicular, and parallel lines	May-June	Pages 125–128
4.G.7	Identify points and rays when drawing angles	May-June	Pages 129–132
4.G.8	Classify angles as acute, obtuse, right, and straight	May-June	Pages 129–132
Measurement Units of Measurement			
4.M.1	Select tools and units (customary and metric) appropriate for the length being measured	September-April	Pages 153–156, 157–160
4.M.2	Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)	September-April	Pages 153–156, 157–160
4.M.3	Know and understand equivalent standard units of length: 12 inches = 1 foot, 3 feet = 1 yard	September-April	Pages 153–156
4.M.4	Select tools and units appropriate to the mass of the object being measured (grams and kilograms)	September-April	Pages 165–168
4.M.5	Measure mass, using grams	September-April	Pages 165–168
4.M.6	Select tools and units appropriate to the capacity being measured (milliliters and liters)	September-April	Pages 169–172
4.M.7	Measure capacity, using milliliters and liters	September-April	Pages 169–172
Measurement Units			
4.M.8	Make change, using combined coins and dollar amounts	September-April	Pages 177–180
4.M.9	Calculate elapsed time in hours and half hours, not crossing A.M./P.M.	September-April	Pages 181–184
4.M.10	Calculate elapsed time in days and weeks, using a calendar	September-April	Pages 181–184



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Statistics and Probability Collections of Data			
4.S.1	Design investigations to address a question from given data	May-June	Pages 189–192
4.S.2	Collect data using observations, surveys, and experiments and record appropriately	May-June	Pages 189–192
Statistics and Probability Organization and Display of Data			
4.S.3	Represent data using tables, bar graphs, and pictographs	September-April	Pages 189–192, 193–196, 197–200
Statistics and Probability Analysis of Data			
4.S.4*	Read and interpret line graphs	September-April	Pages 201–204
Statistics and Probability Predictions from Data			
4.S.5	Develop and make predictions that are based on data	September-April	Pages 189–192
4.S.6	Formulate conclusions and make predictions from graphs	September-April	Pages 193–196, 197–200, 201–204

Key to Performance Indicator Code:	4.N.22 4 = 4th Grade N = Number Sense & Operations 22 = Performance Indicator Number
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