



**2011–2012  
Grade 4**

This three part document serves as a guide for the transition from the Nevada State Standards (NSS) to the Common Core State Standards (CCSS). Users of this document should also refer to the Grade 3 Introduction and Narrative, and the Glossary of the CCSS.

Part I: The tables below list the Common Core State Standards introduced into Grade 4 in school year 2011–2012. Corresponding Nevada State Standards are listed where the content matches in whole or in part. Teachers are expected to maintain the NSS as well as teach these CCSS. In many cases, the expectations of the CCSS exceed the NSS. Teachers must move their instruction, and therefore their students’ mathematical knowledge, from the level of the NSS to the CCSS. Teachers must also incorporate the *Standards for Mathematical Practice* into instruction to complete students’ educational experiences. Additional clarification is provided in the comments for some CCSS.

<b>Operations and Algebraic Thinking</b>			
<b>Use the four operations with whole numbers to solve problems.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
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.			
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.  <i>Note: See CCSS Glossary, Table 2.</i>	1.4.8 Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.	0	Extend solving problems in the NSS to distinguish multiplicative comparison from additive comparison.
	2.4.2 Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division.  Select the solution to an equation from a given set of numbers.	0	The CCSS emphasizes generating a solution rather than selecting one from a set of numbers.
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.	1.4.6 Estimate to determine the reasonableness of an answer in mathematical and practical situations.	0	
	1.4.8 Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.	0	

<sup>1</sup> Grade Level Change from current NSS to CCSS. (i.e., –1 indicates that the NSS was previously taught in the grade above.)



<b>Operations and Algebraic Thinking</b> <b>Gain familiarity with factors and multiples.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
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.	1.6.8 Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility to solve problems.	-2	
<b>Generate and analyze patterns.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
4.OA.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. <i>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.</i>	2.4.1 Identify, describe, and represent patterns and relationships in the number system, including arithmetic and geometric sequences.	0	Extend identifying the rule for a pattern in the NSS to observing other features of a pattern besides just the rule.

<b>Number and Operations in Base Ten</b> <b>Generalize place value understanding for multi-digit whole numbers.</b> <i>Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</i>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
4.NBT.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. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	1.4.1 Identify and use place value positions of whole numbers to one million.	0	Extend place value in the NSS to <u>understanding</u> the relationship between adjacent places.
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.	1.4.3 Read, write, compare, and order whole numbers.  Read and write number words.	0	Extend reading and writing whole numbers in the NSS to include expanded form.
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.			

<sup>1</sup> Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



**Number and Operations in Base Ten**

**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.*

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	1.4.7 Add and subtract multi-digit numbers.  Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals.	0	While multiplying and dividing whole numbers in the NSS are still expected, it is not explicitly stated in this CCSS.
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.	1.4.7 Add and subtract multi-digit numbers.  Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals.	0	While adding, subtracting, and dividing whole numbers in the NSS are still expected, it is not explicitly stated in this CCSS.  Extend computation with whole numbers in the NSS to include using strategies, and explaining and illustrating their use.
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.	1.4.7 Add and subtract multi-digit numbers.  Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals.	0	While adding, subtracting, and multiplying whole numbers in the NSS is still expected, it is not explicitly stated in this CCSS.  Extend computation with whole numbers in the NSS to include using strategies, and explaining and illustrating their use.

**Geometry**

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	4.4.1 Identify, draw, and classify angles, including straight, right, obtuse, and acute.	0	
	4.4.6 Identify, draw, label, and describe points, line segments, rays, and angles.	0	
	4.5.6 Identify, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines.	-1	

<sup>1</sup> Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



<b>Geometry</b>			
<b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
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.	4.5.7 Describe characteristics of right, acute, obtuse, scalene, equilateral, and isosceles triangles.	-1	Extend describing characteristics of figures in the NSS to include recognition of certain angles and parallel or perpendicular lines.
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.	4.3.3 Create two-dimensional designs that contain a line of symmetry.	+1	Extend recognizing lines of symmetry in the NSS to drawing lines of symmetry in figures.

Part II: The table below lists the Nevada State Standards (NSS) teachers are expected to continue to teach in Grade 4 in school year 2011–2012. In some cases, only part of the standard is to be maintained. These standards are still eligible to be assessed. Standards in **bold** indicate those found in Part I that link to the CCSS. Standards underlined indicate those that cannot be assessed on the state Criterion Reference Test (CRT). Additional clarification is provided in the comments.

<b>Nevada State Standard (NSS)</b>	<b>Comments</b>
<b>1.4.1</b> , 1.4.2, <b>1.4.3</b> , <u>1.4.4</u> , 1.4.5, <b>1.4.6</b> , <b>1.4.7</b> , <b>1.4.8</b> <b>2.4.1</b> , <b>2.4.2</b> , 2.4.3 3.4.1, 3.4.2, 3.4.3, 3.4.4 <b>4.4.1</b> , 4.4.2, <b>4.4.6</b> 5.4.1, <u>5.4.2</u> , 5.4.3	Continue to teach the entire standard.
3.4.6 (partial) Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time. Recognize the number of weeks in a year, days in a year, and days in a month.	Teach only these parts of the standard.

<sup>1</sup> Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



Part III: The table below lists the Nevada State Standards (NSS) teachers are no longer expected to teach in Grade 4 in school year 2011–2012. In some cases, only part of a standard is to be deleted. Additional clarification is provided in the comments.

Nevada State Standard (NSS)	Comments
3.4.6 (partial) Use A.M. and P.M. appropriately in describing time.	This part of the standard is in the CCSS in Grade 2.
4.4.3 Identify coordinates for a given point in the first quadrant.  Locate points of given coordinates on a grid in the first quadrant.	This standard is in the CCSS in Grade 5.
4.4.4 Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models.	This standard is in the CCSS in Grade 5.
4.4.9 Use the connectors and, or, and not to describe the members of a set.	
5.4.5 Conduct simple probability experiments using concrete materials.  Represent the results of simple probability experiments as fractions to make predictions about future events.	This standard is in the CCSS in Grade 7.

<sup>1</sup> Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)