Components: Digital Planning Guide (DPG) *[G4_U01_L1 (Grade 4, Unit 1, Lesson 1), G4_U01_Inv (Grade 4, Unit 1, Investigation)]*; ST Math Game (STM); Playbook (PB); Practice Book (PP)

2025 California Common Core State Standards: Mathematics Adoption[1]
Standards Map Template
Grade Four

Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer's program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.

2. In the second column, publishers/developers should show how these relate to the Framework's Big Ideas.

3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

[1] The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Multiplication can help to discover, understand, and explain relationships between numbers.	Factors and area models Number and shape patterns Rectangle investigations	4.OA.3, 4.OA.4, 4.OA.5, 4.MD.3, 4.NBT.5, 4,NBT.6 Rectangle investigations with unknown side lengths serve as a context for exploring multiples, factor pairs, single-digit multiplication fluency, and generalizing the formula for area of a rectangle. Sequences of multiples and prime numbers provide context for investigating patterns. Thinking of multiples and factors serves to solve division as an unknown factor. Interpretation of remainders is introduced.			
Multiplication can be used to compare quantities and measurements.	Number and shape patterns Connected problem solving Measuring and plotting	4.OA.1, 4.OA.2, 4.MD.1, 4.MD.2 Multiplicative comparison is explored with measurement conversions and graphs.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Understanding the patterns and regularity of the base-10 place value system helps to compare and compute with multidigit numbers.	Connected problem solving Multidigit numbers	4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.OA.3, 4.OA.5, 4.MD.1 Place value understanding extends to 1,000,000 and supports fluent addition and subtraction of multi-digit addends with the standard algorithm. Conversions within the metric system serve as applications of place value understanding and perimeter problems support generalizing a perimeter formula and applying the distributive property.			
Using known facts and place value properties flexibly can help to perform multidigit multiplication strategically and efficiently.	Factors and area models Connected problem solving	4.NBT.1, 4.NBT.5, 4.OA.2, 4.OA.3, 4.MD.2, 4.MD.3, Place value understanding supports development of strategies to multiply with multi-digit numbers. Problem-solving (including with measurement quantities) supports developing understanding of multiplication as a comparison.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Multiplication and division models and strategies can be extended and applied to division problems involving multidigit numbers and remainders.	Factors and area models Rectangle investigations Connected problem solving	4.NBT.1, 4.NBT.6, 4.OA.2, 4.OA.3, 4.OA.4, 4.OA.5, 4.MD.3, Place value understanding supports development of strategies to divide with multi-digit dividends. Division is used to formalize strategies to find all factor pairs. Problem-solving (including with measurement quantities) and pattern investigations support developing understanding of multiplicative comparison and interpretation of remainders.			
Thinking flexibly about how fractions, whole numbers, and mixed numbers are composed can help to add and subtract efficiently.	Fraction flexibility Visual fraction models Measuring and plotting Connected problem solving	4.NF.3, 4.NF.3.a, 4.NF.3.b, 4.NF.3.c, 4.NF.3.d, 4.MD.4 Understanding of unit fractions is extended to compose and decompose fractions and represent them as addition equations. Fractional measurements are plotted on line plots that support problem-solving.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Any number can be represented in an infinite number of different, but equivalent, ways.	Fraction flexibility Visual fraction models Circles, fractions, and decimals Measuring and plotting	4.NF.1, 4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.1, 4.MD.2 Fraction understanding is extended to formalize strategies to compare fractions and to generate equivalent fractions. Place value and fraction understanding are connected to introduce decimal notation. Money and metric measurement serve as contexts to understand and record numbers as decimals.			
Equal-groups thinking can help when multiplying and comparing quantities involving fractions.	Fraction flexibility Visual fraction models	4.NF.2, 4.NF.3, 4.NF.4, 4.NF.4.a, 4.NF.4.b, 4.NF.4.c, 4.NF.4.c, 4.MD.2, 4.OA.1, 4.OA.2 Understanding of multiplication (as equal groups or as comparison) is extended to multiplying a whole number by a fraction. Applications including problem solving with measurement quantities.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Properties of two-dimensional shapes are determined by the parts that make up the shape and the relationships between those parts.	Shapes and symmetries Circles, fractions, and decimals Number and shape patterns	4.G.1, 4.G.2, 4.G.3, 4.MD.5, 4.MD.5.a, 4.MD.5.b, 4.MD.6, 4.MD.7 Understanding of measurement extends to a new measurable attribute: angles. Angles are understood as fractions of circles and used to deepen understanding and classification of shapes.			
Time can be represented with a variety of models that can help to solve problems and interpret data.	Circles, fractions, and decimals Number and shape patterns Measuring and plotting Connected problem solving	4.NBT.5, 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5,a, 4.MD.5.b, 4.MD.6, 4.OA.2, 4.OA.3, 4.OA.5, 4.NF.1, 4.NF.4.c Time and time related data serves as a context for building data and measurement sense while consolidating many 4th grade understandings: equivalent fractions, angles, addition and subtraction, patterns, and unit conversions.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*'s Big Ideas throughout the grade levels, see chapter 6 (TK–grade 2 and grades 3–5) and chapter 7 (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include both the content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G4_U03_L08 (E2→RC1) DPG G4_U03_L15 (E1→RC1) DPG G4_U05_L18 (E1→E3) DPG G4_U09_L07 (E1→E2, RC1) DPG G4_U10_L10 (E3→E6)			
MP.2	Reason abstractly and quantitatively.	DPG G4_U01_L12 (E2→E5) DPG G4_U02_L03 (E3, E5→E6) DPG G4_U05_L03 (E1, E3→E6) DPG G4_U05_L08 (E1→E4, E6→E7) DPG G4_U08_L08 (E1→E4)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G4_U01_L02 (E1→E2, RC1) DPG G4_U04_L04 (E1→E4, E6→RC1) DPG G4_U05_L01 (E3→RC1) DPG G4_U08_L02 (E1→E3, E5→E6) DPG G4_U09_L01 (E1, E4→E6)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.4	Model with mathematics.	DPG G4_U01_L10 (E3, E8) DPG G4_U02_L08 (E1→E7) DPG G4_U04_L14 (E1→E6) DPG G4_U05_L20 (E1→E3) DPG G4_U08_L07 (E1→E2, E4)			
MP.5	Use appropriate tools strategically.	DPG G4_U05_L20 (E1→E3) DPG G4_U06_L07 (E2→E4) DPG G4_U07_L10 (E5) DPG G4_U08_L04 (E1, E4, E6) DPG G4_U08_L07 (E2, E4)			
MP.6	Attend to precision.	DPG G4_U02_L06 (L1, E3→RC1) DPG G4_U03_L05 (L1, E2, E4→E8) DPG G4_U06_L04 (E3→E5) DPG G4_U09_L06 (E2→E4) DPG G4_U10_L06 (E4→E6)			
MP.7	Look for and make use of structure.	DPG G4_U01_L01 (L1→E1, E3, E5) DPG G4_U07_L01 (E1→E6) DPG G4_U09_L04 (E1→RC1) DPG G4_U09_L08 (E2→E5, RC1) DPG G4_U10_L05 (L1→E2, E4→E5)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.8	Look for and express regularity in repeated reasoning.	DPG G4_U01_L06 (E1→E8) DPG G4_U03_L04 (E2, E4→E5) DPG G4_U04_L01 (L1→E1, E3) DPG G4_U04_L07 (E2→E3, E5→E7) DPG G4_U05_L07 (E2→E4)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Use the four operations with whole numbers to solve problems.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.OA.1	Interpret a multiplication equation as a comparison, Represent verbal statements of multiplicative comparisons as multiplication equations.	DPG G4_U02_L01 DPG G4_U02_L03 DPG G4_U02_L05 DPG G4_U08_L09			
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison.	DPG G4_U02_L04 DPG G4_U05_L02 DPG G4_U08_L09 DPG G4_U10_L09			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Single step with interpreting remainders: DPG G4_U01_L12 DPG G4_U05_L03 Multistep problems: DPG G4_U01_L09 DPG G4_U03_L16 (E4) DPG G4_U04_L14 DPG G4_U04_L15 DPG G4_U05_L20 DPG G4_U10_L07			

Cluster: Gain familiarity with factors and multiples.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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 all factor pairs: DPG G4_U01_L01 DPG G4_U05_L16 DPG G4_U05_L17 Recognize that a number is a multiple of its factors: DPG G4_U01_L05 DPG G4_U05_L09 DPG G4_U05_L19 Determine whether a given number is a multiple of a given number: DPG G4_U01_L07 DPG G4_U01_L11 DPG G4_U05_L07 Determine whether a number is prime or composite: DPG G4_U01_L01 DPG G4_U01_L02 DPG G4_U01_L07 DPG G4_U01_L13			

Cluster: Generate and analyze patterns.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Generate a pattern: DPG G4_U01_L05 DPG G4_U01_L07 DPG G4_U05_L05 DPG G4_U10_L08 Identify features: DPG G4_U01_L06 DPG G4_U01_L07 DPG G4_U05_L18 DPG G4_U10_L08			

Domain: Number and Operations in Base Ten

Cluster: Generalize place value understanding for multi-digit whole numbers.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G4_U03_L01 DPG G4_U03_L04 DPG G4_U04_L01 DPG G4_U05_L07			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Read and write: DPG G4_U03_L01 DPG G4_U03_L03 DPG G4_U03_L06 DPG G4_U03_L08 Compare: DPG G4_U03_L06 PP G4_U04_L03 PP G4_U05_L11 PP G4_U06_L12			
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	DPG G4_U03_L07 DPG G4_U03_L10 PP G4_U07_L11 PP G4_U09_L07			

Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	DPG G4_U03_L12 DPG G4_U03_L13 DPG G4_U03_L14 PP G4_U04_L04 PP G4_U05_L06 PP G4_U07_L11			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G4_U01_L10 DPG G4_U04_L02 DPG G4_U04_L07 DPG G4_U04_L10 DPG G4_U04_L12			
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.	DPG G4_U01_L11 DPG G4_U01_L12 DPG G4_U05_L05 DPG G4_U05_L06 DPG G4_U05_L14 DPG G4_U05_L15			

Domain: Number and Operations—Fractions

Cluster: Extend understanding of fraction equivalence and ordering.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Explain equivalence: DPG G4_U07_L01 DPG G4_U07_L03 DPG G4_U07_L04 Recognize equivalent fractions: DPG G4_U07_L01 DPG G4_U07_L02 Generate equivalent fractions: DPG G4_U07_L02 DPG G4_U07_L04 DPG G4_U10_L09			
4.NF.2	Compare two fractions with different numerators and different denominators. 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.	Compare: DPG G4_U07_L10 DPG G4_U07_L11 DPG G4_U07_L12 DPG G4_U07_L13 DPG G4_U08_L07 (RC1)			

Cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NF.3a	Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	DPG G4_U06_L01 DPG G4_U06_L03 DPG G4_U06_L06			
4.NF.3b	Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. **Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.**	DPG G4_U06_L02 DPG G4_U06_L03			
4.NF.3c	Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. **Add and subtract mixed numbers with like denominators.**	DPG G4_U06_L08 DPG G4_U06_L10 DPG G4_U06_L11 DPG G4_U08_L12			
4.NF.3d	Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. **Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.**	DPG G4_U06_L11 DPG G4_U06_L12 DPG G4_U08_L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **Understand a fraction *a*/*b* as a multiple of 1/*b*.**	DPG G4_U08_L01 PB G4_U08_L01 DPG G4_U08_L02			
4.NF.4b	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number.**	DPG G4_U08_L03 DPG G4_U08_L04			
4.NF.4c	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **Solve word problems involving multiplication of a fraction by a whole number.**	DPG G4_U08_L05 DPG G4_U08_L09 DPG G4_U08_L11 DPG G4_U10_L09			

Cluster: Understand decimal notation for fractions, and compare decimal fractions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.[2]	DPG G4_U07_L09 PB G4_U07_L09 PP G4_U08_L09 PP G4_U09_L01 PP G4_U09_L08			
4.NF.6	Use decimal notation for fractions with denominators 10 or 100.	Tenths: DPG G4_U07_L06 DPG G4_U07_L08 Hundredths: DPG G4_U07_L07 DPG G4_U07_L08			
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.	DPG G4_U07_L14 DPG G4_U07_L15 PP G4_U10_L01 PP G4_U10_L09			

[2] 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.

Domain: Measurement and Data

Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	Feet and yards: DPG G4_U02_L06 Feet and inches: DPG G4_U02_L06 Pounds and ounces: DPG G4_U02_L09 US customary volume: DPG G4_U02_L10 Metric system (g and kg, L and mL, m and km): DPG G4_U03_L05 DPG G4_U03_L08 PP G4_U07_L10 PP G4_U09_L12 Metric system (mm and cm): DPG G4_U07_L08 Time (hours and min): DPG G4_U10_L02 DPG G4_U10_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Distance: DPG G4_U04_L13 DPG G4_U08_L07 Intervals of time: DPG G4_U08_L11 (RC1) DPG G4_U10_L03 DPG G4_U10_L04 Liquid volume: DPG G4_U02_L10 DPG G4_U08_L05 Mass: DPG G4_U04_L09 Money: DPG G4_U02_L04 DPG G4_U04_L14 Requiring expressing measurements in terms of a smaller unit: DPG G4_U02_L08 DPG G4_U02_L09 DPG G4_U04_L13 Represent quantities using diagrams: DPG G4_U02_L09 DPG G4_U10_L01 DPG G4_U10_L03			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	Area: DPG G4_U01_L03 DPG G4_U01_L04 DPG G4_U01_L09 DPG G4_U04_L15 Perimeter: DPG G4_U04_L13 DPG G4_U04_L15			

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	DPG G4_U06_L04 DPG G4_U06_L12 DPG G4_U10_L02			

Cluster: Geometric measurement: understand concepts of angle and measure angles.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.5a	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: **An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.**	DPG G4_U09_L03 DPG G4_U09_L04 DPG G4_U10_L05			
4.MD.5b	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: **An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.**	DPG G4_U09_L04 DPG G4_U10_L05			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	DPG G4_U09_L05 DPG G4_U09_L06 DPG G4_U10_L06			
4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.	DPG G4_U09_L06 DPG G4_U09_L07			

Domain: Geometry

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

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	DPG G4_U09_L01 DPG G4_U09_L02 DPG G4_U09_L03 DPG G4_U09_L07 DPG G4_U09_L08			
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.	DPG G4_U09_L08 DPG G4_U09_L09 DPG G4_U09_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
	Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles and special quadrilaterals.)				
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.	DPG G4_U09_L11 DPG G4_U09_L12			

Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)

California Department of Education, October 2024