

The Coordinate Plane Board

ELC-3119

COMMON CORE STANDARDS

This material is used with the Coordinate Plane Pre-Algebra Math Task Cards ELC-3028. Therefore, the standards that will be met through this material will coincide with those of the task cards.

- **4.OA.A.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.
- **4.OA.C.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.
- **4.NBT.A.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.
- **4.NF.A.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.
- **4.NF.A.2** • Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or 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. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
- **4.NF.B.3** • Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Explain the reasoning used.
- **5.OA.A.2** • Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
- **5.NF.A.2** • Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

- **5.NF.B.3** • Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem
- **5.NF.B.7** • Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- **6.RP.A.1** • Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- **6.RP.A.2** • Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
- **6.RP.A.3** • Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- **6.NS.B.4** • Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
- **6.NS.C.5** • Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- **6.NS.C.6** • Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates
- **6.NS.C.7** • Understand ordering and absolute value of rational numbers
- **6.NS.C.8** • Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
- **6.EE.A.1** • Write and evaluate numerical expressions involving whole-number exponents.
- **6.EE.A.2** • Write, read, and evaluate expressions in which letters stand for numbers.