FOURTH GRADE
Mathematics
PRIORITY STANDARDS

Algebraic Reasoning: Operations

4.OA.A.3	Solve multistep problems in authentic contexts using whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number, and whether it is prime or composite.
4.OA.C.5	Analyze a number, visual, or contextual pattern that follows a given rule.

Numeric Reasoning: Base Ten Arithmetic

4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Use understandings of place value within these forms to compare two multi-digit numbers using >, =, and < symbols.
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
4.NBT.B.5	Use representations and strategies to multiply a whole number of up to four digits by a one-digit number, and a two-digit number by a two-digit number using strategies based on place value and the properties of Use representations and strategies to multiply a whole number of up to four digits by a one-digit number, and a two-digit number by a two-digit number using strategies based on place value and the properties of operations.
4.NBT.B.6	Use representations and strategies to 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.

Numeric Reasoning: Fractions

4.NF.A.1	Use visual fraction representations to recognize, generate, and explain relationships between equivalent fractions.
4.NF.A.2	Compare two fractions with different numerators and/or different denominators, record the results with the symbols >, =, or <, and justify the conclusions.
4.NF.C.5	Demonstrate and explain the concept of equivalent fractions with denominators of 10 and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100.
4.NF.C.7	Use decimal notation for fractions with denominators 10 or 100. Compare two decimals to hundredths place by reasoning about their size, and record the comparison using the symbols >, =, or <.

Geometric Reasoning and Measurement

4.GM.A.1	Explore, investigate, and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.GM.A.3	Recognize and draw a line of symmetry for a two dimensional figure.
4.GM.B.5	Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals.
4.GM.B.6	Apply the area and perimeter formulas for rectangles in authentic contexts and mathematical problems.

Data Reasoning

4.DR.A.1	Generate questions to investigate situations within the classroom, school or community. Determine strategies for collecting or considering data involving addition and subtraction of fractions that can naturally answer questions by using information presented in line plots.
	* Denotes a revision has been made to the original Common Core State Standard.