

Grade 4 Priority Standards

Operations and Algebraic Thinking

4.OA.A.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.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.A.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.

Number and Operations in Base Ten

4.NBT.A.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. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

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.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.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.

4.NBT.B.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.

Numbers and Operations - Fractions

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 $1/b$.

4.NF.B.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.B.3b: 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, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

4.NF.B.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of

Measurement and Data

4.MD.A.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.

4.MD.A.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.

4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

4.MD.B.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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

operations and the relationship between addition and subtraction.

4.NF.B.3d: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.B.4a: Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.

4.NF.C.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 100.4 For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.

4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.C.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, e.g., by using a visual model.

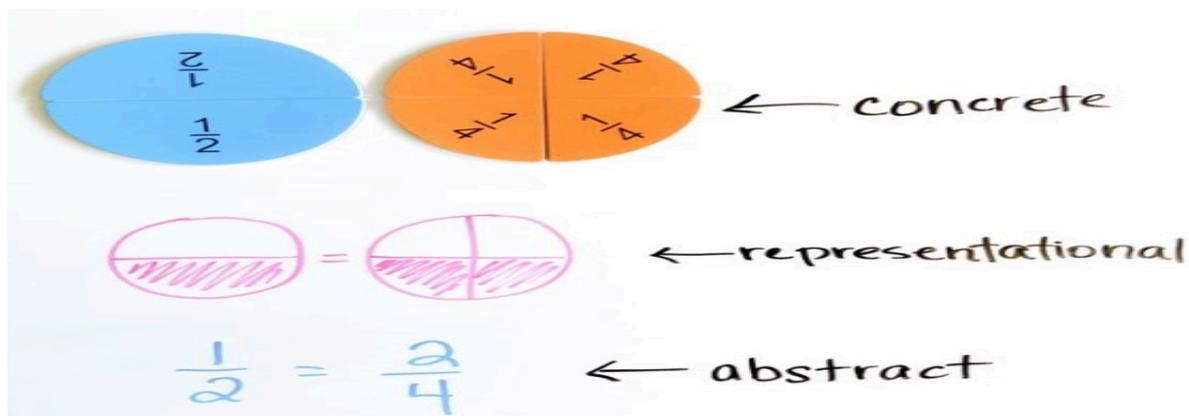
Geometry

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.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.G.A.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.

Grade 4 Curriculum Resources



Eureka Math
[Edreports.org](https://edreports.org)

Module 1
 Place Value, Rounding,
 and Algorithms for
 Addition and Subtraction

Module 1 extends students' understanding of whole numbers, focusing on place value, comparison, rounding, and multi-step problem solving. Throughout, the module strengthens number sense with increasingly large numbers and practical applications.

Module 2
 Unit Conversions and
 Problem Solving with
 Metric Measurement

Module 2 explores the concept of mixed units—quantities expressed using different-sized units together (e.g., 2 hr 5 min, \$2.50, 2 km 5 m)—highlighting commonalities across contexts. The module strengthens students' ability to work flexibly with mixed units, laying groundwork for future multi-digit and fractional operations.

Module 3
 Multi-Digit Multiplication
 and Division

Module 3 develops students' understanding and fluency in multiplication and division of multi-digit numbers through place value concepts and visual models. Throughout, students strengthen conceptual understanding with place value and multiple models to build fluency and readiness for more advanced algorithms in later grades.

Module 4
 Angle Measure and Plane
 Figures

Module 4 introduces fundamental geometric concepts including points, lines, line segments, rays, and angles, and explores their relationships. Throughout, students develop skills in geometric reasoning, measurement, and classification, building a strong foundation for middle school geometry.

Module 5
 Fraction Equivalence,
 Ordering, and Operations

Module 5 builds on Grade 3 fraction knowledge by exploring fraction equivalence, mixed numbers, comparison, and operations. Throughout, students use visual models and reasoning to deepen fraction understanding and prepare for more advanced fraction operations.

Module 6
 Decimal Fractions

Module 6 introduces decimals by connecting them to decimal fractions and extending students' fraction knowledge from Module 5. The module builds a strong foundation for decimal operations through connections to fractions, measurement, and real-world contexts.

Module 7
 Exploring Measurement
 with Multiplication

Module 7 develops students' skills in measurement unit conversions, linking multiplication to solving measurement problems. The module strengthens measurement reasoning, unit conversions, and problem-solving in real-world contexts.