MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 4

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*	
Number and Operations: Base 10			
		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. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division supports standard 4.NBT.2.*
4.NBT.2	Reads, writes, and compares multi-digit whole numbers.		
		4.MP.7	*Look for and make use of structure supports standard 4.NBT.2.*
		4.NBT.3	*Use place value understanding to round multi-digit whole numbers to any place supports standard 4.NBT.2.*
4.NBT.4	Fluently adds and subtracts multi-digit whole numbers.		
		4.MP.6	*Attends to precision supports standard 4.NBT.4.*
4.NBT.5	Multiplies multi-digit whole numbers.		
		4.MP.6	*Attends to precision supports standard 4.NBT.5.*
4.NBT.6	Divides whole numbers by one-digit divisors.		
		4.MP.6	*Attends to precision supports standard 4.NBT.6.*
Operations and Algebraic Thinking			
		4.OA.1	*Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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 supports standard 4.OA.3.*

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		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 supports standard 4.OA.3.*
4.OA.3	Solves multi-step problems using the four operations.		
		4.MP.1	*Make sense of problems and persevere in solving them supports standard 4.OA.3.*
4.OA.4	Finds all factor pairs for a whole number in the range 1-100.		
		4.MP.7	*Look for and make use of structure supports standard 4.OA.4.*
4.OA.5	Generates a number or shape pattern that follows a given rule.		
		4.MP.4	*Model with mathematics supports standard 4.OA.5.*
Number and Operations: Fractions			
4.NF.1	Recognizes and generates equivalent fractions.		
		4.MP.4	*Model with mathematics supports standard 4.NF.1.*
4.NF.2	Compares fractions with unlike numerators and unlike denominators.		
		4.MP.4	*Model with mathematics supports standard 4.NF.2.*
		4.MP.5	*Use appropriate tools strategically supports standard 4.NF.2.*
4.NF.3	Adds and subtracts fractions with like denominators.		
		4.MP.1	*Make sense of problems and persevere in solving them supports standard 4.NF.3.*
		4.MP.6	*Attend to precision supports standard 4.NF.3.*

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		4.NF.4	*Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? Supports standard 4.NF.3.*
		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 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100 supports standard 4.NF.3.*
4.NF.6	Uses decimal notation for fractions with denominators 10 or 100.		
		4.MP.6	*Attend to precision supports standard 4.NF.6.*
		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*

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			conclusions, e.g., by using a visual model supports standard 4.NF.6.
Measurement and Data			
4.MD.1	Converts units of measurement.		
		4.MP.4	*Model with mathematics supports standard 4.MD.1.*
		4.MP.5	*Use appropriate tools strategically supports standard 4.MD.1.*
4.MD.2	Solves problems involving measurement.		
		4.MP.1	*Make sense of problems and persevere in solving them supports standard 4.MD.2.*
4.MD.3	Solves problems using area and perimeter.		
		4.MP.6	*Attend to precision supports standard 4.MD.3.*
		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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection supports standard 4.MD.2.*
		4.MD.5	*Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. 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. b. An angle that turns through n one-degree*

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			angles is said to have an angle measure of n degrees supports standard 4.MD.6.
4.MD.6	Measures and creates angles using a protractor.		
		4.MD.5	*Use appropriate tools strategically supports standard 4.MD.6.*
		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, e.g., by using an equation with a symbol for the unknown angle measure supports standard 4.MD.2.*
Geometry			
4.G.1	Draws and identifies lines and angles.		
		4.MP.5	*Use appropriate tools strategically supports standard 4.G.1.*
		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 supports standard 4.G.1.*
		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 supports standard 4.G.1.*