• *indicates standard for instruction each quarter*	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
4.OA.A Use the four operations with whole numbers to solve problems				
4.OA.A.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	•	•	•	•
★ **4.OA.A.2** • Multiply or divide to solve word problems involving multiplicative comparison • Use drawings and equations with a letter 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	•	•	•	•
4.OA.B Gain familiarity with factors and multiples				
4.OA.B.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	•		•	
*Note: **4.OA.B.4** Informal classroom discussion might include divisibility rules, finding patterns and other strategies*				
4.OA.C Generate and analyze patterns				
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 *For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain why the numbers will continue to alternate in this way.*			•	•

★ Big Idea/Concept Standard

- *indicates standard for instruction each quarter*

	Q1	Q2	Q3	Q4
Number and Operations in Base Ten *Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.*				
4.NBT.A Generalize place value understanding for multi-digit whole numbers				
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 ÷ 70 = 10 or 700 =10x70 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 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 Use place value understanding and properties of operations to perform multi-digit arithmetic				
★ **4.NBT.B.4** Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm	●	●	●	●
*Notes **4.NBT.B.4:*** • *Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.* • *A standard algorithm can be viewed as, but should not be limited to, the traditional recording system.* • *A standard algorithm denotes any valid base-ten strategy.*				
★ **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 area models	●	●	●	●
*Note: **4.NBT.B.5** Properties of operations need to be referenced*				
★ **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 the relationship between multiplication and division • Illustrate and explain the calculation by using equations, rectangular arrays, and area models	●	●	●	●
*Note: **4.NBT.B.6** Properties of operations need to be referenced*				

★ Big Idea/Concept Standard

• *indicates standard for instruction each quarter*	Q1	Q2	Q3	Q4
Number and Operations - Fractions *Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.*				
4.NF.A Extend understanding of fraction equivalence and ordering				
★ 4.NF.A.1 • By using visual fraction models, explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) 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. *For example: 1/5 is equivalent to (2x1) / (2x5).*	•	•	•	•
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 ½) • Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols (>, =, <), and justify the conclusions (e.g., by using a visual fraction model)		•	•	
4.NF.B Build fractions from unit fractions by applying and extending previous understanding of operations of whole numbers				
★ 4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b (e.g., 3/8=1/8+1/8+1/8): • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole • Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions (e.g., by using a visual fraction model) (e.g., 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8) • Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and by replacing each number with an equivalent fraction) • 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)		•	•	•
*Note: **4.NF.B.3** Converting a mixed number to an improper fraction should not be viewed as a separate technique to be learned by rote memorization, but simply a case of fraction addition (e.g., 7 1/5 =7 + 1/5 = 35/5 + 1/5 = 36/5).*				
★ 4.NF.B.4 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 [e.g., 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)] • Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number [e.g., 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)] • 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?*		•	•	•
Note: 4.NF.B.4 Emphasis should be placed on the relationship of how the unit fraction relates to the multiple of the fraction				

Number and Operations – Fractions continued on next page...

• *indicates standard for instruction each quarter*

	Q1	Q2	Q3	Q4
Number and Operations – Fractions, continued *Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.*				
4.NF.C Understand decimal notation for fractions and compare decimal fractions				
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. *For example: Express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*		•	•	•
*Note: **4.NF.C.5** Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. However, addition and subtraction with unlike denominators in general is not a requirement at this grade.*				
4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. *For example: Write 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 using symbols (>, =, <), and justify the conclusions (e.g., by using a visual model)			•	•

★ Big Idea/Concept Standard

• *indicates standard for instruction each quarter*

	Q1	Q2	Q3	Q4
Geometry				
4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles				
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	•	•	•	•
*Note **4.G.A.2:** Trapezoids will be defined as a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids*				
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			•	•

★ Big Idea/Concept Standard

• *indicates standard for instruction each quarter*	Q1	Q2	Q3	Q4
Measurement and Data				
4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit				
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; yd, ft, in; gal, qt, pt, c • Within a single system of measurement, express measurements in the form of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), and (3, 36).*		•	•	
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 the ability to make change; 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.	•	•	•	•
Note: 4.MD.A.2 This is a standard that may be addressed throughout the year focusing on different context.				
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 Represent and Interpret Data				
4.MD.B.4 • Make a line plot to display a data set of measurements in fractions of a unit (e.g., 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.*		•	•	
4.MD.C Geometric Measurement: understand concepts of angle and measure angles				
★ **4.MD.C.5** 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 • An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degree .	•	•	•	•
Note: 4.MD.C.5 Use the degree symbol (e.g., 360°).				
4.MD.C.6 • Measure angles in whole-number degrees using a protractor • Sketch angles of specified measure			•	•
4.MD.C.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 *For example: Use an equation with a symbol for the unknown angle measure.*		•	•	

★ Big Idea/Concept Standard