

Grade 4

Students demonstrate increasingly complex understanding of number sense.

Operations and Algebraic Thinking

- 4 Show one way to arrive at a product. [EE.4.OA.4](#)
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Number and Operations in Base 10

- 2 Compare whole numbers to 10 using symbols ($<$, $>$, $=$). [EE.4.NBT.2](#)
- H The student can compare whole numbers to 10 using symbols ($<$, $>$, $=$). [EE.4.NBT.H.2](#)
 - M The student can compare whole numbers to 10 using “more than,” “less than,” and “equal to.” [EE.4.NBT.M.2](#)
 - L The student can compare 2 sets of objects with extreme differences to determine which has more. [EE.4.NBT.L.2](#)
- 3 Round any whole number 0-30 to the nearest ten. [EE.4.NBT.3](#)
- H The student can round whole numbers 0-30 to the nearest 10 using a number line. [EE.4.NBT.H.3](#)
 - M The student can round whole numbers 0-20 to the nearest 10 using a number line. [EE.4.NBT.M.3](#)
 - L The student can identify which number comes next on a number line using numbers to 5. [EE.4.NBT.L.3](#)
- 4 Add and subtract two-digit whole numbers. [EE.4.NBT.4](#)
- H The student can add and subtract numbers within 100 where both numbers are multiples of 10 and no regrouping is required. [EE.4.NBT.H.4](#)
 - M The student can add and subtract whole numbers within 20 using a number line and/or objects. [EE.4.NBT.M.4](#)
 - L The student can add 1 or subtract 1 from a number or quantity, using a number line and/or quantities of objects 1-5. [EE.4.NBT.L.4](#)

Number and Operations - Fractions

1-2 Identify models of one-half ($1/2$) and one-fourth ($1/4$). [EE.4.NF.1-2](#)

H The student can recognize that two halves and four fourths equal one whole using a model. [EE.4.NF.H.1-2](#)

M The student can recognize that two halves equal one whole using a model. [EE.4.NF.M.1-2](#)

L The student can identify one-half of a real-world object. [EE.4.NF.L.1-2](#)

3 Differentiate between whole and half. [EE.4.NF.3](#)

H The student can differentiate between one-half and one-fourth as related to one whole. [EE.4.NF.H.3](#)

M The student can differentiate between one half and one whole using a model/representation of an object. [EE.4.NF.M.3](#)

L The student can differentiate between a whole object and a half of an object. [EE.4.NF.L.3](#)

Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Geometry

1 Recognize parallel lines and intersecting lines. [EE.4.G.1](#)

H The student can differentiate between parallel and intersecting lines/line segments. [EE.4.G.H.1](#)

M The student can recognize intersecting lines/line segments. [EE.4.G.M.1](#)

L The student can identify a straight line. [EE.4.G.L.1](#)

2 Describe the defining attributes of two-dimensional shapes. [EE.4.G.2](#)

3 Recognize that lines of symmetry partition shapes into equal areas. [EE.4.G.3](#)

Measurement and Data

- 3 Determine the area of a square or rectangle by counting units of measure (unit squares). [EE.4.MD.3](#)
 - H The student can calculate the area of a rectangle by counting unit squares. [EE.4.MD.H.3](#)
 - M The student can differentiate between area and perimeter. [EE.4.MD.M.3](#)
 - L The student can match the perimeter (outline) of a shape. [EE.4.MD.L.3](#)
 - 5 Recognize angles in geometric shapes. [EE.4.MD.5](#)
 - 6 Identify angles as larger and smaller. [EE.4.MD.6](#)
 - H The student can compare angles in geometric shapes and describe them as larger or smaller. [EE.4.MD.H.6](#)
 - M The student can match shapes with a common attribute (e.g., angles of the same size, same number of angles, same number of sides). [EE.4.MD.M.6](#)
 - L The student can identify which shape is the same when presented with a common two-dimensional shape. [EE.4.MD.L.6](#)
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Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Using Measurement and Data

- 1** Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/ hour). **EE.4.MD.1**
 - H** The student can identify the smaller unit of measure (limited to minutes/hour, inches/ foot), when presented with a real-world context. **EE.4.MD.H.1**
 - M** The student can recognize minutes/hour as a measure of time and/or inches/foot as a measure of length. **EE.4.MD.M.1**
 - L** The student can identify tools to measure time and length. **EE.4.MD.L.1**
- 2.a** Tell time using a digital clock. Tell time to the nearest hour using an analog clock. **EE.4.MD.2.A**
 - H** The student can tell time to the nearest hour using an analog clock and the nearest half hour using a digital clock. **EE.4.MD.H.2.A**
 - M** The student can tell time to the hour using a digital clock. **EE.4.MD.M.2.A**
 - L** The student can relate activities with approximate time of the day. **EE.4.MD.L.2.A**
- 2.b** Measure mass or volume using standard tools. **EE.4.MD.2.B**
 - H** The student can identify and use appropriate tools to measure mass (ruler, scale, measuring tape) and volume (measuring cups, beaker, etc.). **EE.4.MD.H.2.B**
 - M** The student can measure mass and volume using non-standard units. **EE.4.MD.M.2.B**
 - L** The student can compare 2 masses or 2 volumes as more or less when presented with amounts that are extremely different. **EE.4.MD.L.2.B**
- 2.c** Use standard measurement to compare lengths of objects. **EE.4.MD.2.C**
 - H** The student can use standard units of measure (inches/feet) to compare the lengths of 2 objects. **EE.4.MD.H.2.C**
 - M** The student can compare lengths of different objects and describe them as longer, longest, shorter, or shortest. **EE.4.MD.M.2.C**
 - L** The student can identify an object as being long or short when given two objects of vastly different lengths. **EE.4.MD.L.2.C**
- 2.d** Identify coins (penny, nickel, dime, quarter) and their values. **EE.4.MD.2.D**
 - H** The student can identify coins and their values (penny, nickel, dime, quarter). **EE.4.MD.H.2.D**
 - M** The student can name coins (penny, nickel, dime, quarter). **EE.4.MD.M.2.D**
 - L** The student can recognize money when compared with other common objects. **EE.4.MD.L.2.D**
- 4.a** Represent data on a picture or bar graph given a model and a graph to complete. **EE.4.MD.4.A**
- 4.b** Interpret data from a picture or bar graph. **EE.4.MD.4.B**

- H The student can use a pictograph or bar graph (with a scale of 1) to read data. [EE.4.MD.H.4.B](#)
 - M The student can recognize quantity of data as most or least in a bar graph or picture graph. [EE.4.MD.M.4.B](#)
 - L The student can recognize symbols as representing data on a simple graph (limited to 2 data points). [EE.4.MD.L.4.B](#)
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Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Problem Solving

- 1-2 Demonstrate the connection between repeated addition and multiplication. [EE.4.OA.1-2](#)
 - H The student can use models of repeated addition to solve a multiplication problem. [EE.4.OA.H.1-2](#)
 - M The student can identify models that represent the sum of two sets of objects of the same quantity with sets of no more than 5. [EE.4.OA.M.1-2](#)
 - L The student can identify a group of objects or pictures with the same quantity as another group of objects or pictures. [EE.4.OA.L.1-2](#)
- 3 The student can solve one-step real-world problems using addition or subtraction within 100. [EE.4.OA.3](#)
 - H The student can solve one-step problems using addition or subtraction within 100 without regrouping. [EE.4.OA.H.3](#)
 - M The student can solve addition and subtraction problems within 20 without regrouping with or without the use of manipulatives, and/or a calculator. [EE.4.OA.M.3](#)
 - L The student can solve real-world addition and subtraction problems within 5 without regrouping with or without the use of manipulatives or a calculator. [EE.4.OA.L.3](#)
- 5 Use repeating patterns to make predictions. [EE.4.OA.5](#)
 - H The student can create, describe, and extend simple number patterns. [EE.4.OA.H.5](#)
 - M The student can create, describe, and/or extend simple number patterns or patterns involving counting objects or symbols. [EE.4.OA.M.5](#)
 - L The student can extend patterns involving objects or symbols. [EE.4.OA.L.5](#)