

Grade 4 (AAS)

Operations and Algebraic Thinking

1. Solve one-step word problems involving real-life situations using the four operations within 100 without regrouping and select the appropriate method of computation when problem solving. [M.AAS.4.1](#)

5. Use repeating patterns to make predictions. [M.AAS.4.5](#)

Operations with Numbers: Base 10

6. Compare whole number values to 50 using symbols (e.g., <, >, =). [M.AAS.4.6](#)

9. Round a whole number from 1 to 49 to the nearest ten (using a number line and hundreds chart). [M.AAS.4.9](#)

11. Add and subtract one- and two-digit numbers up to 49 with regrouping using concrete manipulatives and visual models. [M.AAS.4.11](#)

Operations with Numbers: Fractions

13. Identify and compare models of a whole (1), one-half ($\frac{1}{2}$), one-third ($\frac{1}{3}$), and one fourth ($\frac{1}{4}$) using models, manipulatives, numbers lines, and a clock. [M.AAS.4.13](#)

15. Model decomposing fractions having like denominators, using visual fraction models (limit to halves and fourths). [M.AAS.4.15](#)

17. Model equivalence between fractions of a whole, halves and fourths using visual models. [M.AAS.4.17](#)

19. Compare fractions of a whole, halves and fourths using symbols (>, <, =). [M.AAS.4.19](#)

Data Analysis/ Measurement/ Geometry

20. Using vocalization, sign language, augmentative communication, or assistive technology, represent and interpret data on a picture or bar graph when given a model or a graph to complete. [M.AAS.4.20](#)

21. Given an object determine the appropriate measurement tool and units of measure using vocalization, sign language, augmentative communication, or assistive technology. [M.AAS.4.21](#)

22. Using vocalization, sign language, augmentative communication, or assistive technology, tell time on a digital and analog clock (to the hour, half-hour, quarter hour). [M.AAS.4.22](#)

- a** Measure mass, volume, or lengths of an object when given a measurement tool. [M.AAS.4.22A](#)
- b** Using vocalization, sign language, augmentative communication, or assistive technology, identify and determine the value of penny, nickel, dime, and quarter. [M.AAS.4.22B](#)

23. Determine the area of a square or rectangle by counting units of measurement (e.g., unit squares). [M.AAS.4.23](#)

24. Recognize and Identify angles in geometric shapes as larger or smaller. [M.AAS.4.24](#)

27. Recognize parallel lines, intersecting lines, and angles (right, acute, obtuse). [M.AAS.4.27](#)

28. Using vocalization, sign language, augmentative communication, or assistive technology, describe the defining attributes of two dimensional shapes (e.g., number of sides, number of angles). [M.AAS.4.28](#)

29. Given a drawing of a shape with a line drawn across the shape, identify if it is divided symmetrically. [M.AAS.4.29](#)