

Grade 4

Number, Number Sense, Computation, and Estimation

1 Match number names to numerals from 0 through 40. [M-4.1](#)

2 Use place value to identify numbers that are multiples of 10 and understand the difference between ones and tens place. [M-4.2](#)

CC. Whole numbers presented as multiples of 10 could range from 0 through 40. Understanding place value could include identifying the digit in the ones or tens place or its value. [M-4.2.CC](#)

3 Identify the closest number above or below a given number from 0 through 40. [M-4.3](#)

4 Compare whole numbers from 0 through 40 or the fractions of $\frac{1}{2}$ and $\frac{1}{4}$. [M-4.4](#)

CC. Whole numbers 0 through 40 and fractions $\frac{1}{2}$ and $\frac{1}{4}$ could be compared with the words “smaller,” “same,” “larger,” or “less than,” “equal,” “greater than,” or with the symbols $<$, $=$, $>$. [M-4.4.CC](#)

5 Identify wholes, halves, or fourths. [M-4.5](#)

CC. Representations of wholes, halves, or fourths could be presented in simple pictures, diagrams, models, or other representations. [M-4.5.CC](#)

6 Compare whole numbers from 0 through 40 or decimals from 0.0 through 5.5. [M-4.6](#)

CC. Whole numbers from 0 through 40 or decimals of 0.5 through 5.5 (0.5, 1.0, 1.5, 2.0, ..., 5.5) could be compared with the words “smaller,” “larger,” “same,” “less than,” “equal,” “greater than,” or with the symbols $<$, $=$, $>$. [M-4.6.CC](#)

7 Identify whole numbers 0 through 40 and match decimals 0.25 and 0.5 with $\frac{1}{4}$ and $\frac{1}{2}$. [M-4.7](#)

CC. Identifying whole numbers from 0 through 40. Matching decimals of 0.25 and 0.5 with $\frac{1}{4}$ and $\frac{1}{2}$ could range from 0.25 through 5.5 (e.g., $0.25 = \frac{1}{4}$, $0.5 = \frac{1}{2}$, $1.25 = 1\frac{1}{4}$, $1.5 = 1\frac{1}{2}$, ..., $5.25 = 5\frac{1}{4}$, $5.5 = 5\frac{1}{2}$). [M-4.7.CC](#)

8 Multiply whole numbers from 0 through 10; match an array to the correct whole number from 0 through 40. [M-4.8](#)

CC. Whole numbers being multiplied could range from 0 through 10 with their product or the array not to exceed 40. [M-4.8.CC](#)

9 Add and subtract whole numbers from 0 through 40. [M-4.9](#)

CC. Whole numbers 0 through 40 could be added or subtracted with answers not to exceed 40. [M-4.9.CC](#)

10 Solve division problems using numbers from 1 through 10. [M-4.10](#)

CC. Problems could include simple pictures, diagrams, models, or other representations of whole numbers. [M-4.10.CC](#)

11 Solve one-step word problems using addition, subtraction, or multiplication. [M-4.11](#)

CC. Given a context, numbers from 0 through 40 could be added, subtracted, or multiplied, with the solution not to exceed 40. [M-4.11.CC](#)

12 Add and subtract wholes, halves, and fourths. [M-4.12](#)

CC. Using a number line, add and subtract whole numbers, halves, and fourths from 0 through 20. [M-4.12.CC](#)

13 Solve one-step word problems using addition and subtraction of wholes, halves, and fourths. [M-4.13](#)

CC. Given a context, add and subtract whole numbers, halves, and fourths from 0 through 20. [M-4.13.CC](#)

14 Use a variety of coins to count the value through 50 cents. [M-4.14](#)

CC. Coins could include pennies, nickels, dimes, and quarters. Same or different coins could be counted with a total value of 50 cents or less. [M-4.14.CC](#)

**Measurement and
Geometry**

15 Use unit squares to determine areas up to 20 square feet. [M-4.15](#)

CC. Using simple pictures, diagrams, models, or representations, determine areas from 1 to 20 square feet. [M-4.15.CC](#)

16 Measure length in inches and centimeters. [M-4.16](#)

CC. Using simple pictures, diagrams, models, or representations, measure lengths in whole units of 1 to 12 inches or 1 to 30 centimeters. [M-4.16.CC](#)

17 Measure weight in pounds. [M-4.17](#)

CC. Using simple pictures, diagrams, models, or representations, measure weight in whole units of 1 to 40 pounds. [M-4.17.CC](#)

18 Tell time in whole hour and half hour increments using a digital clock, including with context. [M-4.18](#)

CC. Times could be on the hour and half hour, a.m. or p.m., and the terms noon and midnight could be included. Contexts will relate the time to an appropriate activity. [M-4.18.CC](#)

19 Identify points, line segments, and angles. [M-4.19](#)

CC. Using simple pictures, diagrams, models, or representations, identify points, line segments, or angles. [M-4.19.CC](#)

20 Identify circles, triangles, squares, and rectangles. [M-4.20](#)

CC. Using simple pictures, diagrams, models, or representations, identify circles, triangles, squares, and rectangles. [M-4.20.CC](#)

**Probability, Statistics,
Patterns, Functions, and
Algebra**

21 Interpret and compare data values represented in a picture or bar graph using simple terms: same, more, less. [M-4.21](#)

CC. Picture and bar graphs for interpretation and comparison could have values through 20 that range from having the same amounts to having significantly different or slightly different amounts. [M-4.21.CC](#)

22 Recognize and perform skip counting by 2s, 3s, 5s, and 10s. [M-4.22](#)

CC. Recognizing skip counting by 2s could include whole numbers 2 through 20. Performing skip counting by 2s, 3s, 5s, and 10s could include whole numbers 2 through 40. [M-4.22.CC](#)