Math Priority Standards – Grade 4

Below is a table of the priority standards.

Priority Standards	Description
4.OA.3	Solve multi-step word problem 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 situation equations and/or solution equations with a letter or symbol standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. – *KSDE Flipbooks**
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. – *KSDE Flipbooks**
4.NBT.4	Fluently (efficiently, accurately, and flexibly) add and subtract multi-digit whole numbers using an efficient algorithm (including, but not limited to: traditional, partial-sums, etc.), based on place value understanding and the properties of operations. – *KSDE Flipbooks**
4.NBT.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/or area models. – *KSDE Flipbooks**
4.NBT.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/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. – *KSDE Flipbooks**
4.MD.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. Within a single system of measurement, express measurements in 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), (3, 36), …– *KSDE Flipbooks**
4.MD.2	Use the four operations to solve word problems (See Table 1 and Table 2) involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and

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	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. – *KSDE Flipbooks**
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 (right, acute, obtuse, straight, reflex). Recognize and categorize triangles based on angles (right, acute, obtuse, and equiangular) and/or sides (scalene, isosceles, and equilateral). – *KSDE Flipbooks**
4.NF.2	Compare two fractions with different numerators and different denominators, (e.g. by creating common numerators or denominators, or by comparing to a benchmark fraction such as 1/2.) Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with relational symbols >, <, =, or ≠, and justify the conclusions, (e.g. by using visual fraction models.). *KSDE Flipbooks**
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. – *KSDE Flipbooks** • 4.NF.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • 4.NF.3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g. by using a visual fraction model. Examples: 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. • 4.NF.3c. Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction (simplest form is not an expectation), and/or by using properties of operations and the relationship between addition and subtraction. 4.NF.3d. 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.
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. For example, express 3/10 as 30/100, and add 3/10+4/100=34/100. – *KSDE Flipbooks**
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. – *KSDE Flipbooks**

*Kansas Department of Education has created 'Flipbooks' for current standards that detail each standard, including examples and resources to support in understanding the depth of the standard.