2019-2020 Essential Standards Unpacked
Grade: 4th Grade
Subject: Math
Updated: June 17, 2019

ESSENTIAL STANDARD	VERBS	LEARNING TARGET VERB (STUDENT ACTION) + STANDARD	PARENT/KID FRIENDLY VERSION
4.2 B Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.	Represent Using	*Represent the value of digits to 1,000,000,000. *Represent the value of decimals to the hundredths place. *Use expanded notation.	My child will be able to show the value of digits up to 1,000,000,000 and decimals to the hundredths place. Ex: 452,638.97= 400,000 + 50,000 + 2,000 + 600 + 30 + 8 + 0.9 + 0.07
4.2 G Relate decimals to fractions that name tenths and hundredths.	Relate	*Relate decimals to fractions that name tenths and hundredths.	My child will be able to show how decimals and fractions are equal. Ex: 7/10 (seven tenths) = 0.7 37/100 (thirty-seven hundredths) = 0.37
4.3 E Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.	Represent Solve Using	*Represent addition and subtraction of fractions with equal denominators. *Solve addition and subtraction problems with equal denominators. *Use objects and pictorial models, include number lines and properties of operations.	My child will be able to add and subtract fractions with denominators that are the same using pictures and models.
4.4 H Solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.	Solve Interpreting	*Solve one and two-step problems involving multiplication and division. *Interpret remainders.	My child will be able to find the answer to one or two-step multiplication and/or division problem. My child will be able to understand the meaning of a remainder (the amount left over in division).
4.5 A	Represent	*Represent multi-	My child will be able to

Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	Using	step problems involving the four operations with whole numbers. *Using strip diagrams and equations with a letter standing for the unknown quantity.	find the answer to multi-step problems by adding, subtracting, multiplying, or dividing using picture models. Ex: 75= 35 + P + P where P = points.
4.5 B Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.	Represent Generate	*Represent problems using an input-output table and numerical expressions. *generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.	My child will be able to show the number pattern in an input-output table. Ex: Input | Rule | Output 1 | 1 x 7 | 7 2 | 2 x 7 | 14 t | T x 7 | 35 My child will be able to make a pattern using a given rule.
4.5 D Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.	Solve	*Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.	My child will be able to find the perimeter and area of rectangles.
4.6 D 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.	Classify	*Classify two-dimensional figures that have a presence or absence of parallel lines, perpendicular lines, or angles of specified size.	My child will be able to identify 2-D shapes by using knowledge of parallel lines, perpendicular lines and angles of a certain size.
4.8 C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	Solve Using	*Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money. *Use addition, subtraction, multiplication, or division as appropriate.	My child will be able to add, subtract, multiply, or divide: length, time, liquid volumes, mass (weight), or money.
4.9 A	Represent	*Represent data	My child will be able to

Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.		on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.	read, make, and solve problems using frequency tables, dot plots, or stem-and-leaf plots.

Recently Deleted for 19-20 school year:

4.3D
4.4A
4.7C

4.3 D Compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, < or =.	Compare Represent	*Compare two fractions. *Represent the comparison using the symbols >, < or =.	My child will be able to compare two fractions using the symbols > (greater than), < (less than), = (equal to).

4.4 A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.	Add Subtract Using	*Add whole numbers and decimals (to the hundredths). *Subtract whole numbers and decimals (to the hundredths). *Use the standard algorithm.	My child will be able to add and subtract numbers including decimals to the hundredths place.

4.7 C Determine the approximate measures of angles in degrees to the nearest whole number using a protractor.	Determine Using	*Determine the approximate measures of angles in degrees to the nearest whole number. *Use a protractor.	My child will be able to measure angles using a protractor.