Math Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04GEO1.1	4.GM.A.1	Explore, investigate, and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify points, line segments, and angles.	**L:** Identify point when given a point, line, and angle. **M:** Identify line segments. **H:** Identify angles.
M04GEO1.2	4.GM.A.2	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.	Identify triangles, circles, squares, and rectangles.	**L:** Identify triangles. **M:** Identify squares and circles. **H:** Identify rectangles.
M04GEO1.3	4.GM.A.3	Recognize and draw a line of symmetry for a two dimensional figure.	Identify lines that divide objects/shapes into equal halves.	**L:** Identify line that divides objects in half. **M:** Identify line that divides squares or circles in half. **H:** Identify line that divides rectangles in half.
M04MED1.1	4.MD.A.1	Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.	Make comparisons of time, weight, and length units using graphic displays.	**L:** Compare two measures that vary by 5 or more units. **M:** Compare two measures that vary by 3-4 units. **H:** Compare two measures that vary by 1-2 units.

Math Grade 4

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M04MED1.2	4.GM.B.5	Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals.	Represent time, weight, and length measurements using diagrams with a measurement scale.	**L:** Perform measures of items measuring 1-5 units. **M:** Perform measures of items measuring 6-10 units. **H:** Perform measures of items measuring 11-20 units.
M04MED1.3	4.GM.B.6	Apply the area and perimeter formulas for rectangles in authentic contexts and mathematical problems.	Use unit square feet to determine areas up to 20 square feet.	**L:** Use unit square feet to determine areas up to 5 square feet. **M:** Use unit squares to determine areas from 6-10 square feet. **H:** Use unit squares to determine areas up to 20 square feet.
M04MED2.4	4.DR.B.2	Analyze line plots to display a distribution of numerical measurement data, which include displays of data sets of fractional measurements with the same denominator. Interpret information presented to answer investigative questions.	Identify how many times whole numbers or simple fraction (1/2, 1/4, 1/8) appears on a line plot.	**L:** Count how many times 1/2 appears on a line plot. **M:** Count and compare how many times 1/2 and 1/4 appear. **H:** Identify which fraction appears most often among 1/2, 1/4, 1/8.

Math Grade 4

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M04MED3.5a	4.GM.C.7	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. Understand and apply concepts of angle measurement.	Match identical angles (45, 60, 90).	**L:** Match labeled angles that are the same (90). **M:** Match labeled angles that are the same (45, 60, 90). **H:** Match equivalent angles (45, 60, and 90).
M04NBT1.1	4.NBT.A.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.	Use place value to compare numbers that are multiples of 10 and ones versus tens place.	**L:** Identify multiples of 10: 10, 20, 30, 40. **M:** Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44. **H:** Identify which number is in the tens' place and ones' place.
M04NBT1.2	4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Use understandings of place value within these forms to compare two multi-digit numbers using >, =, and < symbols.	Recognize and compare whole numbers using digit values, base-ten representations, and in authentic contexts.	**L:** Identify which of two whole numbers (under 40) is greater by comparing digits. **M:** Match a number (under 60) to its base-ten numeral or expanded form. **H:** Use number comparison (greater than, less than, equal to) to solve a simple word problem with numbers up to 60.

Math Grade 4

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M04NBT1.3	4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	Identify whether numbers are closer to base ten numeral above or below the given number.	**L:** Numerals between 1 and 10. **M:** Numerals between 11 and 30. **H:** Numerals between 31 and 40.
M04NBT2.4	4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Add and subtract numbers up to 40.	**L:** Add numbers up to 20. **M:** Add numbers up to 40. subtract numbers up to 10. **H:** Subtract numbers between 11 and 40.
M04NBT2.5	4.NBT.B.5	Use representations and strategies to multiply a whole number of up to four digits by a one-digit number, and a two-digit number by a two-digit number using strategies based on place value and the properties of operations.	Multiply numbers up to 10; match area models to the correct number up to 40.	**L:** Match area models (1-10). **M:** Multiply numbers (1-5), match area models (11-30). **H:** Multiply numbers (6-10), match area models (31-40).

Math Grade 4

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M04NBT2.6	4.NBT.B.6	Use representations and strategies to 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.	Use area models to solve division problems up to 10; divide numbers up to 10.	**L:** Use area model to solve division problems up to 5. **M:** Use area models to solve division problems up to 10. **H:** Solve division problems up to 10.
M04NOF1.1	4.NF.A.1	Use visual fraction representations to recognize, generate, and explain relationships between equivalent fractions.	Divide numbers in 1/2 or 1/4 with numbers 1-10 using graphic supports.	**L:** Divide objects in 1/2 with numbers 1, 2 and 4. **M:** Divide objects in 1/2 with numbers 6, 8, and 10. **H:** Divide numbers in 1/4 with 1, 4, and 8.
M04NOF1.2	4.NF.A.2	Compare two fractions with different numerators and/or different denominators, record the results with the symbols >, =, or <, and justify the conclusions.	Make comparisons using <, =, and > using numerals up to 40 and 1/2 or 1/4.	**L:** Make comparisons between 1-10 using smaller, larger, or same. **M:** Compare numbers 20 to 30 using <, =, and >. **H:** Compare numbers 31-40 and 1/2 or 1/4 using < , =, and >.

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M04NOF2.3A	4.NF.B.3	Understand a fraction (a/b) as the sum (a) of fractions of the same denominator (1/b). Solve problems in authentic contexts involving addition and subtraction of fractions referring to the same whole and having like denominators.	Identify, compare, and add or subtract fractions with like denominators using objects, number lines, and word problems.	**L:** Match equivalent groups of 1-5 objects. Identify mixed numbers between 1-10 on a number line (½). Solve word problems involving addition and subtraction of whole numbers (1-10). **M:** Match equivalent groups of 6-10 objects. Identify mixed numbers between 11-20 on a number line (½). Solve word problems involving addition and subtraction of halves (2, 4, 6, 8, 10). **H:** Match equivalent groups of 11-20 objects. Identify mixed numbers between 21-40 on a number line (½ and ¼). Solve word problems involving addition and subtraction of quarters (4, 8, 12, 16, 20).

Math Grade 4

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M04NOF2.4A	4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Represent and solve problems in authentic contexts involving multiplication of a fraction by a whole number.	Use a number line to add wholes, halves, and quarters	**L:** Use a number line to add wholes (1-10). **M:** Use a number line to add wholes (11-20) and halves (1-10). **H:** Use a number line to add halves and quarters (11-20).
M04NOF3.6	4.NF.C.6	Use and interpret decimal notation for fractions with denominators 10 or 100.	Identify whole numbers (written 1.0, etc.) and match decimals .5 and .25 with 1/2, 1/4.	**L:** Identify whole numbers (1-20). **M:** Identify whole numbers (21-40). **H:** Match decimals with fractions (.5 with 1/2 and .25 with 1/4).
M04OAT1.1	4.OA.A.1	Interpret a multiplication equation as comparing quantities. Represent verbal statements of multiplicative comparisons as equations.	Identify equivalent multiplication equations.	**L:** Multiplication equations involving 1-3. **M:** Multiplication equations involving 4-7. **H:** Multiplication equations involving 8-10.

Math Grade 4

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M04OAT1.2	4.OA.A.2, 4.OA.A.3	Multiply or divide to solve problems in authentic contexts involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.	Solve one-step word problems using addition or multiplication.	**L:** Word problem using addition (1-20) or multiplication with solutions (1-10). **M:** Word problem using multiplication with solutions (11-20). **H:** Word problem using multiplication with solutions (21-40).
M04OAT2.4	4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number, and whether it is prime or composite	Determine whether a number between 1-40 is divisible by 2, 3, 5, or 10.	**L:** Identify numbers up to 10 that are divisible by 2. **M:** Identify numbers up to 30 that are divisible by 3. **H:** Identify numbers up to 40 that are divisible by 5 or 10.
M04OAT3.5	4.OA.C.5	Analyze a number, visual, or contextual pattern that follows a given rule.	Skip count by 2s, 3s, 5s, and 10s.	**L:** Recognize skip counting by 2s within 2-20. **M:** Skip count by 2s within 2-20. **H:** Skip count by 3s, 5s, and 10s within 2-40.

Math Grade 4

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.

4.GM.C.8	4.NF.C.5
4.GM.C.9	4.NF.C.7