

Grade 4 Math Standards: Where States Differ from the Common Core

Each column is a Common Core Grade 4 math standard. The top row groups every state that keeps all 28 standards intact (the **Common Core States**, listed by postal code in the top-left cell). Each row beneath is a state that **replaced, revised, or never adopted** the Common Core, ordered most-similar to least-similar. The “**Diff. vs CC**” column counts the concepts a state does *not* teach at Grade 4 as written (removed + moved to another grade). Based on each state’s current official standards — see notes & sources on the following pages.

State framework & version	Diff. vs CC	4.OA					4.NBT						4.NF							4.MD							4.G		
		A.1	A.2	A.3	B.4	C.5	A.1	A.2	A.3	B.4	B.5	B.6	A.1	A.2	B.3	B.4	C.5	C.6	C.7	A.1	A.2	A.3	B.4	C.5	C.6	C.7	A.1	A.2	A.3
Common Core States AK AZ AR CA CO CT DE DC HI ID IL IA KY LA ME MD MA MI MS MT NV NH NJ NM ND OR PA RI SD TN UT VT WA WV WI WY 35 states + DC · bold = verified at Grade 4	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alabama 2019 Alabama Course of Study: Mathematics	0 _{+1^m}	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ ^m	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New York NY Next Generation Learning Standards (2017)	0 _{+1^m}	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ ^m	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ohio Ohio's Learning Standards for Math (2017)	1 _{X1 +3^m}	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ ^m	✓ ^m	✓	✓ ^m	✓	✓	✓	✓	✓	✗
North Carolina NC Standard Course of Study (2017)	1 _{X1 +7^m}	✓	✓	✓ ^m	✓ ^m	✓	✓	✓ ^m	✗	✓	✓	✓ ^m	✓	✓	✓	✓	✓	✓	✓	✓ ^m	✓ ^m	✓	✓ ^m	✓	✓	✓	✓	✓	✓
Missouri Missouri Learning Standards (2016)	2 _{X2}	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓
Georgia Georgia's K-12 Math Standards (2021, eff. 2023-24)	2 _{X1 ~ 1 +3^m}	✓	✓	✓	✓	✓	✓	✓ ^m	✓	✓	✓	✓	✓	✓	✓	→ G5	✓	✓	✓	✓ ^m	✓	✓	✓	✓	✓ ^m	✗	✓	✓	✓
Kansas 2017 Kansas Mathematics Standards	3 _{X3}	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✓	✓
Nebraska NE College & Career Ready Standards (2023)	5 _{X5}	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Texas Texas Essential Knowledge & Skills – TEKS (rev. 2024)	5 _{X3 ~ 2}	✗	✗	✓	→ G5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	→ G5	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Florida Florida B.E.S.T. Standards (MA.4., 2020)	6 _{X2 ~ 4}	✗	✗	✓	✓	✓	✓	✓	✓	→ G3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	→ G3	→ G3	→ G3
Virginia Virginia Standards of Learning – SOL (2023)	6 _{X2 ~ 4 +6^m}	✓ ^m	✓ ^m	✓	✓ ^m	✓	✓	✓	✓ ^m	✓	✓	✓	✓	✓	✓	✓ ^m	✗	✓	✓	✓	✓	✓	✗	→ G5	→ G5	→ G5	✓	✓ ^m	→ G2
Indiana Indiana Academic Standards – Math (2023)	7 _{X7 +1^m}	✗	✓	✓ ^m	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗
South Carolina SC College- & Career-Ready Standards (2025)	7 _{X1 ~ 6 +3^m}	✓	✓	✓ ^m	✓ ^m	✓	→ G5	✓	→ G3	✓	✓	✓	✓	✓	✓	✓ ^m	✓	✓	✓	✓	✓	✓	✓	→ G6	→ G6	→ G6	→ G3	✓	✗
Oklahoma Oklahoma Academic Standards – Math (2022)	11 _{X9 ~ 2 +7^m}	✗	✗	✓ ^m	✗	✓	✗	✓	→ G3	→ G3	✓ ^m	✓ ^m	✓	✓	✓ ^m	✗	✗	✓	✓	✓ ^m	✓ ^m	✓ ^m	✓	✗	✓	✗	✓	✓	✗
Minnesota Minnesota Academic Standards (2007, in effect)	12 _{X6 ~ 6 +7^m}	✗	✗	✓ ^m	→ G6	✓	✓ ^m	✓ ^m	→ G3	→ G3	✓	✓	✓	✓	✓ ^m	→ G6	✗	✓	✓	→ G6	✗	✓ ^m	✗	✓ ^m	✓ ^m	✗	→ G3	✓	✓

✓ Taught at Grade 4, comparable to Common Core ✓^m Taught at Grade 4 but **narrower / modified** in scope or bounds → G# The concept's standard sits at a **different grade** ✗ **No distinct Grade 4 standard** for this concept

Reading the marks: ✓^m = taught at Grade 4 but narrower than Common Core (e.g., unit fractions only, metric-only units, two-step problems). → G# = the standard sits at another grade. ✗ = no dedicated Grade 4 standard — removed, or the specific idea isn't named (the underlying skill may still appear inside broader problem-solving), so read ✗ as “no dedicated standard,” not “never taught.” A ✓ means the concept is addressed, not that wording matches. The **Diff. vs CC** count includes ✗ and → G# only; ✓^m cells show as “+n^m” and are not counted.

What each standard code means

Every standard code below — and every code in the table header — is a link to its official Common Core definition at thecorestandards.org.

- 4.OA.A.1**

Interpret multiplication as a comparison (“times as many”)

4.OA.A.2

Multiplicative-comparison word problems (vs. additive)

4.OA.A.3

Multistep word problems, remainders, estimate reasonableness

4.OA.B.4

Factor pairs, multiples, prime & composite (1–100)

4.OA.C.5

Generate & analyze number/shape patterns

4.NBT.A.1

Place value: a digit is 10× the place to its right

4.NBT.A.2

Read/write/compare multi-digit numbers (expanded form)

4.NBT.A.3

Round multi-digit whole numbers to any place

4.NBT.B.4

Add/subtract multi-digit whole numbers (standard algorithm)

4.NBT.B.5

Multiply (up to 4-digit × 1-digit; 2-digit × 2-digit)

4.NBT.B.6

Divide (4-digit ÷ 1-digit) with remainders

4.NF.A.1

Equivalent fractions (with visual models)

4.NF.A.2

Compare fractions with unlike numerators & denominators

4.NF.B.3

Add/subtract fractions & mixed numbers (like denominators)
- 4.NF.B.4**

Multiply a fraction by a whole number

4.NF.C.5

Add fractions with denominators 10 and 100

4.NF.C.6

Decimal notation for fractions (tenths, hundredths)

4.NF.C.7

Compare decimals to hundredths

4.MD.A.1

Relative sizes of units & conversions within a system

4.MD.A.2

Measurement word problems (distance, time, volume, mass, money)

4.MD.A.3

Area & perimeter formulas for rectangles

4.MD.B.4

Line plots with fractional measurements ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)

4.MD.C.5

Angle concepts (angle as a fraction of a circle; degrees)

4.MD.C.6

Measure & draw angles with a protractor

4.MD.C.7

Angle measure is additive (decompose angles)

4.G.A.1

Draw points, lines, rays, angles, parallel/perpendicular lines

4.G.A.2

Classify 2-D figures by lines/angles

4.G.A.3

Lines of symmetry

State-by-state notes

Full Common Core States 37 states + DC — full list on p.2

The jurisdictions listed by postal code in the top-left cell use the Common Core State Standards directly, or a state-branded version (e.g., Arizona's CCR Standards, Tennessee Academic Standards, Kentucky Academic Standards, Idaho Content Standards, Utah Core, West Virginia CCR, Louisiana Student Standards) that keeps all 28 Grade 4 math concepts intact. Some add extra content (e.g., Louisiana carries area-as-additive at Grade 4; Massachusetts adds a 12×12 fact-fluency standard) but remove nothing. **Bold postal codes were individually verified at Grade 4 for this edition** (now including Massachusetts and Arkansas, both confirmed intact); the rest are grouped by adoption status (they retained Common Core or a faithful rebrand) and were not each checked standard-by-standard. Note: New York was checked and moved out to its own row because it narrows one standard.

Alabama 2019 Alabama Course of Study: Mathematics

2019 Course of Study — renumbered to Alabama's own sequential codes (Standards 1–29) and reworded toward models/justification, but Grade 4 content maps almost 1:1 to Common Core. The one real narrowing: **4.NF.C.5** keeps expressing tenths as hundredths but drops the “add two fractions with denominators 10 and 100” half of the standard (marked ✓^m). Nothing removed or moved.

New York NY Next Generation Learning Standards (2017)

NY Next Generation Learning Standards (2017) — a faithful rebrand that keeps 27 of the 28 concepts verbatim (several are split into lettered sub-standards, which is restructuring, not removal). The one narrowing (✓^m): **4.MD.A.1** limits required unit conversions to length and time (ft/in; km/m/cm; hr/min/sec) and drops mass (kg/g, lb/oz) and liquid volume (L/mL). Everything else — including adding fractions with denominators 10 & 100 (NY-4.NF.5) and the full angle strand — is present at Grade 4.

Ohio Ohio's Learning Standards for Math (2017)

Kept the CC code structure. **Does not contain an explicit K–8 symmetry standard comparable to CCSS 4.G.A.3** — the Grade 4 4.G.3 slot is gone (symmetry appears only as background language in the Grade 1 introduction, and is later a prerequisite to reflections). Teachers may still touch on symmetry informally; there is simply no stand-alone benchmark. **Rewrote 4.MD.1 and 4.MD.2 as metric-only**, dropping customary units (km/m/cm/mm, kg/g, L/mL) — marked ✓^m. 4.MD.4 keeps line plots but drops the specific fraction-of-a-unit language. All other concepts retained.

North Carolina NC Standard Course of Study (2017)

NC Standard Course of Study (2017). **Removed:** whole-number rounding (4.NBT.A.3) — the NC.4.NBT.3 slot is intentionally vacant (its single biggest deletion). Several standards are narrowed (✓^m): problems limited to two-step rather than multistep (4.OA.A.3), factor pairs only to 50 (4.OA.B.4), division to 3-digit dividends (4.NBT.B.6), measurement restricted to metric + time (4.MD.A.1–A.2), the number range capped at 100,000, and the data standard uses whole numbers only — dropping the fraction line-plot requirement (4.MD.B.4). Keeps the full angle strand (protractor + additive angles).

Missouri Missouri Learning Standards (2016)

Renumbered into MO strands (NBT, NF, RA, GM, DS) but kept nearly all CC content. **Two concepts have no corresponding Grade 4 standard** (confirmed in DESE's own MLS–CCSS crosswalk): adding fractions with denominators 10 & 100 (4.NF.C.5) and additive angle measure / decomposing angles (4.MD.C.7). Adds explicit decimal read/write and bar/picture-graph analysis.

Georgia Georgia's K-12 Math Standards (2021, eff. 2023-24)

Georgia's K-12 Mathematics Standards (2021, in effect 2023-24) — a real rewrite of the earlier Georgia Standards of Excellence. **Moved to Grade 5:** multiplying a fraction by a whole number (Georgia states fraction multiplication/division is “not a requirement of this grade level”). **Removed:** additive/decompose-angle work (4.MD.C.7). Protractor use (4.MD.C.6) is *not required* — angle measure is framed via fractions of a circle and non-standard tools (✓^m). Number range caps at hundred-thousands and measurement is metric-focused (✓^m). Keeps rounding and lines of symmetry.

Kansas 2017 Kansas Mathematics Standards

2017 Kansas Mathematics Standards — keeps Common Core codes but **drops all three Grade 4 angle standards** from the Measurement strand: angle concepts (4.MD.C.5), measuring/drawing angles with a protractor (4.MD.C.6), and additive angle measure (4.MD.C.7). Grade 4 geometry names angle *types* (right/acute/obtuse, and adds straight/reflex) but not protractor measurement. We could not confirm a receiving grade, so these are shown **X**. All other 25 concepts are present (a few reworded, e.g., “an efficient algorithm” instead of “the standard algorithm”).

Nebraska NE College & Career Ready Standards (2023)

Own “College & Career Ready” standards (2023 revision, strand codes 4.N / 4.A / 4.G / 4.D). **No distinct standard for** multiplicative comparison (4.OA.A.1–A.2), pattern generation/analysis (4.OA.C.5), or adding fractions with denominators 10 & 100 (4.NF.C.5). **Rounding (4.NBT.A.3) is shown **X**, not → G#, because it is genuinely absent from the elementary grades:** the official standards contain no “round to a given place” standard at Grade 4 or Grade 5 — the only rounding standard in the entire document is at high school (HS.N.1.c). Adds early variable/equation work.

Texas Texas Essential Knowledge & Skills – TEKS (rev. 2024)

Own framework (TEKS), never adopted CC. **No distinct multiplicative-comparison standard** (4.OA.A.1–A.2) — multiplication is taught through general problem-solving rather than the “times as many” framing. **Placed at Grade 5:** prime/composite (5.4A) and multiplying a fraction by a whole number (5.3I); factor pairs/multiples are not a stand-alone Grade 4 objective. Adding fractions with denominators 10 & 100 is not a Grade 4 objective. In exchange, Texas front-loads decimals (adds/subtracts decimals to hundredths at Grade 4) and adds a personal-financial-literacy strand.

Florida Florida B.E.S.T. Standards (MA.4, 2020)

B.E.S.T. Standards replaced Common Core (2020–22). **No distinct multiplicative-comparison standard** (4.OA.A.1–A.2). **Placed at Grade 3:** whole-number add/subtract fluency (MA.3.NSO.2.1) and most of the geometry cluster — points/lines/rays & parallel/perpendicular, 2-D classification, and lines of symmetry (full triangle/quadrilateral classification is Grade 5). Grade 4 geometry focuses on angles & area/perimeter. Adds decimals-as-numbers and statistics (median/mode/stem-and-leaf).

Virginia Virginia Standards of Learning – SOL (2023)

Own Standards of Learning (2023 SOL, strand codes NS/CE/MG/PS/PFA). **Moved to Grade 5:** the entire angle-measurement cluster — angle concepts, protractor use, additive angles (4.MD.C.5–C.7). **Moved to Grade 2:** lines of symmetry. **Not taught at Grade 4:** fractional line plots (4.MD.B.4) and adding fractions with denominators 10 & 100 (4.NF.C.5). Several concepts are narrower than CC (“m”): multiplicative comparison isn't named explicitly, rounding is limited to nearest 100/1,000, fraction × whole is unit-fractions only, and prime/composite moves to Grade 5. (Measurement word problems including money are covered — money add/subtract sits in the computation strand, 4.CE.4.b.) Adds decimals to thousandths, probability, and 3-D figures.

Indiana Indiana Academic Standards – Math (2023)

Own Academic Standards (2023 revision; strand codes NS/CA/G/M/DA). **Removed at Grade 4:** interpret-multiplication-as-comparison (4.OA.A.1), the “10× place value” standard (4.NBT.A.1), adding fractions with denominators 10 & 100 (4.NF.C.5), additive angle measure (4.MD.C.7), and lines of symmetry (4.G.A.3). Two concepts are not taught at Grade 4 and appear in an adjacent grade — add/subtract fluency (completed before Grade 4) and multiplying a fraction by a whole number (later grade); shown as **X** because Indiana's materials don't pin an exact successor grade. Keeps the full angle-measurement pair 4.M.5/4.M.6.

South Carolina SC College- & Career-Ready Standards (2025)

2025 CCR standards (in effect 2025–26; strand codes NR/PAFR/MGSR/DPSR) — a full rewrite of the earlier near-CC 2015 version. **Moved to Grade 6:** all angle work (4.MD.C.5–C.7). **Moved to Grade 5:** the “digit is 10×” place-value idea (4.NBT.A.1). **Moved to Grade 3:** whole-number rounding (Grade 4 does estimation only) and drawing points/lines/rays & parallel/perpendicular (4.G.A.1). **Removed:** lines of symmetry (not in the 2025 standards at any grade). Narrower (“m”): two-step (not multistep) problems, factor pairs limited to 1–50, fraction × whole is unit-fractions only. Adds money & probability.

Oklahoma Oklahoma Academic Standards – Math (2022)

Own Academic Standards (2022; strand codes N/A/GM/D). **Dropped:** multiplicative comparison (4.OA.A.1–A.2), factor/multiple/prime-composite (4.OA.B.4), the angle-concept foundation (4.MD.C.5) and additive angles (4.MD.C.7), adding fractions with denominators 10 & 100 (4.NF.C.5), and lines of symmetry (4.G.A.3). **Moved to Grade 3:** rounding and whole-number add/subtract fluency. Multiply/divide are capped at 3-digit (narrower). Adds money, volume of prisms, elapsed time, and extra data displays.

Minnesota Minnesota Academic Standards (2007, in effect)

Never adopted Common Core for math; uses its own 2007 standards (the version in effect — a 2022 revision does not take effect until 2027–28). Structurally very different. **Moved to Grade 6:** factors/primes (4.OA.B.4), fraction × whole (4.NF.B.4), and unit conversions (4.MD.A.1). **Moved to Grade 3:** rounding, add/subtract fluency, and parallel/perpendicular lines. **Not taught at Grade 4:** multiplicative comparison, measurement word problems, fractional line plots, adding fractions 10 & 100, and additive angles. In exchange it front-loads content CC places later: 2-digit-divisor division, decimals to thousandths, and a full geometric-transformations block (translations/reflections/rotations).

Sources & methodology

Every judgment above is based on each state's current official mathematics standards (or the state's own Common Core crosswalk). “Current” means the version in effect for the 2026–27 school year; where a state has an adopted-but-not-yet-implemented revision (e.g., Minnesota 2022), the in-effect version is used and noted.

Common Core (columns): Common Core State Standards – Grade 4 Mathematics, thecorestandards.org/Math/Content/4/ • **Alaska:** Alaska Mathematics Standards (Grade 4), education.alaska.gov • **Arizona:** Arizona Mathematics Standards (Grade 4), azed.gov • **Tennessee:** TN Academic Standards for Mathematics, tn.gov/education • **Ohio:** Ohio's Learning Standards for Mathematics, Grade 4 (2017), education.ohio.gov • **Missouri:** Missouri Learning Standards – Math Grade 4 & DESE MLS–CCSS crosswalk, dese.mo.gov • **Texas:** Texas Essential Knowledge & Skills, 19 TAC §111.6 (rev. 2024), tea.texas.gov • **Florida:** Florida's B.E.S.T. Standards for Mathematics (Grade 4), fldoe.org / cpalms.org • **Nebraska:** Nebraska College & Career Ready Standards for Mathematics (2023), education.ne.gov • **Virginia:** 2023 Mathematics Standards of Learning (Grade 4), doe.virginia.gov • **South Carolina:** 2025 SC College- & Career-Ready Math Standards + 2015 → 2025 crosswalk, ed.sc.gov • **Indiana:** Indiana Academic Standards – Mathematics (2023) + IAS–CCSS correlation guide, in.gov/doe • **Oklahoma:** Oklahoma Academic Standards for Mathematics (2022), sde.ok.gov • **Minnesota:** Minnesota Academic Standards in Mathematics (2007, in effect), education.mn.gov • **Alabama:** 2019 Alabama Course of Study: Mathematics, alabamaachievers.org • **North Carolina:** NC Standard Course of Study – Mathematics, Grade 4 (2017), dpi.nc.gov • **Georgia:** Georgia's K-12 Mathematics Standards (2021, eff. 2023-24), gadoe.org • **Kansas:** 2017 Kansas Mathematics Standards, ksde.org • **New York:** NY Next Generation Mathematics Learning Standards, Grade 4, nysed.gov • **Common Core states verified at Grade 4:** Idaho Content Standards (2022), sde.idaho.gov; Kentucky Academic Standards for Math (2019), education.ky.gov; Louisiana Student Standards (2016), doe.louisiana.gov; Utah Core Standards (2016), schools.utah.gov; West Virginia CCR Standards, wvde.us; Massachusetts Curriculum Framework (2017), doe.mass.edu; Arkansas Mathematics Standards (2016), dese.ade.arkansas.gov • **State adoption status:** “Common Core implementation by state,” en.wikipedia.org (cross-checked to state DOE pages)

Accuracy, confidence & use. This chart compares *scope and grade placement*, not depth, rigor, or exact wording. Judgments come from reading each state's standards text and, where available, its own Common Core crosswalk. Confidence is highest for *X* / → G# calls a crosswalk states outright and for concepts a standard names explicitly; it is lower where a concept might be *embedded* in broader language rather than named — there “*X*” means “no dedicated standard,” and the skill may still be taught. A few moved concepts (Indiana, Oklahoma) are shown *X* rather than a grade because those states' documents don't name a successor grade.

What counts as “modified” (✓^m): a materially narrower scope than CCSS — a reduced number range, fewer required measurement units, unit-fractions-only, or two-step vs. multistep problems. Cosmetic rewording, split codes, or added examples are counted as full ✓, not ✓^m. Because the threshold is a judgment call, the count keeps ✓^m separate and does not add it to the Diff. total.

On the ranking: the Diff. count weights a removed standard and a moved standard equally, and the top-cell breakdown (“*X* n → n”) shows the split so you can weigh them yourself — a concept moved to Grade 5 is still taught, just later, whereas *X* means no Grade 4 home. It is a rough proxy for “distance from Common Core,” not a rigor score. Before a high-stakes, single-state decision, confirm against that state's current standards document linked above.