

## Numbers and Operations in Base Ten

Standard	1	2	3	4
I can explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.1				
I can read and write numbers in standard form up to one million. 4.NBT.2				
I can read and write numbers in word form up to one million. 4.NBT.2				
I can read and write numbers in expanded form up to one million. 4.NBT.2				
I can compare two numbers with digits up to one million and identify whether they are less than, greater than, or equal to another number. 4.NBT.2				
I can round numbers, up to one million, to any given place value. 4.NBT.3				
I can add numbers up to a million. 4.NBT.4				
I can subtract numbers up to a million. 4.NBT.4				
I can multiply four digit by one digit numbers without a calculator. 4.NBT.5				

## Numbers and Operations in Base Ten

Standard	1	2	3	4
I can multiply two digit by two digit numbers without a calculator. 4.NBT.5				
I can use two or more different strategies to multiply numbers. 4.NBT.5				
I can use words, drawings, and equations to explain multiplication with arrays. 4.NBT.5				
I can use words, drawing, and equations to explain multiplication with area models. 4.NBT.5				
I can divide a four digit number by a one digit number. 4.NBT.6				
I can show the relationship between multiplication and division. 4.NBT.6				
I can use an array to show a multiplication problem. 4.NBT.6				
I can use an array to explain a division problem. 4.NBT.6				
I can find the area of a space using multiplication. 4.NBT.6				

## Operations and Algebraic Thinking

Standard	1	2	3	4
I can recognize multiplication strategies. 4.OA.1				
I can write a multiplication equation based on given data. 4.OA.1				
I can use multiplication in two or more ways to solve the same problem. 4.OA.2				
I can use division in two or more ways to solve the same problem. 4.OA.2				
I can model a multiplication problem as repeated addition. 4.OA.2				
I can divide whole numbers including division with remainders. 4.OA.3				
I can solve a word problem that includes letters representing numbers. 4.OA.3				
I can choose the correct operation to solve a word problem. 4.OA.3				
I can use mental math and estimation to determine whether my answer is reasonable. 4.OA.3				

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## Operations and Algebraic Thinking

Standard	1	2	3	4
I can recognize prime and composite numbers up to 100. 4.OA.4				
I can write the factors of each number up to 100. 4.OA.4				
I can show that a whole number is a multiple of each of its factors. 4.OA.4				
I can check to see if a given whole number is a multiple of numbers one through nine. 4.OA.4				
I can continue a given number or shape pattern. 4.OA.5				
I can make a number or shape pattern that follows a given rule. 4.OA.5				
I can explain how different patterns are built. 4.OA.5				
I can analyze a pattern to determine parts not stated in the rule. 4.OA.5				

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Numbers and Operations- Fractions

Standard	1	2	3	4
I can recognize and identify equivalent fractions with unlike denominators. 4.NF.1				
I can explain equivalent fractions such as $1/2 = 2/4$ and $3/6 = 4/8$ . 4.NF.1				
I can use visual fraction models to show why fractions are equivalent (ex. $3/4 = 6/8$ ). 4.NF.1				
I can determine equivalent fractions using fraction models and explain why they can be called "equivalent". 4.NF.1				
I can recognize fractions as being greater than, less than, or equal to other fractions. 4.NF.2				
I can record comparison results with symbols: $<$ , $>$ , $=$ 4.NF.2				
I can use benchmark fractions such as $1/2$ for comparison purposes. 4.NF.2				
I can make comparisons based on parts of the same whole. 4.NF.2				
I can compare two fractions with different numerators. 4.NF.2				
I can compare two fractions with different denominators. 4.NF.2				

Numbers and Operations- Fractions

Standard	1	2	3	4
I can prove the results of a comparison of two fractions. 4.NF.2				
I can add unit fractions ( $1/b$ ) to get a fraction greater than one. 4.NF.3				
I can use fraction models to add fractions to make a whole. 4.NF.3				
I can use fraction models to subtract fractions away from the whole. 4.NF.3				
I can add and subtract fractions with like denominators. 4.NF.3				
I can recognize different ways to represent one whole using fractions with the same denominator. 4.NF.3				
I can use fraction models to take apart a fraction. 4.NF.3				
I can add fractions with the same denominators in more than one way. 4.NF.3				
I can record decompositions of fractions as an equation, and explain the equation using fraction models. 4.NF.3				
I can write an equation that shows how to add fractions (with like denominators) in more than one way, using a fraction model. 4.NF.3				

## Numbers and Operations- Fractions

Standard	1	2	3	4
I can add and subtract mixed numbers with like denominators. 4.NF.3				
I can replace mixed numbers with equivalent fractions, using fraction models. 4.NF.3				
I can replace improper fractions with a mixed number, using fraction models. 4.NF.3				
I can add and subtract mixed numbers by replacing each mixed number with an equivalent fraction. 4.NF.3				
I can solve word problems involving addition of fractions referring to the same whole and having like denominators, by using fraction models and equations to represent the problems. 4.NF.3				
I can solve word problems involving subtraction of fractions referring to the same whole and having like denominators, by using fraction models and equations to represent the problems. 4.NF.3				
I can use fraction models to show that multiplication of fractions is repeated addition. 4.NF.4				
I can multiply fractions by a whole number using models. 4.NF.4				
I can name multiples of a fraction with a model. 4.NF.4				

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## Numbers and Operations- Fractions

Standard	1	2	3	4
I can multiply a fraction by a whole number. 4.NF.4				
I can use fraction models and equations to represent a problem. 4.NF.4				
I can solve word problems involving multiplication of a fraction by a whole number. 4.NF.4				
I can rename and recognize a fraction with a denominator of 10 as a fraction with a denominator of 100. 4.NF.5				
I can recognize that two fractions with unlike denominators can be equivalent. 4.NF.5				
I can add two fractions with denominators of 10 and 100 by renaming tenths to hundredths. 4.NF.5				
I can name the values or digits in the decimal places to the hundredths. 4.NF.6				
I can read and write decimals through the hundredths. 4.NF.6				
I can rename fractions with 10 and 100 in the denominator as decimals. 4.NF.6				
I can recognize multiples of fractions with denominators of 10 or 100. 4.NF.6				

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## Numbers and Operations- Fractions

Standard	1	2	3	4
I can represent fractions with denominators 10 or 100. 4.NF.6				
I can represent fractions as decimals to the hundredths place. 4.NF.6				
I can explain how decimals and fractions relate. 4.NF.6				
I can compare two decimals to the same whole. 4.NF.7				
I can record the results of comparisons with the symbols $=$ , $<$ , $>$ . 4.NF.7				
I can compare two decimals to hundredths by looking at their size. 4.NF.7				
I can prove my conclusions with models. 4.NF.7				

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## Geometry

Standard	1	2	3	4
I can draw points, lines, line segments, and rays. 4.G.1				
I can draw right, acute, and obtuse angles. 4.G.1				
I can draw perpendicular and parallel lines. 4.G.1				
I can analyze two-dimensional figures to identify points, lines, line segments and rays. 4.G.1				
I can analyze two-dimensional figures to identify right, acute, and obtuse angles. 4.G.1				
I can analyze two-dimensional figures to identify perpendicular and parallel lines. 4.G.1				
I can identify parallel lines in two-dimensional figures. 4.G.2				
I can identify perpendicular lines in two-dimensional figures. 4.G.2				
I can recognize acute, obtuse, and right angles. 4.G.2				
I can identify right angles. 4.G.2				
I can classify two-dimensional figures based on parallel or perpendicular lines and size of angles. 4.G.2				

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## Geometry

Standard	1	2	3	4
I can classify triangles as right triangles or not right. 4.G.2				
I can recognize lines of symmetry for a two-dimensional figure. 4.G.3				
I can recognize a line of symmetry as a line across a figure that when folded creates matching parts. 4.G.3				
I can draw lines of symmetry for two-dimensional figures. 4.G.3				

## Measurement and Data

Standard	1	2	3	4
I can explain the size of different units of measurement (km, m; kg, g; lb, oz; L, mL; hrs, min, sec). 4.MD.1				
I can compare the different units within the same system of measurement (e.g. 1 ft = 12 in; 1 lb = 16 oz). 4.MD.1				
I can convert larger units of measurement within the same system to smaller units and record conversions in a two-column table. 4.MD.1				
I can add, subtract, multiply, and divide fractions and decimals. 4.MD.2				
I can explain measurements given in a larger unit in terms of a smaller unit. 4.MD.2				
I can solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. 4.MD.2				
I can solve word problems involving measurement that include simple fractions or decimals. 4.MD.2				
I can solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. 4.MD.2				

Measurement and Data

Standard	1	2	3	4
I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 4.MD.2				
I can identify that the formula for the perimeter of a rectangle is $2L + 2W$ or $L + L + W + W$ . 4.MD.3				
I can identify that the formula for the area of a rectangle is $L \times W$ . 4.MD.3				
I can apply the formula for perimeter of a rectangle to solve real world and mathematical problems. 4.MD.3				
I can apply the formula for area of a rectangle to solve real world and mathematical problems. 4.MD.3				
I can solve area and perimeter problems in which there is an unknown factor (n). 4.MD.3				
I can add and subtract fractions. 4.MD.4				
I can analyze and interpret a line plot to solve problems involving addition and subtraction of fractions. 4.MD.4				
I can create a line plot to display a data set of measurements given in fractions of a unit. 4.MD.4				

Measurement and Data

Standard	1	2	3	4
I can recognize that a circle has 360 degrees. 4.MD.5				
I can recognize and identify that an angle is formed from two rays with a common endpoint. 4.MD.5				
I can recognize that an angle is a fraction of a 360 degree circle. 4.MD.5				
I can explain the angle measurement in terms of degrees. 4.MD.5				
I can determine that an arc is a part of a circle. 4.MD.5				
I can compare angles within a circle. 4.MD.5				
I can determine what fraction of the circular arc an angle forms. 4.MD.5				
I can recognize that angles are measured in degrees. 4.MD.6				
I can read a protractor. 4.MD.6				
I can determine which scale on the protractor to use, based on the direction the angle is open. 4.MD.6				
I can determine the kind of angle based on the specified measure to decide reasonableness of the sketch (ex. acute, obtuse, right, straight). 4.MD.6				

## Measurement and Data

Standard	1	2	3	4
I can measure angles in whole number degrees using a protractor. 4.MD.6				
I can sketch angles of specified measure. 4.MD.6				
I can recognize that an angle can be divided into smaller angles. 4.MD.7				
I can solve addition and subtraction equations to find unknown angle measurements on a diagram. 4.MD.7				
I can find an angle's measurement by adding the measurements of the smaller angles that make up the larger angle. 4.MD.7				
I can find an angle's measurement by subtracting the measurements of the smaller angles from the larger angle. 4.MD.7				