Elmer Wood

Fourth Grade Math "I Can" Statements *for California's Common Core Standards Shaded standards represent major focus areas.*

Operations and Algebraic Thinking	
4.OA.1	
I can understand that multiplication equations can be seen as comparisons of groups (e.g., 35 = 5 x 7 is the same as saying that 35 is 5 times as many as 7 and 7 times as many as 5.)	
4.OA.2	
I can multiply to solve word problems by using drawings and equations that have symbols for unknown numbers.	
I can divide to solve word problems by using drawings and equations that have symbols for unknown numbers.	
4.OA.3	
I can solve multi-step word problems involving whole numbers using what I know about addition, subtraction, multiplication, and division.	
I can represent word problems by using equations with a letter standing for an unknown number.	
I can decide if my answers are reasonable by using mental computation and estimation (including rounding.)	
4.OA.4	
I can find all factor pairs for a whole number between 1–100.	
I can tell whether a whole number between 1–100 is prime or composite.	
4.OA.5	
I can create a number or shape pattern that follows a given rule.	

I can multiply and divide using the Associative property. (3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30)	
I can identify features of a pattern even though the features of the pattern were not obvious in the rule.	
Number and Operations in Base Ten	
4.NBT.1	
I can 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.	
4.NBT.2	
I can read and write multi-digit whole numbers using numerals, number names, and expanded form.	
I can compare two multi-digit numbers using >, <, and =.	
4.NBT.3	
I can round multi-digit whole numbers to any place.	
4.NBT.4	
I can fluently add multi-digit whole numbers.	
I can fluently subtract multi-digit whole numbers.	
4.NBT.5	
I can multiply a whole number of up to four digits by a one-digit whole number.	
I can multiply two two-digit numbers and explain by drawings, equations, rectangular arrays, etc.	
4.NBT.6	
I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors.	
4.NBT.7	
I can compare two decimals to hundredths by reasoning about their size. I can record the results using >, <, and = and justify the conclusion by using a **number line or other visual model. (California only standard)**	
Number and Operations Fractions	
4.NF.1	
I can show models and explain why multiplying a numerator and a denominator by the same number does not change the value of a fraction.	
4.NF.2	
I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like ½.	

I can recognize that comparisons are valid only when the fractions refer to the same whole.	
I can compare the fractions using >, <, and = and explain the comparison using a visual fraction model.	
4.NF.3	
I can understand that improper fractions have numerators that are greater than the denominators.	
I can understand addition and subtraction of fractions as joining	

and separating parts referring to the same whole.	
I can decompose a fraction into a sum of fractions with the same denominator in more than one way.	
I can add and subtract mixed numbers with like denominators.	
I can solve word problems involving addition and subtraction of fractions with like denominators.	
4.NF.4	
I can multiply a fraction by a whole number.	
I can solve word problems involving multiplication of a fraction by a whole number.	
4.NF.5	
I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 so I can add the two fractions.	
4.NF.6	
I can use decimals to show fractions with denominators of 10 and 100.	
4.NF.7	
I can compare two decimals to hundredths by reasoning about their size.	
Measurement and Data	
4.MD.1	
I can show that I know the relative sizes of measurement units within one system of units, e.g., *km, m, cm, kg, g, lb, oz, l, ml, hr, min,sec.*	
I can show measurements in a larger unit in terms of a smaller unit and record them in a two-column table.	
4.MD.2	
I can use addition, subtraction, multiplication, and division to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including simple fractions and decimals).	
4.MD.3	

I can use area and perimeter formulas for rectangles to solve real-world math problems.	
4.MD.4	
I can make a line plot to show a set of fraction measurements.	
I can add and subtract the set of fraction measurements from a line plot to solve problems.	
4.MD.5	
I can recognize angles as geometric shapes where two rays	

share a common endpoint.	
I can understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays.	
4.MD.6	
I can measure angles in whole-number degrees using a protractor.	
4.MD.7	
I can solve addition and subtraction problems to find unknown angles.	
Geometry	
4.G.1	
I can draw points, line segments, rays, angles, (right, acute, obtuse), and perpendicular and parallel lines. I can identify these in two-dimensional figures.	
4.G.2	
I can classify two-dimensional figures based on their attributes. **Two-dimensional shapes include special triangles, e.g. equilateral, isosceles, scalene, as well as special rectangles, e.g., rhombus, square, rectangle, parallelogram, trapezoid. (a California only standard)**	
4.G.3	
I can recognize a line of symmetry for a two-dimensional figure.	

M. Haness, Dec. 2013