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| **Louisiana Student Mathematics “I Can” Standards**  **Operations and Algebraic Thinking**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| **A. Use the four operations with whole numbers to solve a problem.** | | | | | |
| **4.OA.A.1** I can understand that multiplication equations can be seen as comparisons of groups (e.g., 35 = 5 x 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). |  |  |  |  |  |
| **4.OA.A.2** I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number. |  |  |  |  |  |
| **4.OA.A.3** I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers and including interpreting answers with remainders. |  |  |  |  |  |
| **4.OA.A.3** I can represent word problems by using equations with a letter standing for the unknown answer. |  |  |  |  |  |
| **4.OA.A.3** I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Operations and Algebraic Thinking**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| **B. Gain familiarity with factors and multiples.** | | | | | |
| **4.OA.B.4.A** I can find all factor pairs for a given whole number ranging from 1-100. |  |  |  |  |  |
| **4.OA.B.4.B** I can recognize that a given whole number is a multiple of each of its factors. |  |  |  |  |  |
| **4.OA.B.4.C** I can determine whether a given whole number is a multiple of a given one-digit number. |  |  |  |  |  |
| **4.OA.B.4.D** I can determine whether a whole number is prime or composite. |  |  |  |  |  |
| **C. Generate and analyze patterns.** | | | | | |
| **4.OA.C.5** I can create a number or shape pattern that follows a given rule. |  |  |  |  |  |
| **4.OA.C.5** I can notice and point out different features of a pattern once it is created by a rule. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Number and Operations in Base Ten**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| 1. **Generalize place value understanding for multi-digit whole numbers.** | | | | | |
| **4.NBT.A.1** I can recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. |  |  |  |  |  |
| **4.NBT.A.2** I can read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. |  |  |  |  |  |
| **4.NBT.A.2** I can compare two multi-digit whole numbers and use the symbols >, =, and < to show the comparisons. |  |  |  |  |  |
| **4. NBT.A.3** I can round multi-digit whole numbers less than or equal to 1,000,000 to any place. |  |  |  |  |  |
| **B. Use place value understanding and properties of operations to perform multi- digit arithmetic.** | | | | | |
| **4.NBT.B.**4 I can fluently add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000. |  |  |  |  |  |
| **4.NBT.B.**5 I can multiply a whole number up to four digits by a one-digit whole number. |  |  |  |  |  |
| **4.NBT.B.**5 I can multiply two two-digit numbers. |  |  |  |  |  |
| **4.NBT.B.**5 I can illustrate and explain how to multiply large numbers by using arrays, equations, or models. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Number and Operations -Fractions**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| **B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** | | | | | |
| **4.NF.B.3.A** I understand addition and subtraction of fractions as joining and separating parts referring to the same whole. |  |  |  |  |  |
| **4.NF.B.3.B** I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify decompositions by using models. |  |  |  |  |  |
| **4.NF.B.3.C** I can add and subtract mixed numbers with like denominators |  |  |  |  |  |
| **4.NF.B.3.D** I can solve word problems involving addition and subtraction of fractions that refer to the same whole and having like denominators. |  |  |  |  |  |
| **4.NF.B.4** I can multiply a fraction by a whole number. |  |  |  |  |  |
| **4.NF.B.4.A** I can understand a fraction a/b as a multiple of 1/b for ex.  5/4 is the product of  5 x 1/4. |  |  |  |  |  |
| **4.NF.B.4.B**  I can understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number for ex. 3 x (2/5) = 6 x (1/5) = 6/5 |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Number and Operations -Fractions**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| **B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** | | | | | |
| **4.NF.B.4.C**  I can solve word problems involving multiplication of a fraction by a whole number. |  |  |  |  |  |
| **C. Understand decimal notation for fractions and compare decimal fractions.** | | | | | |
| **4.NF.C.5** I can express a fraction with denominator 10 as an equivalent fraction with denominator 100 in order to add the two fractions. |  |  |  |  |  |
| **4.NF.C.6** I can use decimal notation for fractions with denominators 10 or 100. |  |  |  |  |  |
| **4.NF.C.7** I can compare two decimals to hundredths by reasoning about their size and realizing that the comparison is only true if the two decimals refer to the same whole. |  |  |  |  |  |
| **4.NF.C.7** I can compare decimals using the symbols  <, =, and > and justify the comparison using models. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Number and Operations in Base Ten**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| 1. **Use place value understanding and properties of operations to perform multi-digit arithmetic** | | | | | |
| **4.NBT.B.6** I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors. |  |  |  |  |  |
| **4.NBT.B.6** I can illustrate and explain how to divide larger numbers by using equations, arrays, or models. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Measurement and Data**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| 1. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** | | | | | |
| **4.MD.A.1**  I can show that I know the relative size of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz,; L, mL; hr, min, sec. |  |  |  |  |  |
| **4.MD.A.1** I can show the measurements in larger unit in terms of smaller units and record these in a table. |  |  |  |  |  |
| **4.MD.A.2** I can use the four operations (+, x, ÷, -) to solve word problems involving measurement. |  |  |  |  |  |
| **4.MD.A.2** I can solve measurement problems (distances, interval of time, liquid volumes, masses of objects and money) involving whole numbers, simple fractions and decimals. |  |  |  |  |  |
| **4.MD.A.2** I can show measurement quantities using diagrams that involve a measurement scale ( a number line). |  |  |  |  |  |
| **4.MD.A.3** I can use what I know about area and perimeter to solve real world problems involving rectangles. |  |  |  |  |  |
| 1. **Represent and interpret data.** | | | | | |
| **4.MD.B.4** I can make a line plot to display a data set of measurements in fractions of a unit (1/2. ¼, 1/8). |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Measurement and Data (Continued)**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| 1. **Represent and interpret data** | | | | | |
| **4.MD.B.4** I can make a line plot to show a data set of measurements involving fractions. |  |  |  |  |  |
| **4.MD.B.4** I can solve word problems involving addition and subtraction of fractions by using information presented in line plots. |  |  |  |  |  |
| 1. **Geometric measurement: understand concepts of angle and measure angles.** | | | | | |
| **4.MD.C.5** I can recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. |  |  |  |  |  |
| **4.MD.C.5.A**  I can understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays. |  |  |  |  |  |
| **4.MD.C.5.B**  I can understand that an angle that turns through 1/360 of a circle is called a “one-degree angle” and can be used to measure angles. |  |  |  |  |  |
| **4.MD.C.5.C** I can understand that an angle that turns through *n* one degree angles is said to have an angle measure of *n* degree. |  |  |  |  |  |
| **4.MD.C.6**  I can use a protractor to measure and sketch angles in whole number degrees. |  |  |  |  |  |
| **4.MD.C.7**  I can solve real-world and mathematical addition and subtraction problems to find unknown angles. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Number and Operations -Fractions**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| **A. Extend understanding of fractions equivalence and ordering.** | | | | | |
| **4.NF.A.1** I can explain and show models for why multiplying a numerator and a denominator by the same number does not change the value of a fraction. Denominators are limited to 2,3,4,5,6,8,10,12, and 100. |  |  |  |  |  |
| **4.NF.A.1**  I can recognize and generate equivalent fractions based on my knowledge of numerators and denominators. |  |  |  |  |  |
| **4.NF.A.2**  I can compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. |  |  |  |  |  |
| **4.NF.A.2**  I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. |  |  |  |  |  |
| **4.NF.A.2**  I can record the results of comparing fractions using the symbols <, =, and > and justify the comparisons by using models. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Measurement and Data (Continued)**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| **D. Relate area to operations of multiplication and addition.** | | | | | |
| **4.MD.D.8**  I can recognize area as additive. |  |  |  |  |  |
| **4.MD.D.8** I can solve real-world problems by finding areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards**  **Geometry**  **Fourth Grade** | | | | | |
| **Standard** | **Date**  **Taught** | **Date**  **Reviewed** | **Date**  **Assessed** | **Date**  **Retaught** | **Date**  **Re-Assessed** |
| 1. **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** | | | | | |
| **4.G.A.1**  I can draw and identify points, lined, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines in two-dimensional figures. |  |  |  |  |  |
| **4.G.A.2** I can classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines. |  |  |  |  |  |
| **4.G.A.2** I can classify two-dimensional figures based on the presence or absence of angles of a specified size. |  |  |  |  |  |
| **4.G.A.2** I can recognize and identify right triangles |  |  |  |  |  |
| **4.G.A.2** I can recognize and identify right triangles. |  |  |  |  |  |
| **4.G.A.3** I can recognize, identify, and draw lines of symmetry. |  |  |  |  |  |