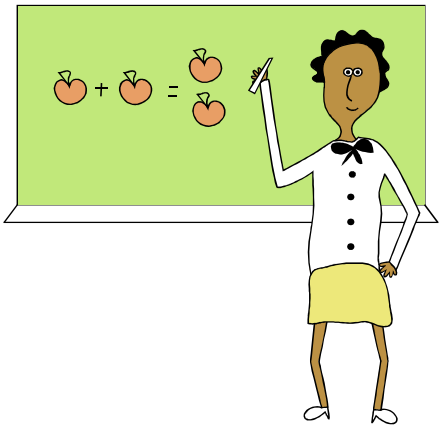
4th Grade Math
"I Can" Statements

Learning targets in student-friendly language that break down what 4th grade students need to know to be prepared for 5th grade.



	Operations & Algebraic Thinking		
	4.OA.1-3 Targets	**I know…**	**how to solve real world problems that require me to add, subtract, multiply, and divide whole numbers.**
	4.OA.1	I can…	explain how one factor in a multiplication problem changes the other factor to make the product.
		I can…	write verbal statements about multiplicative comparisons as equations.
	4.OA.2	I can…	solve word problems involving multiplication and division by using drawings.
		I can…	solve word problems involving multiplication and division by using equations and a symbol for an unknown.
		I can…	explain the difference between a multiplicative comparison and an additive comparison.
	4.OA.3	I can…	Solve multi-step word problems using addition, subtraction, multiplication and division with remainders.
		I can…	solve multi-step word problems using addition, subtraction, multiplication and division using equations where a symbol is used for the unknown.
		I can…	determine if the answer makes sense by using mental math, estimation, and rounding.
	4.OA.4 Target	**I know…**	**how to explain how multiples and factors are related and used.**
	4.OA.4	I can…	find all factor pairs for a whole number between 1 and 100.
		I can…	show how a whole number is a multiple of each of its factors.
		I can…	determine if a whole number between 1 and 100 is a multiple of a particular one digit number.
		I can…	determine the numbers between 1-100 that are prime.
		I can…	determine the numbers between 1-100 that are composite.

	4.OA.5 Target	**I know…**	**how to create and explain various number and shape patterns.**
	4.OA.5	I can…	generate a number pattern that follows a given rule.
		I can…	generate a shape pattern that follows a given rule.
		I can…	look at a number pattern and determine additional patterns found within the sequence.
		I can…	look at a shape pattern and determine additional patterns found within the sequence.
	**Number Base Ten**		
	4.NBT.1-3 Targets	**I know…**	**how to use and explain place value concepts for multi-digit whole numbers.**
	4.NBT.1	I can…	I can look at a multi-digit number and determine that the digit to the left is 10 times greater than a given digit.
		I can…	use place value to help multiply or divide numbers.
	4.NBT.2	I can…	read and write multi-digit whole numbers using base-ten numbers.
		I can…	read and write multi-digit whole numbers using number names.
		I can…	read and write multi-digit whole numbers using expanded form.
	4.NBT.3	I can…	Round whole numbers to the nearest 10, 100, 1000…
	4.NBT.4-6 Targets	**I know…**	**how to use and explain how to do arithmetic with multi-digit numbers. I am FLUENT with addition and subtraction.**
	4.NBT.4	I can…	easily and accurately add and subtract multi-digit whole numbers.
	4.NBT.5	I can…	multiply a whole number up to four digits by a one-digit whole number.
		I can…	multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties.

		I can…	explain 2-digit by 2-digit multiplication by using equations, rectangular arrays, and/or area models.
	4.NBT.6	I can…	divide a single digit into numbers up to 9,999 in a variety of ways.
		I can…	show and explain these division problems by using equations, rectangular arrays, and/or area models.
	**Number & Operations-Fractions**		
	4.NF.1-2 Targets	**I know…**	**how to order fractions and explain when they are equivalent.**
	4.NF.1	I can…	create and explain equivalent fractions using visual models.
		I can…	create and explain equivalent fractions even though the number and size of the parts of the fraction may change.
	4.NF.2	I can…	compare two fractions by creating common numerators or common denominators.
		I can…	compare two fractions using a benchmark fraction.
		I can…	explain why fraction comparisons are only valid when they refer to the same whole.
		I can…	correctly record the comparison of fractions using <, >, = and I can defend my answers.
	4.NF.3a-c Targets	**I know…**	**how to use and explain unit fractions and relate what I know about arithmetic of whole numbers to the arithmetic of unit fractions.**
	4.NF.3a	I can…	explain the concepts of adding and subtracting fractions with like denominators.
	4.NF.3b	I can…	decompose (break down) a fraction into a sum of fractions with the same denominator in more than one way.
		I can…	decompose (break down) a fraction into a sum of fractions with the same denominator and justify my answer using a visual fraction model.
	4.NF.3c	I can…	add mixed numbers with like denominators using a variety of strategies.
		I can…	subtract mixed numbers with like denominators using a variety of strategies.

	4.NF.3d-4c Targets	**I know…**	**how to use and explain unit fractions and relate what I know about arithmetic of whole numbers to the arithmetic of unit fractions.**
	4.NF.3d	I can…	solve real-world problems involving addition of fractions.
		I can…	solve real-world problems involving subtraction of fractions.
	4.NF.4a	I can…	explain how a fraction a/b is a multiple of 1/b.
	4.NF.4b	I can…	explain how multiplying a whole number times a fraction can be changed to a whole number times a unit fraction.
		I can…	use a visual fraction model to justify multiplying a fraction by whole number.
	4.NF.4c	I can…	solve word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.
	4.NF.5-7 Targets	**I know…**	**how to change fractions with denominators of 10 or 100 to decimals and can explain how these decimals differ in size.**
	4.NF.5	I can…	write a fraction with denominators of 10 equal fractions with denominators of 100.
		I can…	add two fractions with the denominators of 10 and 100.
	4.NF.6	I can…	write a fraction with denominators of 10 or 100 as decimals.
		I can…	locate a decimal on a number line.
	4.NF.7	I can…	compare two decimals, explain my reasoning, and record the results using <, >, or =.
		I can…	explain that comparisons between two decimals are only valid when they refer to the same whole.
	Measurement & Data		
	4.MD.1-3 Targets	**I know…**	**how to explain how unit size affects the measurement and can solve real world problems involving measurement, perimeter, and area.**

	4.MD.1	I can…	explain the relative sizes of units within the same system.
		I can…	translate the larger units into equivalent smaller units.
		I can…	record measurement equivalence in a two column table or as number pairs.
	4.MD.2	I can…	solve real-world problems that require arithmetic with distances, liquid volumes, masses, time, and money.
		I can…	use the four operations to solve word problems using simple fractions and decimals.
		I can…	use the four operations to solve word problems expressing measurements given in a larger unit in terms of a smaller unit.
		I can…	use the number lines and diagrams to illustrate solutions.
	4.MD.3	I can…	solve real-world problems involving the perimeter of rectangles.
		I can…	solve real-world problems involving the area of rectangles.
	4.MD.4 Target	**I know…**	**how to make and explain a line plot.**
	4.MD.4	I can…	make a line plot to display a set of data in fractions measured to the nearest ½, ¼, or 1/8 units.
		I can…	use information from a line plot to solve problems involving addition and subtraction of fractions.
	4.MD.5a-7 Targets	**I know…**	**how to draw, measure, and explain different concepts of angles.**
	4.MD.5a	I can…	explain how an angle is made of two rays with common endpoints.
		I can…	explain how an angle is measured by its reference to a circle.
		I can…	define and explain a "one-degree angle" and how it is used to measure angles.

	4.MD.5b	I can…	Explain how the measure of an angle is multiple of the "one-degree angle".
	4.MD.6	I can…	use a protractor to measure whole degree angles.
		I can…	draw an angle of specified size, using a protractor.
	4.MD.7	I can…	explain how when angles are joined in non-overlapping parts, the total measure is the sum of the parts.
		I can…	solve real-world problems involving addition and/or subtraction to find unknown angles on a diagram.
	**Geometry**		
	4.G.1-3 Targets	**I know…**	**how to draw and identify lines and angles and use these to classify shapes.**
	4.G.1	I can…	draw and identify a point.
		I can…	draw and identify a line.
		I can…	draw and identify a line segment.
		I can…	draw and identify a ray.
		I can…	draw and identify a right angle.
		I can…	draw and identify an acute angle.
		I can…	draw and identify an obtuse angle.
		I can…	draw and identify perpendicular lines.
		I can…	draw and identify parallel lines.
	4.G.2	I can…	put 2-D figures in like groups based on whether certain sides are parallel or perpendicular.
		I can…	put 2-D figures in like groups based on whether certain angles are acute, obtuse, or right.
		I can…	identify right angles and can group right triangles from other triangles.
	4.G.3	I can…	identify line-symmetry.
		I can…	identify figures that have symmetry and can then draw the lines of symmetry.