Power Standards

"I can" Checklist for students

Grade 4

☑	Required skills by the end of Grade 4
	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
	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
	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
	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
	I can read and write multi-digit whole numbers using base-ten numbers, number names, and expanded form
	I can round whole numbers to the nearest 10, 100, 1000
	I can easily and accurately add and subtract multidigit whole numbers
	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
	I can divide a single digit into numbers up to 9,999 in a variety of ways
	I can show and explain division problems by using equations, rectangular arrays, and/or area models
	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
	I can compare two fractions by creating common numerators, common denominators, and benchmark fractions
	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 defend answers
	I can explain the concepts of adding and subtracting fractions with like denominators
	I can decompose a fraction into a sum of fractions with the same denominator in more than one way
	I can decompose a fraction into a sum of fractions with the same denominator and justify my answer using a visual fraction model
	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
	I can solve real-world problems involving addition and subtraction of fractions
	I can explain how a fraction a/b is a multiple of 1/b
	I can explain how multiplying a whole number times a fraction can be changed to a whole number times a unit fraction
	I can solve word problems involving multiplication of a fraction by a whole number using visual fraction models and equations
	I can write a fraction with denominators of 10 that is equal to fractions with denominators of 100
	I can add two fractions with the denominators of 10 and 100

	I can write a fraction with denominators of 10 or 100 as decimals
	I can locate a decimal on a number line
	I can compare two decimals using <, > or = and defend answers
	I can explain that comparisons between two decimals are only valid when they refer to the same whole

Mathematical Practices for ALL grade levels

☑	I do statement	Mathematical Practice
	I do try different strategies when I get stuck and never quit!	Make sense of problems and persevere in solving them.
	I do think about my answer to see if it makes sense.	Reason abstractly and quantitatively.
	I do explain my thinking using math vocabulary.	Construct viable arguments and critique the reasoning of others.
	I do draw diagrams and pictures that help me solve problems.	Model with mathematics.
	I do use the most appropriate tools (rulers, number lines, ten-frames, calculators, etc.) when solving problems	Use appropriate tools strategically.
	I do check my work when I finish.	Attend to precision.
	I do organize my work to allow myself to make valuable observations.	Look for and make use of structure.
	I do look for patterns and apply these patterns to solve problems.	Look for and express regularity in repeated reasoning.