# Fourth Grade Mathematics “I Can” Statements

**ALGEBRA**

| 4.1.1 | I can read and write whole numbers to the **millions place**.  
I can read and write decimals to **thousandths place**.  
I can order and compare whole numbers to the **millions place**.  
I can order and compare decimals to thousandths place.  
(e.g. symbols, manipulatives, number line, pictorial representations). |
| --- | --- |
| 4.1.2 | I can demonstrate/model place value of each digit using standard and expanded form through 1,000,000 with multiples of 10 
[(5 x 10,000) + (3 x 1,000) + (4 x 10) + 2]. |
| 4.1.3 | I can estimate solutions to problems including rounding, benchmarks, and **compatible numbers**.  
I can evaluate solutions to see if they make sense or are reasonable.  
I can justify results. |
| 4.1.4 | I can use **concrete models**, **benchmark fractions**, and **number lines** to:  
• compare and order fractions with like **denominators**.  
• compare and order fractions with unlike **denominators**.  
• add and subtract fractions with like denominators.  
• add and subtract fractions with unlike **denominators**.  
• model **equivalent** fractions  
• model addition and subtraction of **mixed numbers** without regrouping.  
• to model addition and subtraction of **mixed numbers** with regrouping. |
| 4.1.5 | I can analyze the relationship of fractions to decimals using **concrete objects**.  
I can analyze the relationship of fractions to decimals using **pictorial representations**. |
| 4.1.6 | I can round decimals to the nearest:  
• whole number.  
• 10th.  
• 100th place. |
| 4.1.7 | I can add and subtract whole numbers up to five –digit number.  
I can add and subtract decimals to the 1000th place.  
I can multiply up to three digits by two-digits.  
I can divide up to a three digit number with a one and two-digit number. |
| 4.1.8 | I can solve multi-digit whole number multiplication problems **using a variety of strategies**, including the **standard algorithm**.  
I can justify methods used to solve multi-digit whole number multiplication problems **using a variety of strategies**. |

I can quickly recall:
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| **4.1.9** | • basic multiplication facts  
• basic division facts |
| **4.1.10** | I can create grade-level real-world appropriate story problems using multiple strategies including simple ratios.  
I can the reason for choosing a particular strategy to create grade-level real–world appropriate story problems using multiple strategies including simple ratios.  
I can present/share the results of real-world story problems using multiple strategies including simple ratios. |

## ALGEBRA

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| **4.2.1** | I can determine the rule of how change in one variable relates to the change in the second variable, given an input/output model using two operations.  
I can explain how change in one variable relates to the change in the second variable, given an input/output model using two operations. |
| **4.2.2** | I can recognize relationships in patterns where quantities change proportionally.  
I can describe relationships in patterns where quantities change proportionally. |
| **4.2.3** | I can represent the idea of a variable as an unknown quantity using a letter.  
I can write an expression using a variable to describe a real-world situation. |
| **4.2.4** | I can solve real-world problems involving order of operations (multiply, divide, add, subtract) including grouping symbols and the four operations (addition, subtraction, multiplication, division). |

## GEOMETRY

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| **4.3.1** | I can identify two-dimensional geometric figures according to attributes/characteristics. (including quadrilateral shapes)  
I can classify two-dimensional geometric figures according to attributes/characteristics. (including quadrilateral shapes)  
I can compare and contrast two-dimensional (including quadrilateral shapes)  
I can compare and contrast three-dimensional geometric figures according to attributes/characteristics (including quadrilateral shapes) |
| **4.3.2** | I can recognize three-dimensional objects from different perspectives.  
I can describe three-dimensional objects from different perspectives. |
| **4.3.3** | I can identify, draw, label lines (intersecting, parallel, and perpendicular)  
I can compare and contrast lines (intersecting, parallel, and perpendicular)  
I can classify lines (intersecting, parallel, and perpendicular)  
I can identify, draw, and label angles: (acute, right, obtuse, and straight)  
I can compare and contrast angles. (acute, right, obtuse, and straight)  
I can classify angles. (acute, right, obtuse, and straight) |
# Fourth Grade Mathematics “I Can” Statements

| 4.3.4 | I can **identify** a two-dimensional design with one line of symmetry.  
I can **create** a two-dimensional design with one line of symmetry. |
| 4.3.5 | I can **graph/plot** ordered pairs on a first-quadrant grid.  
I can **use** the coordinate system to specify location and **describe** path. |
| 4.3.6 | I can **draw and identify** parts of a circle: center point, diameter, and radius. |
| 4.3.7 | I can **select** appropriate use of transformations (translations, rotations, flips) to solve geometric problems including **congruency and tiling** (tessellations)  
I can **analyze** appropriate use of transformations (translations, rotations, flips) to solve geometric problems including **congruency and tiling** (tessellations)  
I can **justify** appropriate use of transformations (translations, rotations, flips) to solve geometric problems including **congruency and tiling** (tessellations). |
| 4.4.1 | I can **select** appropriate measuring tools to **estimate** and measure real-world measurements including:  
• lengths using **customary** (to the nearest one-fourth inch) and **metric** units  
• weight using **customary** and **metric** units  
• **capacity** using **customary** and **metric** units  
• temperature  
I can **apply and convert or change** standard units to compare and order real-world measurements including:  
• lengths using **customary** (to the nearest one-fourth inch) and **metric** units  
• weight using **customary** and **metric** units  
• **capacity** using **customary** and **metric** units  
• temperature  
I can **justify and present** results. |
| 4.4.2 | I can **quantify** area by finding the total number of same sized units that cover a shape.  
I can **develop** a rule and **justify** the formula for the area of a rectangle using the area model representing multiplication. |
| 4.4.3 | I can **read** time to the minute.  
I can **calculate** elapsed time in hours/minutes **within** a 24-hour period. |
| 4.4.4 | I can **count** coins and bills given real-world situations that relate to me.  
I can **determine** correct change given real-world situations that relate to me. |

### PROBABILITY AND STATISTICS

| 4.5.1 | I can **read** information represented on a **circle graph**.  
I can **interpret** information represented on a **circle graph**. |
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| 4.5.2 | I can pose a grade-appropriate question that can be addressed with data.  
I can collect, organize, and display data.  
I can analyze data in order to answer the question. |
|-------|---------------------------------------------------------------|
| 4.5.3 | I can design a simple probability experiment using concrete objects.  
I can conduct a simple probability experiment using concrete objects.  
I can examine and list all possible combinations using a tree diagram.  
I can represent the outcomes as a ratio and present the results. |
| 4.5.4 | I can solve real world problems using mean.  
I can solve real world problems using median.  
I can solve real world problems using mode. |