**MATH STANDARDS: “I CAN STATEMENTS” STUDENT SUMMARY**

**4**

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

Student Name:       School Year:

| **“I Can Statements”…****Common Core Standards in Kid-Friendly Language** | **Go Math****Correlation** | **Not Yet** | **Sort Of** | **Got It!** |
| --- | --- | --- | --- | --- |
| **NUMBERS AND OPERATIONS (NAD) / NUMBER AND OPERATIONS IN BASE TEN (CCSS)** |
| I can recognize that in multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.([NAD 4.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.1](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.1, 1.4, 1.5 |       |       |       |
| I can round multi-digit whole numbers to any place.([NAD 4.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.3](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.1, 1.4, 1.5 |       |       |       |
| I can read and write multi-digit whole numbers using numerals, words and in expanded form. ([NAD 4.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.2](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.2, 1.3 |       |       |       |
| I can compare two multi-digit numbers using symbols of <, >, and = to show the comparison. ([NAD 4.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.2](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.2, 1.3 |       |       |       |
| I can fluently add and subtract multi-digit whole numbers using the standard algorithm. ([NAD 4.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.4](http://www.corestandards.org/Math/Content/4/NBT/))**\*\*\*REQUIRED FLUENCY\*\*\*** | 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 |       |       |       |
| I can use strategies based on place value and the properties of operations to multiply a whole number up to four digits by a one-digit whole number. ([NAD 4.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.5](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 |       |       |       |
| I can multiply two two-digit numbers.([NAD 4.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.5](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 |       |       |       |
| I can illustrate and explain multiplication calculations of multi digit numbers by using equations, rectangular arrays, and or area models. ([NAD 4.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.5](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 |       |       |       |
| I can use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. I can illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. ([NAD 4.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NBT.6](http://www.corestandards.org/Math/Content/4/NBT/)) | 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 |       |       |       |
| **NUMBERS AND OPERATIONS (NAD) / NUMBER AND OPERATIONS – FRACTIONS (CCSS)** |
| I can explain why a fraction a/b is equivalent to a fraction (n x a) / (n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. ([NAD 4.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.1](http://www.corestandards.org/Math/Content/4/NF/)) | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 |       |       |       |
| I can compare two fractions with different numerators and denominators. ([NAD 4.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.2](http://www.corestandards.org/Math/Content/4/NF/)) | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 |       |       |       |
| I can recognize that comparisons are valid only when the two fractions refer to the same whole. ([NAD 4.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.2](http://www.corestandards.org/Math/Content/4/NF/)) | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 |       |       |       |
| I can record the results of fraction comparisons using the symbols of <, >, or =, and can justify the conclusions.([NAD 4.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.2](http://www.corestandards.org/Math/Content/4/NF/)) | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 |       |       |       |
| I can understand that improper fractions have a greater numerator than denominator. ([NAD 4.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.3](http://www.corestandards.org/Math/Content/4/NF/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 |       |       |       |
| I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.([NAD 4.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.3](http://www.corestandards.org/Math/Content/4/NF/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 |       |       |       |
| I can decompose a fraction into a sum of fractions with the same denominator. ([NAD 4.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.3](http://www.corestandards.org/Math/Content/4/NF/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 |       |       |       |
| I can add and subtract mixed numbers with like denominators.([NAD 4.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.3](http://www.corestandards.org/Math/Content/4/NF/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 |       |       |       |
| I can solve word problems involving addition and subtraction of fractions with like denominators. ([NAD 4.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.3](http://www.corestandards.org/Math/Content/4/NF/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 |       |       |       |
| I can multiply a fraction by a whole number.([NAD 4.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.4](http://www.corestandards.org/Math/Content/4/NF/)) | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 |       |       |       |
| I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions. ([NAD 4.NO.6](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.5](http://www.corestandards.org/Math/Content/4/NF/)) | 9.1, 9.2, 9.3, 9.4, 9.6, 9.7 |       |       |       |
| I can use decimals to show fractions with denominators of 10 and 100. ([NAD 4.NO.6](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.6](http://www.corestandards.org/Math/Content/4/NF/)) | 9.1, 9.2, 9.3, 9.4, 9.6, 9.7 |       |       |       |
| I can compare two decimals to hundredths by reasoning about their size. ([NAD 4.NO.6](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 4.NF.7](http://www.corestandards.org/Math/Content/4/NF/)) | 9.1, 9.2, 9.3, 9.4, 9.6, 9.7 |       |       |       |
| **OPERATIONS AND ALGEBRAIC THINKING (NAD / CCSS)** |
| I can multiply fluently with numbers up to 12. ([NAD 4.OAT.](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)1) |  |       |       |       |
| I can understand that multiplication fact problems can be seen as comparisons of groups (e.g., 24 = 4 x 6 can be thought of as 4 groups of 6 or 6 groups of 4). ([NAD 4.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.1](http://www.corestandards.org/Math/Content/4/OA/)) | 2.1, 2.2, 2.9, 2.12, 3.7, 4.3, 4.12 |       |       |       |
| I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.([NAD 4.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.2](http://www.corestandards.org/Math/Content/4/OA/)) | 2.1, 2.2, 2.9, 2.12, 3.7, 4.3, 4.12 |       |       |       |
| I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers. ([NAD 4.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.3](http://www.corestandards.org/Math/Content/4/OA/)) | 2.1, 2.2, 2.9, 2.12, 3.7, 4.3, 4.12 |       |       |       |
| I can represent word problems by using equations with a letter standing for the unknown number. ([NAD 4.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.3](http://www.corestandards.org/Math/Content/4/OA/)) | 2.1, 2.2, 2.9, 2.12, 3.7, 4.3, 4.12 |       |       |       |
| I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding.([NAD 4.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.3](http://www.corestandards.org/Math/Content/4/OA/)) | 2.1, 2.2, 2.9, 2.12, 3.7, 4.3, 4.12 |       |       |       |
| I can find all factor pairs for a number from 1 to 100.([NAD 4.OAT.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.4](http://www.corestandards.org/Math/Content/4/OA/)) | 5.1, 5.2, 5.3, 5.4, 5.5 |       |       |       |
| I can determine whether a whole number between 1-100 is a multiple of given one-digit number. ([NAD 4.OAT.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.4](http://www.corestandards.org/Math/Content/4/OA/)) | 5.1, 5.2, 5.3, 5.4, 5.5 |       |       |       |
| I can determine whether a given whole number up to 100 is a prime or composite number. ([NAD 4.OAT.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.4](http://www.corestandards.org/Math/Content/4/OA/)) | 5.1, 5.2, 5.3, 5.4, 5.5 |       |       |       |
| I can understand the basic concepts of least common multiple (LCM) and greatest common factor (GCF). ([NAD 4.OAT.](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)4) |  |       |       |       |
| I can create a number or shape pattern that follows a given rule.([NAD 4.OAT.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.5](http://www.corestandards.org/Math/Content/4/OA/)) | 5.6, 10.7 |       |       |       |
| I can notice different features of a pattern once it is created by a rule. ([NAD 4.OAT.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 4.OA.5](http://www.corestandards.org/Math/Content/4/OA/)) | 5.6, 10.7 |       |       |       |
| **MEASUREMENT (NAD) / MEASUREMENT AND DATA (CCSS)** |
| I can use the four operations (+, -, x) to solve word problems involving measurement; including simple fractions and decimals.([NAD 4.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.2](http://www.corestandards.org/Math/Content/4/MD/)) | 9.5, 12.7, 12.9, 12.10 |       |       |       |
| I can show that I know the relative size of measurement units within a single system. ([NAD 4.M.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.1](http://www.corestandards.org/Math/Content/4/MD/)) | 12.1, 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.11 |       |       |       |
| I can show the measurements of a larger unit in terms of smaller units and record these in a table. ([NAD 4.M.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.1](http://www.corestandards.org/Math/Content/4/MD/)) | 12.1, 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.11 |       |       |       |
| I can use what I know about area and perimeter to solve real world problems involving rectangles. ([NAD 4.M.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.3](http://www.corestandards.org/Math/Content/4/MD/)) | 13.1, 13.2, 13.3, 13.4, 13.5 |       |       |       |
| I can read Fahrenheit and Celsius thermometer knowing the significance of 32°F, 212°F, 0°C, and100°C. ([NAD 4.M.](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)4) |  |       |       |       |
| I can recognize angles as geometric shapes where two rays share a common endpoint. ([NAD 4.M.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.5](http://www.corestandards.org/Math/Content/4/MD/)) | 11.1, 11.2, 11.3, 11.4, 11.5 |       |       |       |
| I can understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays.([NAD 4.M.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.5](http://www.corestandards.org/Math/Content/4/MD/)) | 11.1, 11.2, 11.3, 11.4, 11.5 |       |       |       |
| I can use a protractor to measure angles in whole-number degrees. ([NAD 4.M.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.6](http://www.corestandards.org/Math/Content/4/MD/)) | 11.1, 11.2, 11.3, 11.4, 11.5 |       |       |       |
| I can solve addition and subtraction problems involving angles.([NAD 4.M.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 4.MD.7](http://www.corestandards.org/Math/Content/4/MD/)) | 11.1, 11.2, 11.3, 11.4, 11.5 |       |       |       |
| I can count coins and bills to make correct change. ([NAD 4.M.](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)6) |  |       |       |       |
| **GEOMETRY (NAD / CCSS)** |
| I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines. ([NAD 4.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 4.G.1](http://www.corestandards.org/Math/Content/4/G/)) | 10.1, 10.3 |       |       |       |
| I can classify two-dimensional shapes based on what I know about their geometrical attributes. ([NAD 4.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 4.G.2](http://www.corestandards.org/Math/Content/4/G/)) | 10.2, 10.4 |       |       |       |
| I can recognize and identify right triangles.([NAD 4.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 4.G.2](http://www.corestandards.org/Math/Content/4/G/)) | 10.2, 10.4 |       |       |       |
| I can recognize and draw lines of symmetry.([NAD 4.GEO.](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)3) ([CCSS 4.G.3](http://www.corestandards.org/Math/Content/4/G/)) | 10.5, 10.6 |       |       |       |
| **DATA ANALYSIS, STATISTICS, AND PROBABILITY (NAD) / MEASUREMENT AND DATA (CCSS)** |
| I can solve addition and subtraction problems using a line plot to display a data set of measurement in fractions of a unit (halves, fourths, and eighths). ([NAD 4.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 4.MD.4](http://www.corestandards.org/Math/Content/4/MD/)) | 10.6, 12.5 |       |       |       |