



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS
MATHEMATICS**

GRADE 4
STANDARD A: MATHEMATICAL PROCESSES
Representation, Reasoning, Problem Solving
Communication, Connections
<i>I can solve addition, subtraction, and multiplication word problems.</i>
A-1.4
<i>I can record and explain math ideas using math vocabulary (e.g., numbers, symbols, pictures, charts, tables, diagrams, graphs, arrays, and equal sharing models).</i>
A-2.4
<i>I can check that the answer makes sense.</i>
A-3.4
<i>I can find examples of math in the real world.</i>
A-4.4
STANDARD B: NUMBER OPERATIONS AND RELATIONSHIPS
Number Concepts
Number Computation
<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, number lines, arrays, equivalent names for numbers, and name-collection routines).</i>
B-1.4
<i>I can read whole numbers to the millions.</i>
B-2.4
<i>I can write numbers to the millions.</i>
B-3.4
<i>I can rename numbers (e.g., in terms of thousands, hundreds, tens, and ones [$1,243 = 1,000 + 200 + 40 + 3$] and $1,243 = 1,250 - 7$).</i>
B-4.4
<i>I can identify place values in whole numbers to the millions.</i>
B-5.4
<i>I can read decimals to the hundredths (including dollar and cent notation).</i>
B-6.4
<i>I can write decimals to the hundredths.</i>
B-7.4
<i>I can identify place values in decimals to the hundredths (e.g., including money notation).</i>
B-8.4

Most essential benchmarks appear in bold, italicized print.



GRADE 4

I can compare and order whole numbers less than 10,000 (using $>$, $<$, and $=$).


B-9.4

I can find multiples of numbers two through ten.

B-10.4

I can identify a fractional part of a region (e.g., one-third of a square is shaded:  or ).

B-11.4

I can identify a fractional part of a collection of objects (e.g., shade one-third of the set of nine circles: ).

B-12.4

I can represent unit fractions one-half, one-third, one-fourth, and one eighth (using drawings, a ruler, pictures, concrete objects, a number line, or a hundreds grid).

B-13.4

I can write equivalent fractions for unit fractions (e.g., halves, fourths, and tenths).

B-14.4

I can compare and order fractions with common denominators and compare and order unit fractions (e.g., one-third, one-fifth, and one-seventh).

B-15.4

I can shade a percent of a region (e.g., using a hundreds grid).

B-16.4

I can estimate using addition and subtraction, including whole numbers and money (e.g., $\$5.47 + \$7.94 \rightarrow \$5.00 + \$8.00 = \$13$ or $\$5.47 + \$7.94 \rightarrow \$5.50 + \$8.00 = \$13.50$).

B-17.4

I can memorize multiplication facts to 12×10 .

B-18.4

I can memorize division facts to $120 \div 10$.

B-19.4

I can solve extended multiplication facts (e.g., $2 \times 5 = 10$ and $20 \times 50 = 1,000$).

B-20.4

I can count money up to \$20 using coins and bills.

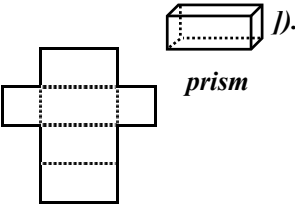
B-21.4

I can make change with coins and bills up to \$20.

B-22.4

I can add whole numbers with/without regrouping (e.g., three digit+two digit, three digit+three digit, and four digit+three digit) in horizontal and vertical format.

B-23.4

GRADE 4
<i>I can subtract whole numbers with/without regrouping (e.g., three digit-two digit, three digit-three digit, and four digit-three digit) in horizontal and vertical format.</i>
<i>B-24.4</i>
<i>I can multiply whole numbers (e.g., two digit multiplied by one digit, two digit multiplied by two digit, and three digit multiplied by one digit) in horizontal and vertical format.</i>
<i>B-25.4</i>
<i>I can add fractions with like denominators.</i>
<i>B-26.4</i>
STANDARD C: GEOMETRY AND SPATIAL SENSE
Two- and Three-Dimensional Figures
Spatial Relationships and Transformations
Coordinate Systems
<i>I can identify and describe two- and three-dimensional figures (e.g., square, triangle, rectangle, pentagon, hexagon, octagon, trapezoid, rhombus, circle, cube, pyramid, rectangular prism, tetrahedron, cylinder, and sphere).</i>
<i>C-1.4</i>
<i>I can determine the number of faces, edges, and vertices of a three-dimensional figure.</i>
<i>C-2.4</i>
<i>I can use pattern block shapes to create different shapes (e.g., one trapezoid and three triangles make a hexagon).</i>
<i>C-3.4</i>
<i>I can identify three-dimensional figures from their nets/flat patterns (e.g., this net forms a rectangular prism:</i>

<i>C-4.4</i>
<i>I can name and construct triangles, quadrangles, and other polygons (e.g., using a ruler, a protractor, and a compass).</i>
<i>C-5.4</i>
<i>I can name, draw, and label line segments, lines, and rays (e.g., identify line segments in a trapezoid).</i>
<i>C-6.4</i>
<i>I can identify line(s) of symmetry within two-dimensional figures or pictures.</i>
<i>C-7.4</i>
<i>I can identify parallel and perpendicular lines.</i>
<i>C-8.4</i>
<i>I can name and draw angles.</i>
<i>C-9.4</i>

GRADE 4
<i>I can draw the reflection (mirror image) of a shape.</i>
<i>C-10.4</i>
<i>I can draw the rotation (turn) of a shape.</i>
<i>C-11.4</i>
<i>I can use coordinates to identify points on a grid (e.g., (E,3) or (5,7)).</i>
<i>C-12.4</i>
STANDARD D: MEASUREMENT
Measurable Attributes/Units
Direct Measurement
Indirect Measurement
<i>I can compute time conversions (e.g., minutes to hours, hours to days, and months to years).</i>
<i>D-1.4</i>
<i>I can determine elapsed time.</i>
<i>D-2.4</i>
<i>I can identify when to use an appropriate unit of length (i.e., inches, feet, yards, millimeters, centimeters, meters, and kilometers).</i>
<i>D-3.4</i>
<i>I can identify when to use an appropriate unit of time (i.e., seconds, minutes, hours, days, months, and years).</i>
<i>D-4.4</i>
<i>I can identify when to use an appropriate unit of liquid capacity (i.e., ounces, cups, quarts, gallons, and liters).</i>
<i>D-5.4</i>
<i>I can identify when to use an appropriate unit of weight (i.e., ounces, pounds, grams, and kilograms).</i>
<i>D-6.4</i>
<i>I can read thermometers according to a variety of scales (e.g., one-, two-, or five-degree intervals).</i>
<i>D-7.4</i>
<i>I can measure with and read a ruler to the nearest centimeter and 1/2 inch, 1/4 inch, 1/8 inch, and inch.</i>
<i>D-8.4</i>
<i>I can compute linear measurement conversions (e.g., feet to inches, yards to feet, and meters to centimeters).</i>
<i>D-9.4</i>
<i>I can compute liquid capacity conversions (e.g., quarts to gallons).</i>
<i>D-10.4</i>
<i>I can find the perimeter of a regular and irregular shape by counting units on a grid.</i>
<i>D-11.4</i>
<i>I can find the area of a shape by counting squares and parts of squares on a grid.</i>
<i>D-12.4</i>
STANDARD E: STATISTICS AND PROBABILITY
Data Analysis and Statistics
Probability

GRADE 4
<i>I can collect, organize, and display data in graphs (i.e., horizontal or vertical bar graph and pictograph) and charts.</i>
<i>E-1.4</i>
<i>I can interpret tables, charts, and line plots.</i>
<i>E-2.4</i>
<i>I can formulate questions to collect, organize, and display data.</i>
<i>E-3.4</i>
<i>I can determine maximum, minimum, median, mode, and range when given a set of data or data in a word problem.</i>
<i>E-4.4</i>
<i>I can use appropriate vocabulary to describe the probability of chance events (i.e., which out-come is more, less, or equally likely and impossible or certain to occur?).</i>
<i>E-5.4</i>
<i>I can predict the outcome of an event (e.g., given a spinner and a numbered cube).</i>
<i>E-6.4</i>
<i>I can determine the number of combinations for choosing two out of four items (e.g., question: what are the possible combinations when selecting two items from a menu of four items—chips, cookie, pizza, and banana? answer: six combinations).</i>
<i>E-7.4</i>
STANDARD F: ALGEBRAIC RELATIONSHIPS
Patterns, Relations, and Functions
Expressions, Equations, Inequalities
Properties
<i>I can describe a rule in writing that explains a numeric pattern (e.g., in the number sequence 1, 3, 5, 7 . . . the rule is add two).</i>
<i>F-1.4</i>
<i>I can extend a numeric or geometric pattern (e.g., find the eighth item when given the first five).</i>
<i>F-2.4</i>
<i>I can create a variety of patterns (e.g., numeric and geometric).</i>
<i>F-3.4</i>
<i>I can use the = sign to mean “is the same as” when solving an open number sentence.</i>
<i>F-4.4</i>
<i>I can evaluate an expression (e.g., $3+(5x2)=$_____).</i>
<i>F-5.4</i>
<i>I can complete a number sentence to make it true (e.g., $\square-3=11$; $9+2>\square$; $5x4=\square x2$).</i>
<i>F-6.4</i>
<i>I can determine whether a number sentence is true or false.</i>
<i>F-7.4</i>

GRADE 4

I can demonstrate or explain the commutative property (turn-around rule) of multiplication (e.g., $2 \times 6 = 12$ and $6 \times 2 = 12$).

F-8.4