

## 4<sup>th</sup> grade SC Ready Checklist

This document contains a list of 4<sup>th</sup> grade objectives arranged by big topics. The standard is referenced beside each objective. Remember that the SC Ready assessment will also incorporate the SC Mathematical Process Standards; therefore, it is important to also review these topics through processes such as problem solving.

Please double check for accuracy and correct any possible errors.

### Whole numbers

- \_\_\_ Understand that a digit represents ten times the same digit to its right (4.NSBT.1)
- \_\_\_ Determine how many times bigger one digit is than the same digit to its right (4.NSBT.1)
- \_\_\_ Read numbers through 999, 999, 999 in standard form (4.NSBT.2)
- \_\_\_ Write numbers through 999, 999, 999 in standard form (4.NSBT.2)
- \_\_\_ Round numbers to any place value (4.NSBT.3)
- \_\_\_ Round numbers to estimate values (4.NSBT.3)
- \_\_\_ Add numbers fluently (4.NSBT.4)
- \_\_\_ Subtract numbers fluently (4.NSBT.4)
- \_\_\_ Multiply a number with up to four digits by a single digit number (4.NSBT.5)
  - a. Rectangular arrays
  - b. Area model
  - c. Equations
- \_\_\_ Multiply a two digit number by a two digit number (4.NSBT.5)
  - d. Rectangular arrays
  - e. Area model
  - f. Equations
- \_\_\_ Divide a number up to four digits by a single digit number (4.NSBT.6)

### Fractions (Denominators of 2, 3, 4, 5, 6, 8, 10, 12, 25, 100)

- \_\_\_ Generate (find) an equivalent fraction using area model by paying attention to the number of parts and the size of the parts (4.NSF.1)
- \_\_\_ Generate (find) an equivalent fraction by multiplying the numerator and denominator by the same number; pay attention to the number of parts and the size of the parts (4.NSF.1)
- \_\_\_ Recognize equivalent fractions (4.NSF.1)
- \_\_\_ Compare two fractions using <, > or = (4.NSF.2)
  - a. Create a common denominator (same size parts) (4.NSF.2)
  - b. Create a common numerator (same number of parts) (4.NSF.2)
  - c. Compare to the benchmark of  $\frac{1}{2}$  (4.NSF.2)
- \_\_\_ Compose (put together) fractions in more than one way then record the answer as an equation (4.NSF.3a)
- \_\_\_ Decompose (separate) fractions in more than one way then record the answer as an equation (4.NSF.3a)
- \_\_\_ Add fractions with like denominators (4.NSF.3b)
- \_\_\_ Subtract fractions with like denominators (4.NSF.3b)
- \_\_\_ Solve word problems involving addition and subtraction of fractions with like denominators referring to the same whole (4.NSF.3c)
- \_\_\_ Understand a fraction  $\frac{a}{b}$ . For example,  $\frac{3}{5}$  can be represented as 3 parts that are  $\frac{1}{5}$  in a size (4.NSF.4a)
- \_\_\_ Multiply a fraction by a whole number using the understanding that fractions are multiples of a unit fraction (4.NSF.4b)
- \_\_\_ Solve word problems involving multiplication of a fraction by a whole number (4.NSF.4c)
  - a. Visual models
  - b. Equations
- \_\_\_ Change a fraction with a denominator of 10 to a denominator of 100 (4.NSF.5)

\_\_\_ Add a fraction with a denominator of 10 to a fraction with a denominator of 100 by finding a common denominator (4.NSF.5)

### **Decimals (tenths and hundredths)**

\_\_\_ Change a fraction with a denominator of 10 to a decimal (4.NSF.6)

\_\_\_ Change a fraction with a denominator of 100 to a decimal (4.NSF.6)

\_\_\_ Read a decimal to the hundredths (4.NSF.6)

\_\_\_ Write a decimal to the hundredths as a fraction (4.NSF.6)

\_\_\_ Compare decimals to the hundredths and justify your answer with concrete or visual models (4.NSF.7)

\_\_\_ Order decimals to the hundredths and justify your answer with concrete or visual models (4.NSF.7)

### **Multiplication**

\_\_\_ Interpret a multiplication equation as “times as many” (4.ATO.1)

\_\_\_ Write a verbal statement of multiplicative comparison as a multiplication equation (4.ATO.1)

\_\_\_ Solve “times as many” word problems (4.ATO.2)

- Product unknown
- Group size unknown
- Number of groups unknown

\_\_\_ Recognize that a whole number is a multiple of its factors (4.ATO.4)

\_\_\_ Find all the factors of a whole number in the range from 1 – 100 (4.ATO.4)

\_\_\_ Determine if a whole number is prime or composite (4.ATO.4)

### **Multi – step word problems**

\_\_\_ Solve multi – step word problems using the four operations (4.ATO.3)

\_\_\_ Represent the word problem with an equation using a variable for the unknown quantity (4.ATO.3)

### **Patterns**

\_\_\_ Generate a number pattern that follows a give rule (4.ATO.5)

\_\_\_ Generate a shape pattern that follows a give rule (4.ATO.5)

\_\_\_ Determine a term that appears later in a sequence (4.ATO.5)

### **Geometry**

\_\_\_ Draw, name and identify the following (4.G.1)

- Point
- Line
- Line segment
- Ray
- Angles (right, acute and obtuse)
- Parallel lines
- Perpendicular lines

\_\_\_ Classify quadrilaterals based on if it has parallel lines or perpendicular lines (4.G.2)

\_\_\_ Recognize a right triangle (4.G.3)

\_\_\_ Understand that a line of symmetry divides a shape into matching parts (4.G.4)

\_\_\_ Identify the line symmetry in a two dimensional shape (4.G.4)

### **Measurement**

\_\_\_ Convert measurements within the customary system (in, ft, yd, oz, lb, sec, min, hr) from larger unit to smaller unit (4.MDA.1)

\_\_\_ Convert measurements within the metric system (cm, m, km, g, kg, mL, L) from larger unit to smaller unit (4.MDA.1)

\_\_\_ Solve word problems involving distance /length (in, ft, yd, cm, m, km) using all four operations (4.MDA.2)

\_\_\_ Solve word problems involving liquid volume (oz, mL, L) using all four operations (4.MDA.2)

\_\_\_ Solve word problems involving mass (lb, g, kg) involving all four operations (4.MDA.2)

\_\_\_ Solve elapsed time problems using intervals of time within 12 hours (4.MDA.2)

\_\_\_ Solve word problems involving money

- a. Using all four operations (4.MDA.2)
- b. Determine the value of a collection of coins and bills greater than \$1.00 (4.MDA.8)

\_\_\_ Find the area of a rectangle using a formula (4.MDA.3)

\_\_\_ Find the perimeter of rectangle using a formula (4.MDA.3)

\_\_\_ Create a line plot of a data set measured to the nearest quarter inch and eighth of an inch (4.MDA.4)

\_\_\_ Interpret a line a plot with a data set measured to the nearest quarter inch and eighth of an inch (4.MDA.4)

\_\_\_ Understand that an angle measurement takes up a portion of a circle (4.MDA.5)

\_\_\_ Measure angles in whole number degrees using a protractor (4.MDA.6)

\_\_\_ Draw angles in whole number degrees using a protractor (4.MDA.6)

\_\_\_ Solve addition problems to find an unknown angle (4.MDA.7)

\_\_\_ Solve subtraction problems to find an unknown angle (4.MDA.7)