

Map: **Math Grade 4** Grade Level: **4**District: **Island Trees**Created: **12/21/2006** Last Updated: **12/21/2006**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	How does the knowlegde of multiplication and division help us utilize math more efficiently?	Relating Multiplication and Division Facts 0-12 Using Various Strategies to Enhance Our Ability to Calculate	<p>Relating multiplication and division through fact families and recognizing patterns</p> <p>Identify 0-12 as factors</p> <p>Identify 0-12 as divisors</p> <p>Use multiplication properties and rules of division</p> <p>Recognize multiplication and division facts by 0-12</p> <p>Analyze and solve problems</p>	<p>MST3-4.N.6</p> <p>MST3-4.N.15</p> <p>MST3-4.N.16</p> <p>MST3-4.N.17</p> <p>MST3-4.N.13</p> <p>MST3-4.N.1</p> <p>MST3-4.N.2</p> <p>MST3-4.N.3</p> <p>MST3-4.N.4</p> <p>MST3-4.N.5</p>
	How does understanding place value allow us to recognize the value of a number?	Place Value to the Millions	<p>Understand the place value structure of the base ten number system</p> <p>Read and write whole numbers through millions</p> <p>Identify the place value of a digit in whole numbers through 999,999</p> <p>Compare and order whole numbers through hundred thousands</p> <p>Round numbers through thousands</p> <p>Recognize equivalent representations for numbers up to four digits</p> <p>Analyze and solve problems using skills and strategies</p>	<p>MST3-4.A.2</p> <p>MST3-4.N.26</p> <p>MST3-4.PS.4</p> <p>MST3-4.CN.6</p> <p>MST3-4.R.8</p> <p>MST3-4.R.10</p> <p>MST3-4.PS.12</p> <p>MST3-4.RP.5</p> <p>MST3-4.R.3</p> <p>MST3-4.R.4</p> <p>MST3-4.R.5</p> <p>MST3-4.A.1</p> <p>MST3-4.A.3</p>

				MST3-4.A.5
Unit 2	How does addition and subtraction help us in our everyday lives?	Adding and Subtracting Whole Numbers	<p>Estimate whole number sums and differences</p> <p>Add up to five-digit whole numbers, including money</p> <p>Subtract up to five-digit whole numbers, including money</p> <p>Make change using amounts up to \$100</p> <p>Formulate problems and solutions from everyday situations</p> <p>Analyze and solve problems using skills and strategies</p>	<p>MST3-4.M.8</p> <p>MST3-4.N.14</p> <p>MST3-4.S.1</p> <p>MST3-4.S.2</p> <p>MST3-4.S.3</p> <p>MST3-4.S.4</p> <p>MST3-4.S.5</p> <p>MST3-4.S.6</p> <p>MST3-4.PS.1</p> <p>MST3-4.PS.2</p> <p>MST3-4.PS.3</p> <p>MST3-4.PS.5</p> <p>MST3-4.PS.6</p>
	How does understanding data and probability enhance our ability to understand and organize information?	Using Data and Probability to Understand Information	<p>Collect, organize, & describe data</p> <p>Read, make, and interpret bar graphs, pictographs, tables, and line graphs</p> <p>* Line Graphs - Post-March</p> <p>Formulate conclusions and make predictions based on data and graphs</p> <p>* Graph ordered pairs on a coordinate grid - Post-March</p> <p>Determine the probability of an event</p>	<p>MST3-4.PS.7</p> <p>MST3-4.PS.8</p> <p>MST3-4.PS.17</p> <p>MST3-4.PS.20</p> <p>MST3-4.CN.1</p> <p>MST3-4.CN.3</p> <p>MST3-4.PS.10</p> <p>MST3-4.PS.11</p> <p>MST3-4.PS.13</p> <p>MST3-4.PS.14</p> <p>MST3-4.PS.15</p> <p>MST3-4.PS.22</p> <p>MST3-4.RP.1</p>

			Analyze and solve problems using skills and strategies		<p>MST3-4.RP.4</p> <p>MST3-4.RP.6</p> <p>MST3-4.CM.5</p> <p>MST3-4.CN.8</p> <p>MST3-4.R.1</p>
Unit 3	<p>How does knowing how to multiply simplify the ability to compute numbers?</p> <p>How does our knowledge of multiplication of larger numbers assist us in dividing by one-digit divisors?</p> <p>How can various problem solving strategies help us understand how to tackle and solve a word problem?</p>	<p>Multiply two-, three- and four-digit numbers by one-digit numbers</p> <p>* Three- and four-digit numbers - Post-March</p> <p>Division by One-Digit Divisors with Remainders</p>	<p>Multiplying numbers of 10, 100, and 1000 by one-digit numbers using the zero trick</p> <p>Estimating Products</p> <p>Multiply larger numbers by one-digit numbers, including money</p> <p>Understand various meanings of multiplication and division and recognize their inverse relationship</p> <p>Analyze and solve problems using skills and strategies</p> <p>Divide multiples of 10, 100, and 1,000 by one-digit divisors</p> <p>Use compatible numbers to estimate quotients</p> <p>Divide two- and three-digit numbers by one-digit numbers</p> <p>* Three-digit numbers - Post-March</p> <p>Interpret the meaning of a remainder</p> <p>Analyze and solve problems using skills and strategies</p>		<p>MST3-4.N.18</p> <p>MST3-4.N.20</p> <p>MST3-4.PS.24</p> <p>MST3-4.CM.9</p> <p>MST3-4.R.6</p> <p>MST3-4.R.7</p> <p>MST3-4.R.9</p> <p>MST3-4.PS.21</p> <p>MST3-4.PS.23</p> <p>MST3-4.PS.25</p> <p>MST3-4.RP.3</p> <p>MST3-4.RP.7</p> <p>MST3-4.CM.7</p> <p>MST3-4.CN.2</p>



	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p>How do we incorporate time and measurement of length, capacity, mass, and temperature into our daily lives?</p> <p>How does an understanding of the Metric System and Customary System allow us to compare and better relate to the world around us?</p>	<p>Telling Time and Using a Calendar</p> <p>Measuring in Customary Units vs. Metric Units</p>	<p>Estimate time while using time to the seconds and determine elapsed time</p> <p>Use a calendar to determine how days, weeks, months, and years correlate</p> <p>Estimate, measure, and convert U.S. customary units of length, capacity, mass, and temperature</p> <p>Estimate, measure, and convert metric units of length, capacity, mass, and temperature</p> <p>Recognize appropriate tools to assist us in determining various measurements</p>	<p>MST3-4.M.1</p> <p>MST3-4.M.2</p> <p>MST3-4.M.3</p> <p>MST3-4.M.4</p> <p>MST3-4.M.5</p> <p>MST3-4.M.6</p> <p>MST3-4.M.7</p> <p>MST3-4.M.9</p> <p>MST3-4.M.10</p> <p>MST3-4.N.21</p> <p>MST3-4.N.22</p> <p>MST3-4.N.27</p> <p>MST3-4.PS.19</p> <p>MST3-4.RP.2</p> <p>MST3-4.RP.8</p> <p>MST3-4.RP.9</p> <p>MST3-4.CM.4</p> <p>MST3-4.CM.6</p> <p>MST3-4.CM.8</p> <p>MST3-4.CN.7</p>
Unit 5	<p>How does the ability to recognize geometric shapes enhance our awareness of the world around us?</p> <p>How does understanding various problem solving strategies help us better tackle and solve word problems?</p>	<p>Geometric Shapes</p> <p>Points, Lines, Segments, Rays, and Angles</p> <p>* Rays and Angles - Post-March</p> <p>Congruent vs. Similar Shapes</p>	<p>Explore and identify closed figures made up of three or more sides</p> <p>Distinguish between two- and three-dimensional figures</p> <p>Define and identify vertices, faces, and edges of three-dimensional shapes</p>	<p>MST3-4.G.1</p> <p>MST3-4.G.2</p> <p>MST3-4.G.3</p> <p>MST3-4.G.4</p> <p>MST3-4.G.5</p> <p>MST3-4.G.6</p>

		Slides, Flips, Turns, and Symmetry Finding Perimeter and Area	<p>Recognize the differences between lines, line segments, rays, and angles</p> <p>* Rays and angles - Post-March</p> <p>* Draw and identify perpendicular, parallel, and intersecting lines - Post-March</p> <p>Identify congruent, similar, and symmetrical figures, slides, flips, and turns</p> <p>Find perimeter and area</p> <p>Analyze and solve problems using skills and strategies</p>	<p>MST3-4.G.7</p> <p>MST3-4.G.8</p> <p>MST3-4.PS.18</p> <p>MST3-4.CN.5</p> <p>MST3-4.R.2</p> <p>MST3-4.CM.10</p> <p>MST3-4.CM.11</p> <p>MST3-4.A.4</p>
Unit 6	How does review of various concepts already taught better prepare us for the state exam?	Post-March Grade 3 Math through Pre-March Grade 4 Math Review	<p>Post-March Grade 3 Skills</p> <p>* Explore equivalent fractions ($1/2$, $1/3$, $1/4$)</p> <p>* Compare and order unit fractions ($1/2$, $1/3$, $1/4$) by using $<$, $>$, and $=$</p> <p>* Find approximate locations of fractions on a number line ($1/2$, $1/3$, $1/4$)</p> <p>* Multiply factors up to 12×12</p> <p>* Use tables, patterns, halving, and manipulatives to provide meaning for division</p> <p>* Estimate numbers up to 500</p> <p>* Identify congruent and similar figures</p>	<p>MST3-3.PS.1</p> <p>MST3-3.PS.2</p> <p>MST3-3.PS.3</p> <p>MST3-3.PS.5</p> <p>MST3-3.PS.7</p> <p>MST3-3.PS.8</p> <p>MST3-3.PS.9</p> <p>MST3-3.PS.11</p> <p>MST3-3.PS.12</p> <p>MST3-3.PS.13</p> <p>MST3-3.PS.14</p> <p>MST3-3.PS.15</p> <p>MST3-3.PS.16</p> <p>MST3-3.PS.17</p>

			<p>* Formulate questions about statistics and probability in daily surroundings</p> <p>* Collect data using observations, surveys, and records appropriately</p> <p><u>Pre-March Grade 4 Skills</u></p> <p>* See skills from September through January on this map</p>		<p>MST3-3.PS.18</p> <p>MST3-3.PS.19</p> <p>MST3-3.PS.20</p> <p>MST3-3.PS.21</p> <p>MST3-3.PS.22</p> <p>MST3-3.PS.23</p> <p>MST3-3.PS.24</p> <p>MST3-3.PS.25</p> <p>MST3-3.N.10</p> <p>MST3-3.N.11</p> <p>MST3-3.N.12</p> <p>MST3-3.N.13</p> <p>MST3-3.N.14</p> <p>MST3-3.N.15</p> <p>MST3-3.N.19</p> <p>MST3-3.N.20</p> <p>MST3-3.N.21</p> <p>MST3-3.N.22</p> <p>MST3-3.N.23</p> <p>MST3-3.N.24</p> <p>MST3-3.N.25</p> <p>MST3-3.N.26</p> <p>MST3-3.N.27</p>
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	Essential Questions	Content	Skills	Standards/PIs
Unit 7	How does understanding a part of a whole help us to recognize and manipulate fractions?	Comparing, Ordering, Adding, and Subtracting Fractions with Like Denominators	Identify parts of a region or set Find equivalent fractions Compare and order fractions Use concrete materials and visual models to compare and order unit fractions Add and subtract fractions with like denominators	MST3-4.N.7 MST3-4.N.8 MST3-4.N.9 MST3-4.N.23 MST3-4.PS.16 MST3-4.CM.1 MST3-4.CM.2 MST3-4.CM.3 MST3-4.CN.4
Unit 8	How does an understanding of fractions correlate with an understanding of decimals?	Decimal Place Value to the Hundredths	Relate fractions and mixed numbers to decimals Compare and order decimals through hundredths Estimate decimal sums and differences Add and subtract decimals through hundredths Read and write decimals to hundredths, using money as a context Analyze and solve problems using skills and strategies	MST3-4.N.10 MST3-4.N.11 MST3-4.N.12 MST3-4.N.24 MST3-4.N.25
	How does the ability to multiply larger numbers enhance our understanding of more difficult computation? How does understanding	Multiplying by two-digit numbers	Multiply multiples of 10, 100, and 1,000 by two-digit numbers Estimate larger products Multiply two- and three-	MST3-4.N.19 MST3-4.N.16 MST3-4.N.17 MST3-4.N.20

Unit 9	<p>various problem solving strategies help us better tackle and solve a word problem?</p> <p>How does an understanding of division by one-digit divisors assist us in division by two-digit divisors?</p>	<p>Division by two-digit divisors with possible remainders</p>	<p>digit numbers by two-digit numbers, including money</p> <p>Select appropriate computational and operational methods to solve problems</p> <p>Analyze and solve problems using skills and strategies</p> <p>Divide with tens and hundreds</p> <p>Use compatible numbers to estimate quotients</p> <p>Divide by two-digit divisors</p> <p>Analyze and solve problems using skills and strategies</p>		<p>MST3-4.N.22</p>
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	Essential Questions	Content	Skills	Standards/PIs
Unit 10	How does an understanding of mathematical vocabulary and previously learned concepts prepare us for more challenging tasks in grade 5?	Reviewing multiplication and division facts and revisiting larger numbers to multiply and divide	<p>Relating multiplication and division through fact families and patterns</p> <p>Estimating larger products</p> <p>Multiplying two- and three-digit numbers by two-digit numbers</p> <p>Using compatible numbers to estimate quotients</p> <p>Dividing two- and three-digit numbers by two-digit numbers</p>	<p>MST3-4.N.15</p> <p>MST3-4.N.16</p> <p>MST3-4.N.17</p> <p>MST3-4.N.19</p> <p>MST3-4.N.1</p> <p>MST3-4.N.2</p> <p>MST3-4.N.3</p> <p>MST3-4.N.4</p> <p>MST3-4.N.5</p> <p>MST3-4.PS.9</p>

Key to Standards used in this Map

MST3-3.PS.1 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.1 - explore, examine, and make observations about a social problem or mathematical situation [Grade 3]

MST3-3.PS.2 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.2 - understand that some ways of representing a problem are more helpful than others [Grade 3]

MST3-3.PS.3 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.3 - interpret information correctly, identify the problem, and generate possible solutions [Grade 3]

MST3-3.PS.5 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.5 - formulate problems and solutions from everyday situations [Grade 3]

MST3-3.PS.7 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.7 - represent problem situations in oral, written, concrete, pictorial, and graphical forms [Grade 3]

MST3-3.PS.8 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.8 - select an appropriate representation of a problem [Grade 3]

MST3-3.PS.9 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.9 - use trial and error to solve problems [Grade 3]

MST3-3.PS.11 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.11 - make pictures/diagrams of problems [Grade 3]

MST3-3.PS.12 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.12 - use physical objects to model problems [Grade 3]

MST3-3.PS.13 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.13 - work in collaboration with others to solve problems [Grade 3]

MST3-3.PS.14 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.14 - make organized lists to solve numerical problems [Grade 3]

MST3-3.PS.15 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.15 - make charts to solve numerical problems [Grade 3]

MST3-3.PS.16 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.16 - analyze problems by identifying relationships [Grade 3]

MST3-3.PS.17 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.17 - analyze problems by identifying relevant versus irrelevant information [Grade 3]

MST3-3.PS.18 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.18 - analyze problems by observing patterns [Grade 3]

MST3-3.PS.19 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.19 - state a problem in their own words [Grade 3]

MST3-3.PS.20 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.20 - determine what information is needed to solve a problem [Grade 3]

MST3-3.PS.21 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.21 - discuss with peers to understand a problem situation [Grade 3]

MST3-3.PS.22 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.22 - discuss the efficiency of different representations of a problem [Grade 3]

MST3-3.PS.23 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.23 - verify results of a problem [Grade 3]

MST3-3.PS.24 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.24 - recognize invalid approaches [Grade 3]

MST3-3.PS.25 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.25 - determine whether a solution is reasonable in the context of the original problem [Grade 3]

MST3-4.PS.1 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 4.PS.1 - explore, examine, and make observations about a social problem or mathematical situation [Grade 4]

MST3-4.PS.2 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 4.PS.2 - understand that some ways of representing a problem are more helpful than others [Grade 4]

MST3-4.PS.3 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 4.PS.3 - interpret information correctly, identify the problem, and generate possible solutions [Grade 4]

MST3-4.PS.4 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 4.PS.4 - act out or model with manipulatives activities involving mathematical content from literature [Grade 4]

MST3-4.PS.5 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 4.PS.5 - formulate problems and solutions from everyday situations [Grade 4]

MST3-4.PS.6 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 4.PS.6 - translate from a picture/diagram to a numeric expression [Grade 4]

MST3-4.PS.7 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 4.PS.7 - represent problem situations in oral, written, concrete, pictorial, and graphical forms [Grade 4]

MST3-4.PS.8 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 4.PS.8 - select an appropriate representation of a problem [Grade 4]

MST3-4.PS.9 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.9 - use trial and error to solve problems [Grade 4]

MST3-4.PS.10 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.10 - use process of elimination to solve problems [Grade 4]

MST3-4.PS.11 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.11 - make pictures/diagrams of problems [Grade 4]

MST3-4.PS.12 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.12 - use physical objects to model problems [Grade 4]

MST3-4.PS.13 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.13 - work in collaboration with others to solve problems [Grade 4]

MST3-4.PS.14 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.14 - make organized lists to solve numerical problems [Grade 4]

MST3-4.PS.15 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.15 - make charts to solve numerical problems [Grade 4]

MST3-4.PS.16 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.16 - analyze problems by identifying relationships [Grade 4]

MST3-4.PS.17 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.17 - analyze problems by identifying relevant versus irrelevant information [Grade 4]

MST3-4.PS.18 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.18 - analyze problems by observing patterns [Grade 4]

MST3-4.PS.19 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 4.PS.19 - state a problem in their own words [Grade 4]

MST3-4.PS.20 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 4.PS.20 - determine what information is needed to solve a problem [Grade 4]

MST3-4.PS.21 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 4.PS.21 - discuss with peers to understand a problem situation [Grade 4]

MST3-4.PS.22 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 4.PS.22 - discuss the efficiency of different representations of a problem [Grade 4]

MST3-4.PS.23 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 4.PS.23 - verify results of a problem [Grade 4]

MST3-4.PS.24 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 4.PS.24 - recognize invalid approaches [Grade 4]

MST3-4.PS.25 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 4.PS.25 - determine whether a solution is reasonable in the context of the original problem [Grade 4]

MST3-4.RP.1 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 4.RP.1 - use representations to support mathematical ideas [Grade 4]

MST3-4.RP.2 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 4.RP.2 - determine whether a mathematical statement is true or false and explain why [Grade 4]

MST3-4.RP.3 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 4.RP.3 - investigate the use of knowledgeable guessing by generalizing mathematical ideas [Grade 4]

MST3-4.RP.4 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 4.RP.4 - make conjectures from a variety of representations [Grade 4]

MST3-4.RP.5 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 4.RP.5 - justify general claims or conjectures, using manipulatives, models, and expressions [Grade 4]

MST3-4.RP.6 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 4.RP.6 - develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms [Grade 4]

MST3-4.RP.7 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 4.RP.7 - discuss, listen, and make comments that support or reject claims made by other students [Grade 4]

MST3-4.RP.8 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will select and use various types of reasoning and methods of proof. - Performance Indicator 4.RP.8 - support an argument by trying many cases [Grade 4]

MST3-4.RP.9 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will select and use various types of reasoning and methods of proof. - Performance Indicator 4.RP.9 - disprove an argument by finding counterexamples [Grade 4]

MST3-4.CM.1 [1 occurrence] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 4.CM.1 - understand and explain how to organize their thought process [Grade 4]

MST3-4.CM.2 [1 occurrence] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 4.CM.2 - verbally explain their rationale for strategy selection [Grade 4]

MST3-4.CM.3 [1 occurrence] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 4.CM.3 - provide reasoning both in written and verbal form [Grade 4]

MST3-4.CM.4 [1 occurrence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 4.CM.4 - organize and accurately label work [Grade 4]

MST3-4.CM.5 [1 occurrence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 4.CM.5 - share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams,

models, symbols, and expressions in written and verbal form [Grade 4]

MST3-4.CM.6 [1 occurrence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 4.CM.6 - answer clarifying questions from others [Grade 4]

MST3-4.CM.7 [1 occurrence] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 4.CM.7 - restate mathematical solutions shared by other students [Grade 4]

MST3-4.CM.8 [1 occurrence] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 4.CM.8 - consider strategies used and solutions found in relation to their own work [Grade 4]

MST3-4.CM.9 [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 4.CM.9 - increase their use of mathematical vocabulary and language when communicating with others [Grade 4]

MST3-4.CM.10 [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 4.CM.10 - describe objects, relationships, solutions and rationale using appropriate vocabulary [Grade 4]

MST3-4.CM.11 [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 4.CM.11 - decode and comprehend mathematical visuals and symbols to construct meaning [Grade 4]

MST3-4.CN.1 [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and use connections among mathematical ideas. - Performance Indicator 4.CN.1 - recognize, understand, and make connections in their everyday experiences to mathematical ideas [Grade 4]

MST3-4.CN.2 [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and use connections among mathematical ideas. - Performance Indicator 4.CN.2 - compare and contrast mathematical ideas [Grade 4]

MST3-4.CN.3 [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and use connections among mathematical ideas. - Performance Indicator 4.CN.3 - connect and apply mathematical information to solve problems [Grade 4]

MST3-4.CN.4 [1 occurrence] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 4.CN.4 - understand multiple representations and how they are related [Grade 4]

MST3-4.CN.5 [1 occurrence] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 4.CN.5 - model situations with objects and representations and be able to make observations [Grade 4]

MST3-4.CN.6 [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 4.CN.6 - recognize the presence of mathematics in their daily lives [Grade 4]

MST3-4.CN.7 [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 4.CN.7 - apply mathematics to solve problems that develop outside of mathematics [Grade 4]

MST3-4.CN.8 [1 occurrence] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 4.CN.8 - recognize and apply mathematics to other disciplines [Grade 4]

MST3-4.R.1 [1 occurrence] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 4.R.1 - use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations [Grade 4]

MST3-4.R.2 [1 occurrence] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 4.R.2 - share mental images of mathematical ideas and understandings [Grade 4]

MST3-4.R.3 [1 occurrence] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 4.R.3 - recognize and use external mathematical representations [Grade 4]

MST3-4.R.4 [1 occurrence] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 4.R.4 - use standard and nonstandard representations with accuracy and detail [Grade 4]

MST3-4.R.5 [1 occurrence] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 4.R.5 - understand similarities and differences in representations. [Grade 4]

MST3-4.R.6 [1 occurrence] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 4.R.6 - connect mathematical representations with problem solving [Grade 4]

MST3-4.R.7 [1 occurrence] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 4.R.7 - construct effective representations to solve problems [Grade 4]

MST3-4.R.8 [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 4.R.8 - use mathematics to show and understand physical phenomena [Grade 4]

MST3-4.R.9 [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 4.R.9 - use mathematics to show and understand social phenomena [Grade 4]

MST3-4.R.10 [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical

phenomena. - Performance Indicator 4.R.10 - use mathematics to show and understand mathematical phenomena [Grade 4]

MST3-3.N.10 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.10 - develop an understanding of fractions as part of a whole unit and as parts of a collection [Grade 3]

MST3-3.N.11 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.11 - use manipulatives, visual models, and illustrations to name and represent unit fractions as part of a whole or a set of objects [Grade 3]

MST3-3.N.12 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.12 - understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction [Grade 3]

MST3-3.N.13 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.13 - recognize fractional numbers as equal parts of a whole [Grade 3]

MST3-3.N.14 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.14 - explore equivalent fractions [Grade 3]

MST3-3.N.15 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.15 - compare and order unit fractions and find their approximate locations on a number line [Grade 3]

MST3-3.N.19 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.19 - develop fluency with single-digit multiplication facts [Grade 3]

MST3-3.N.20 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.20 - use a variety of strategies to solve multiplication problems with factors up to 12×12 [Grade 3]

MST3-3.N.21 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.21 - use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication [Grade 3]

MST3-3.N.22 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.22 - demonstrate fluency and apply single-digit division facts [Grade 3]

MST3-3.N.23 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.23 - use tables, patterns, halving, and manipulatives to provide meaning for division [Grade 3]

MST3-3.N.24 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.24 - develop strategies for selecting the appropriate computational and operational method in problem solving situations [Grade 3]

MST3-3.N.25 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.25 - estimate numbers up to 500 [Grade 3]

MST3-3.N.26 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.26 - recognize real world situations in which an estimate (rounding) is more appropriate [Grade 3]

MST3-3.N.27 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.27 - check reasonableness of an answer by using estimation [Grade 3]

MST3-4.N.1 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.1 - skip count by 1,000's [Grade 4]

MST3-4.N.2 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.2 - read and write whole numbers to 10,000 [Grade 4]

MST3-4.N.3 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.3 - compare and order numbers to 10,000 [Grade 4]

MST3-4.N.4 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.4 - understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand, 10 thousands = 1 ten thousand [Grade 4]

MST3-4.N.5 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.5 - recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers [Grade 4]

MST3-4.N.6 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers,

relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.6 - understand, use, and explain the associative property of multiplication [Grade 4]

MST3-4.N.7 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.7 - develop an understanding of fractions as locations on number lines and as divisions of whole numbers [Grade 4]

MST3-4.N.8 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.8 - recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations [Grade 4]

MST3-4.N.9 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.9 - use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line) [Grade 4]

MST3-4.N.10 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.10 - develop an understanding of decimals as part of a whole [Grade 4]

MST3-4.N.11 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.11 - read and write decimals to hundredths, using money as a context [Grade 4]

MST3-4.N.12 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 4.N.12 - use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money [Grade 4]

MST3-4.N.13 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 4.N.13 - develop an understanding of the properties of odd/even numbers as a result of multiplication [Grade 4]

MST3-4.N.14 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.14 - use a variety of strategies to add and subtract numbers up to 10,000 [Grade 4]

MST3-4.N.15 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.15 - select appropriate computational and operational methods to solve problems [Grade 4]

MST3-4.N.16 [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.16 - understand various meanings of multiplication and division [Grade 4]

MST3-4.N.17 [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.17 - use multiplication and division as inverse operations to solve problems [Grade 4]

MST3-4.N.18 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.18 - use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping) [Grade 4]

MST3-4.N.19 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.19 - use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping) [Grade 4]

MST3-4.N.20 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.20 - develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000 [Grade 4]

MST3-4.N.21 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.21 - use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders) [Grade 4]

MST3-4.N.22 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.22 - interpret the meaning of remainders [Grade 4]

MST3-4.N.23 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.23 - add and subtract proper fractions with common denominators [Grade 4]

MST3-4.N.24 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.24 - express decimals as an equivalent form of fractions to tenths and hundredths [Grade 4]

MST3-4.N.25 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 4.N.25 - add and subtract decimals to tenths and hundredths using a hundreds chart [Grade 4]

- MST3-4.N.26** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 4.N.26 - round numbers less than 1,000 to the nearest tens and hundreds [Grade 4]
- MST3-4.N.27** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 4.N.27 - check reasonableness of an answer by using estimation [Grade 4]
- MST3-4.A.1** [1 occurrence] - MST Standard 3 - Algebra Strand - Students will represent and analyze algebraically a wide variety of problem solving situations. [Variables and Expressions] - Performance Indicator 4.A.1 - evaluate and express relationships using open sentences with one operation [Grade 4]
- MST3-4.A.2** [1 occurrence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 4.A.2 - use the symbols $<$, $>$, $=$, and $?$ (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths) [Grade 4]
- MST3-4.A.3** [1 occurrence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 4.A.3 - find the value or values that will make an open sentence true, if it contains $<$ or $>$ [Grade 4]
- MST3-4.A.4** [1 occurrence] - MST Standard 3 - Algebra Strand - Students will recognize, use, and represent algebraically patterns, relations, and functions. [Patterns, Relations and Functions] - Performance Indicator 4.A.4 - describe, extend, and make generalizations about numeric and geometric patterns [Grade 4]
- MST3-4.A.5** [1 occurrence] - MST Standard 3 - Algebra Strand - Students will recognize, use, and represent algebraically patterns, relations, and functions. [Patterns, Relations and Functions] - Performance Indicator 4.A.5 - analyze a pattern or a whole-number function and state the rule, given a table or an input/output box [Grade 4]
- MST3-4.G.1** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 4.G.1 - identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon) [Grade 4]
- MST3-4.G.2** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 4.G.2 - identify points and line segments when drawing a plane figure [Grade 4]
- MST3-4.G.3** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 4.G.3 - find perimeter of polygons by adding sides [Grade 4]
- MST3-4.G.4** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 4.G.4 - find the area of a rectangle by counting the number of squares needed to cover the rectangle [Grade 4]
- MST3-4.G.5** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 4.G.5 - define and identify vertices, faces, and edges of three-dimensional shapes [Grade 4]
- MST3-4.G.6** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 4.G.6 - draw and identify intersecting, perpendicular, and parallel lines [Grade 4]
- MST3-4.G.7** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 4.G.7 - identify points and rays when drawing angles [Grade 4]
- MST3-4.G.8** [1 occurrence] - MST Standard 3 - Geometry Strand - Students will identify and justify geometric relationships, formally and informally. [Geometric Relationships] - Performance Indicator 4.G.8 - classify angles as acute, obtuse, right, and straight [Grade 4]
- MST3-4.M.1** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.1 - select tools and units (customary and metric) appropriate for the length measured [Grade 4]
- MST3-4.M.2** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.2 - use a ruler to measure to the nearest standard unit [Grade 4]
- MST3-4.M.3** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.3 - know and understand equivalent standard units of length [Grade 4]
- MST3-4.M.4** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.4 - select tools and units appropriate to the mass of the object being measured (grams and kilograms) [Grade 4]
- MST3-4.M.5** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.5 - measure mass, using grams [Grade 4]
- MST3-4.M.6** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.6 - select tools and units appropriate to the capacity being measured (milliliters and liters) [Grade 4]
- MST3-4.M.7** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 4.M.7 - measure capacity, using milliliters and liters [Grade 4]
- MST3-4.M.8** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 4.M.8 - make change, using combined coins and dollar amounts [Grade 4]
- MST3-4.M.9** [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 4.M.9 -

calculate elapsed time in hours and half hours, not crossing a.m./p.m. [Grade 4]

MST3-4.M.10 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 4.M.10 - calculate elapsed time in days and weeks, using a calendar [Grade 4]

MST3-4.S.1 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 4.S.1 - design investigations to address a question from given data [Grade 4]

MST3-4.S.2 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 4.S.2 - collect data using observations, surveys, and experiments and record appropriately [Grade 4]

MST3-4.S.3 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 4.S.3 - represent data using tables, bar graphs, and pictographs [Grade 4]

MST3-4.S.4 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 4.S.4 - read and interpret line graphs [Grade 4]

MST3-4.S.5 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 4.S.5 - develop and make predictions that are based on data [Grade 4]

MST3-4.S.6 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 4.S.6 - formulate conclusions and make predictions from graphs [Grade 4]