

## Grade Four Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
<b>Numbers, Number Sense, and Computation</b>	1.4.1	Identify and use place value positions of whole numbers to one million. [1.1]
	1.4.2	Identify fractions and compare fractions with like denominators using models, drawings, and numbers. [1.6]
	1.4.6	Estimate to determine the reasonableness of an answer to mathematical and practical situations. [1.16]
	1.4.7	Add and subtract multi-digit numbers. [1.18]
	1.4.8	Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals. [1.19] Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations. [1.27]
<b>Patterns, Functions, and Algebra</b>	2.4.1	Identify, describe, and represent patterns and relationships in the number system including arithmetic and geometric sequences. [2.2]
	2.4.2	Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division. [2.4]
	2.4.3	Select the solution to an equation from a given set of numbers. [2.3] Complete number sentences with the appropriate words and symbols (+, -, ·, ÷, >, <, =). [2.5]
<b>Measurement</b>	3.4.1	Estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric). [3.1] Estimate temperature in practical situations. [3.2]
	3.4.2	Measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems. [3.5]
	3.4.4	Determine totals for monetary amounts in practical situations. [3.7]
	3.4.6	Use money notation to add and subtract given monetary amounts. [3.8] Use A.M. and P.M. appropriately in describing time. [3.11] Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time. [3.9]
		Recognize the number of weeks in a year, days in a year, and days in a month. [3.10]
<b>Spatial Relationships, Geometry, and Logic</b>	4.4.1	Identify, draw, and classify angles, including straight, right, obtuse, and acute. [4.1]
	4.4.2	Identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions. [4.3]
	4.4.3	Identify coordinates for a given point in the first quadrant. [4.5]
	4.4.4	Locate points of given coordinates on a grid in the first quadrant. [4.6]
	4.4.6	Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models. [4.7] Identify, draw, label, and describe points, line segments, rays, and angles. [4.9]
<b>Data Analysis</b>	5.4.1	Pose questions that can be used to guide the collection of categorical and numerical data. [5.1]
	5.4.3	Organize and represent data using a variety of graphical representations including frequency tables and line plots. [5.2] Interpret data and make predictions using frequency tables and line plots. [5.6]
<b>Problem Solving</b>	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
<b>Mathematical Communication</b>	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
<b>Mathematical Reasoning</b>	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
<b>Mathematical Connections</b>	D	Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.