



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

Place in red folder

Student Needs Profile Grade 4 Mathematics

Student's Name _____ Grade Level _____

School of Attendance _____

Teacher _____ Date _____ Track _____

The above names student needs additional support in the grade level priority standards indicated below:

Directions: Classroom teacher places a check to the left of the standard where the student needs additional support. The Intervention teacher dates and initials the line to the right when it is mastered.

MATHEMATICS– Module I – Area and Perimeter

Number Sense

Date Standard Met

- _____ **1.4** Decide when a rounded solution is called for and explain why such a solution may be appropriate. _____
- _____ **2.1** Estimate and compute the sum or difference of whole numbers and positive decimals to two places. _____
- _____ **3.1** Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. _____
- _____ **3.2** Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results. _____
- _____ **3.3** Solve problems involving multiplication of multidigit numbers by two-digit numbers. _____
- _____ **3.4** Solve problems involving division of multidigit numbers by one-digit numbers. _____
- _____ **4.1** Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$). _____

Measurement and Geometry

- _____ **1.2** Recognize that rectangles that have the same area can have different perimeters. _____
- _____ **1.3** Understand that rectangles that have the same perimeter can have different areas. _____

Mathematical Reasoning

Making Progress Toward

- _____ **1.0 Students make decisions about how to approach problems:**
- _____ **1.1** Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information and observing patterns. _____
- _____ **1.2** Determine when and how to break a problem into simpler parts. _____
- _____ **2.0 Students use strategies, skills, and concepts in finding solutions:**
- _____ **2.1** Use estimation to verify the reasonableness of calculated results. _____
- _____ **2.2** Apply strategies and results from simpler problems to more complex problems. _____
- _____ **2.3** Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. _____
- _____ **2.4** Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. _____
- _____ **2.5** Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. _____
- _____ **2.6** Make precise calculations and check the validity of the results from the context of the problem. _____
- _____ **3.0 Students move beyond a particular problem by generalizing to other situations:**
- _____ **3.1** Evaluate the reasonableness of the solution in the context of the original situation. _____
- _____ **3.2** Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. _____
- _____ **3.3** Develop generalizations of the results obtained and apply them in other circumstances. _____

Indicated Key Standard



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MATHEMATICS – Module II – Algebraic Expressions

Number Sense

Date Standard

- _____ 1.2 Order and compare whole numbers and decimals to two decimal places. _____
- _____ 1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions. _____
- _____ 1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths. _____
- _____ 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places. _____
- _____ 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. _____
- _____ 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and check results. _____
- _____ 4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$). _____

Algebra and Functions

- _____ 1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g. demonstrate an understanding and the use of the concept of a variable). _____
- _____ 1.2 Interpret and evaluate mathematical expressions that now use parentheses. _____
- _____ 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations. _____

Mathematical Reasoning

Making Progress Toward

1.0 Students make decisions about how to approach problems:

- _____ 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information and observing patterns. _____
- _____ 1.2 Determine when and how to break a problem into simpler parts. _____

2.0 Students use strategies, skills, and concepts in finding solutions:

- _____ 2.1 Use estimation to verify the reasonableness of calculated results. _____
- _____ 2.2 Apply strategies and results from simpler problems to more complex problems. _____
- _____ 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. _____
- _____ 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. _____
- _____ 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. _____
- _____ 2.6 Make precise calculations and check the validity of the results from the context of the problem. _____

3.0 Students move beyond a particular problem by generalizing to other situations:

- _____ 3.1 Evaluate the reasonableness of the solution in the context of the original situation. _____
- _____ 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. _____
- _____ 3.3 Develop generalizations of the results obtained and apply them in other circumstances. _____

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MATHEMATICS – Module III – Graphing and Number Patterns

Number Sense

Date Standard Met

_____ 1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g. $\frac{1}{2} = 0.5$ or 0.50 ; $\frac{7}{4} = 1 \frac{3}{4} = 1.75$). _____

_____ 1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature in "owing"). _____

_____ 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places. _____

_____ 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. _____

_____ 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results. _____

Algebra and Functions

_____ 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given. _____

Measurement and Geometry

_____ 2.1 Draw the points corresponding to linear relationships on graph paper. _____

Mathematical Reasoning

Making Progress Toward

1.0 Students make decisions about how to approach problems:

_____ 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information and observing patterns _____

_____ 1.2 Determine when and how to break a problem into simpler parts. _____

2.0 Students use strategies, skills, and concepts in finding solutions:

_____ 2.1 Use estimation to verify the reasonableness of calculated results. _____

_____ 2.2 Apply strategies and results from simpler problems to more complex problems. _____

_____ 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. _____

_____ 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. _____

_____ 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. _____

_____ 2.6 Make precise calculations and check the validity of the results from the context of the problem. _____

4.0 Students move beyond a particular problem by generalizing to other situations:

_____ 3.1 Evaluate the reasonableness of the solution in the context of the original situation. _____

_____ 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. _____

_____ 3.3 Develop generalizations of the results obtained and apply them in other circumstances. _____

Indicated Key Standard