Learning Target: I will add three-digit numbers.

1. 

\[
\begin{align*}
372 \\
+214
\end{align*}
\]

2. 

\[
637 + 156 = \underline{}\]
3.

\[
\begin{array}{c}
168 \\
+395 \\
\end{array}
\]
Learning Target: I will add three-digit numbers.

1.  
   \[ \begin{array}{c} 
   483 \\
   +312 \\
   \end{array} \] 

2.  
   \[ 453 + 286 = \_\_\_\]
3. 

\[
\begin{align*}
375 \\
+486
\end{align*}
\]
Learning Target: I will add three-digit numbers.

1. 

361 
+235

2. 

528 + 364 = _____
3.

\[
\begin{align*}
259 \\
+487 \\
\end{align*}
\]
# 4th Grade Quick Check – Form A

Readiness Standard 1 - 3.NBT.2a

Name________________________________________ Date________

Learning Target: I will add three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 7 3</td>
<td>+ 1 2 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 9 2</td>
<td>+ 3 8 5</td>
<td>= _____</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 2 3</td>
<td>+ 1 4 9</td>
<td>= _____</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 8 7</td>
<td>+ 9 6 4</td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will add three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[ \begin{array}{c}
375 \\
+518
\end{array} \]

2. \[ 162 + 427 = \]

3. \[ 572 + 389 = \]

4. \[ \begin{array}{c}
576 \\
+849
\end{array} \]

Name________________________ Date________
Learning Target: I will add three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[647 + 295 = \]

2. \[637 + 291 = \]

3. \[938 + 297 = \]

4. \[358 + 421 = \]
Learning Target: I will add three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[ 428 + 167 = \]

2. \[ 437 + 186 = \]

3. \[ 515 + 463 = \]

4. \[ 678 + 689 = \]
4th Grade Growth Chart
Readiness Standard 1 - 3.NBT.2a

Name______________________________________________________

Learning Target:  I will add three-digit numbers.
Goal:  3 out of 4 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quick Check Form

Number Correct

1  2  3  4

A B C D A B C D
Learning Target: I will subtract three-digit numbers.

1. 
   
   $$\begin{array}{c}
   600 \\
   -128 \\
   \hline \\
   \end{array}$$

2. 
   
   $$\begin{array}{c}
   438 \\
   -163 \\
   \hline \\
   \end{array}$$
3. 

\[
\begin{array}{c}
835 \\
-367 \\
\end{array}
\]
Learning Target: I will subtract three-digit numbers.

1. 

\[
\begin{array}{c}
700 \\
-354 \\
\end{array}
\]

2. 

\[
827 - 263 = \\
\]

Name________________________ Date________
3.

5 2 7

- 1 4 9
Learning Target: I will subtract three-digit numbers.

1.

\[
\begin{array}{c}
800 \\
-183
\end{array}
\]

2.

\[
746 - 385 = \_
\]
3.

\[ \begin{array}{c}
645 \\
-297 \\
\end{array} \]
Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[
\begin{array}{c}
526 \\
-185
\end{array}
\]

2. \[
700 - 385 = \_
\]

3. \[
603 - 149 = \_
\]

4. \[
\begin{array}{c}
425 \\
-179
\end{array}
\]
Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>600</td>
<td>495 – 277 = ____</td>
</tr>
<tr>
<td>–273</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>536 – 258 = ____</td>
<td>806 – 329</td>
</tr>
</tbody>
</table>
4th Grade Quick Check – Form C
Readiness Standard 2 - 3.NBT.2b

Name________________________  Date________

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. 
   \[
   \begin{array}{c}
   647 \\
   -489 \\
   \end{array}
   \]

2. 
   \[
   504 - 178 = ____
   \]

3. 
   \[
   800 - 429 = ____
   \]

4. 
   \[
   \begin{array}{c}
   735 \\
   -480 \\
   \end{array}
   \]
4th Grade Quick Check – Form D  
Readiness Standard 2 - 3.NBT.2b

Name________________________ Date________

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6 2 8</td>
<td>- 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>5 0 0</td>
<td>- 3 8 6 =</td>
</tr>
<tr>
<td>3.</td>
<td>8 0 3</td>
<td>- 5 2 9 =</td>
</tr>
<tr>
<td>4.</td>
<td>4 5 3</td>
<td>- 1 8 5</td>
</tr>
</tbody>
</table>
4th Grade Growth Chart
Readiness Standard 2 - 3.NBT.2b

Learning Target: I will subtract three-digit numbers.
Goal: 3 out of 4 correct

Name______________________________________________________

Quick Check Form

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Learning Target:** I will multiply numbers from 0 to 10.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 \times 6$</td>
<td>$5 \times 3$</td>
<td>$7 \times 0$</td>
<td>$1 \times 8$</td>
<td>$8 \times 6$</td>
<td>$9 \times 6$</td>
</tr>
<tr>
<td>$2 \times 4$</td>
<td>$7 \times 3$</td>
<td>$9 \times 7$</td>
<td>$5 \times 9$</td>
<td>$5 \times 10$</td>
<td>$6 \times 2$</td>
</tr>
<tr>
<td>$8 \times 2$</td>
<td>$8 \times 4$</td>
<td>$3 \times 9$</td>
<td>$7 \times 7$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will multiply numbers from 0 to 10.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 x 6</td>
<td>5 x 3</td>
</tr>
<tr>
<td>7 x 0</td>
<td>1 x 8</td>
</tr>
<tr>
<td>8 x 6</td>
<td>9 x 6</td>
</tr>
<tr>
<td>2 x 4</td>
<td>7 x 3</td>
</tr>
<tr>
<td>9 x 7</td>
<td>5 x 9</td>
</tr>
<tr>
<td>5 x 10</td>
<td>6 x 2</td>
</tr>
<tr>
<td>8 x 2</td>
<td>8 x 4</td>
</tr>
<tr>
<td>3 x 9</td>
<td>7 x 7</td>
</tr>
</tbody>
</table>
Learning Target: I will multiply numbers from 0 to 10.

4 x 6 = ____

7 x 0 = ____

8 x 6 = ____

2 x 4 = ____

9 x 7 = ____

5 x 10 = ____

8 x 2 = ____

3 x 9 = ____

5 x 3 = ____

1 x 8 = ____

9 x 6 = ____

7 x 3 = ____

5 x 9 = ____

6 x 2 = ____

8 x 4 = ____

7 x 7 = ____
# 4th Grade Quick Check – Form A

Readiness Standard 3 - 3.OA.7a

Name________________________________________ Date________

**Learning Target:** I will multiply numbers from 0 to 10.

**Directions:** When you are told to begin, answer as many multiplication problems as you can. (Work Time: 60 seconds)

<table>
<thead>
<tr>
<th>6 x 2</th>
<th>1 x 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 x 10</td>
<td>9 x 6</td>
</tr>
<tr>
<td>2 x 4</td>
<td>7 x 3</td>
</tr>
<tr>
<td>9 x 7</td>
<td>5 x 9</td>
</tr>
<tr>
<td>8 x 6</td>
<td>7 x 0</td>
</tr>
<tr>
<td>2 x 8</td>
<td>8 x 4</td>
</tr>
<tr>
<td>4 x 6</td>
<td>5 x 3</td>
</tr>
<tr>
<td>3 x 9</td>
<td>7 x 7</td>
</tr>
</tbody>
</table>

Number Correct = ______
Name_________________________________________ Date__________

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can. (Work Time: 60 seconds)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 x 8</td>
<td>_____</td>
</tr>
<tr>
<td>1 x 5</td>
<td>_____</td>
</tr>
<tr>
<td>9 x 5</td>
<td>_____</td>
</tr>
<tr>
<td>8 x 0</td>
<td>_____</td>
</tr>
<tr>
<td>2 x 8</td>
<td>_____</td>
</tr>
<tr>
<td>6 x 2</td>
<td>_____</td>
</tr>
<tr>
<td>7 x 6</td>
<td>_____</td>
</tr>
<tr>
<td>5 x 3</td>
<td>_____</td>
</tr>
<tr>
<td>5 x 10</td>
<td>_____</td>
</tr>
<tr>
<td>9 x 6</td>
<td>_____</td>
</tr>
<tr>
<td>2 x 4</td>
<td>_____</td>
</tr>
<tr>
<td>7 x 4</td>
<td>_____</td>
</tr>
<tr>
<td>9 x 7</td>
<td>_____</td>
</tr>
<tr>
<td>8 x 6</td>
<td>_____</td>
</tr>
<tr>
<td>3 x 9</td>
<td>_____</td>
</tr>
<tr>
<td>8 x 8</td>
<td>_____</td>
</tr>
</tbody>
</table>

Number Correct = ______
4th Grade Quick Check – Form C
Readiness Standard 3 - 3.OA.7a

Name________________________ Date________

Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

| 6 x 2 = _____ | 1 x 7 = _____ |
| 5 x 10 = _____ | 9 x 6 = _____ |
| 2 x 8 = _____ | 8 x 4 = _____ |
| 4 x 6 = _____ | 5 x 3 = _____ |
| 9 x 7 = _____ | 5 x 9 = _____ |
| 8 x 6 = _____ | 6 x 0 = _____ |
| 3 x 9 = _____ | 9 x 9 = _____ |
| 2 x 4 = _____ | 7 x 3 = _____ |

Number Correct = ______
Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 60 seconds)

\[
\begin{array}{ccc}
6 \times 2 &=& \underline{12} \\
5 \times 10 &=& \underline{50} \\
2 \times 4 &=& \underline{8} \\
9 \times 7 &=& \underline{63} \\
8 \times 6 &=& \underline{48} \\
2 \times 8 &=& \underline{16} \\
4 \times 6 &=& \underline{24} \\
3 \times 9 &=& \underline{27} \\
\end{array}
\]

Number Correct = _____
Name

Learning Target:  I will multiply numbers from 0 to 10.

Goal:  10 out of 16 correct

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intervention | Date | Score
---|---|---
Guided Review |   |   

© OAISD, August 2015
Learning Target: I will divide numbers by 1 to 10.

30 ÷ 5 = ____  
6 ÷ 2 = ____  
40 ÷ 8 = ____  
12 ÷ 3 = ____  
54 ÷ 6 = ____  
28 ÷ 4 = ____  
24 ÷ 3 = ____  
42 ÷ 6 = ____  
10 ÷ 2 = ____  
72 ÷ 9 = ____  
36 ÷ 4 = ____  
28 ÷ 7 = ____  
18 ÷ 6 = ____  
64 ÷ 8 = ____  
50 ÷ 10 = ____  
14 ÷ 7 = ____
Learning Target: I will divide numbers by 1 to 10.

<table>
<thead>
<tr>
<th>Division</th>
<th>Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 ÷ 5</td>
<td>_____</td>
</tr>
<tr>
<td>10 ÷ 2</td>
<td>_____</td>
</tr>
<tr>
<td>6 ÷ 2</td>
<td>_____</td>
</tr>
<tr>
<td>72 ÷ 9</td>
<td>_____</td>
</tr>
<tr>
<td>40 ÷ 8</td>
<td>_____</td>
</tr>
<tr>
<td>36 ÷ 4</td>
<td>_____</td>
</tr>
<tr>
<td>12 ÷ 3</td>
<td>_____</td>
</tr>
<tr>
<td>28 ÷ 7</td>
<td>_____</td>
</tr>
<tr>
<td>54 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>18 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>28 ÷ 4</td>
<td>_____</td>
</tr>
<tr>
<td>64 ÷ 8</td>
<td>_____</td>
</tr>
<tr>
<td>24 ÷ 3</td>
<td>_____</td>
</tr>
<tr>
<td>50 ÷ 10</td>
<td>_____</td>
</tr>
<tr>
<td>42 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>14 ÷ 7</td>
<td>_____</td>
</tr>
</tbody>
</table>
## 4th Grade Spring Guided Review

Readiness Standard 4 - 3.OA.7b

Name________________________ Date________

**Learning Target:** I will divide numbers by 1 to 10.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 ÷ 5</td>
<td>_____</td>
</tr>
<tr>
<td>10 ÷ 2</td>
<td>_____</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>72 ÷ 9</td>
<td>_____</td>
</tr>
<tr>
<td>40 ÷ 8</td>
<td>_____</td>
</tr>
<tr>
<td>36 ÷ 4</td>
<td>_____</td>
</tr>
<tr>
<td>12 ÷ 3</td>
<td>_____</td>
</tr>
<tr>
<td>28 ÷ 7</td>
<td>_____</td>
</tr>
<tr>
<td>54 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>18 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>28 ÷ 4</td>
<td>_____</td>
</tr>
<tr>
<td>64 ÷ 8</td>
<td>_____</td>
</tr>
<tr>
<td>24 ÷ 3</td>
<td>_____</td>
</tr>
<tr>
<td>50 ÷ 10</td>
<td>_____</td>
</tr>
<tr>
<td>42 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>14 ÷ 7</td>
<td>_____</td>
</tr>
</tbody>
</table>
Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

<table>
<thead>
<tr>
<th>56 ÷ 8 = _____</th>
<th>36 ÷ 4 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 ÷ 3 = _____</td>
<td>30 ÷ 10 = _____</td>
</tr>
<tr>
<td>36 ÷ 6 = _____</td>
<td>24 ÷ 6 = _____</td>
</tr>
<tr>
<td>28 ÷ 4 = _____</td>
<td>64 ÷ 8 = _____</td>
</tr>
<tr>
<td>10 ÷ 2 = _____</td>
<td>18 ÷ 9 = _____</td>
</tr>
<tr>
<td>42 ÷ 6 = _____</td>
<td>63 ÷ 7 = _____</td>
</tr>
<tr>
<td>40 ÷ 5 = _____</td>
<td>54 ÷ 6 = _____</td>
</tr>
<tr>
<td>12 ÷ 3 = _____</td>
<td>28 ÷ 7 = _____</td>
</tr>
</tbody>
</table>

Number Correct = _____
4th Grade Quick Check – Form B
Readiness Standard 4 - 3.OA.7b

Name________________________  Date________

Learning Target:  I will divide numbers by 1 to 10.

Directions:  When you are told to begin, answer as many division problems as you can.
(Work Time:  60 seconds)

56 ÷ 8 = _____  36 ÷ 4 = _____
15 ÷ 3 = _____  54 ÷ 9 = _____
42 ÷ 6 = _____  63 ÷ 7 = _____
40 ÷ 8 = _____  10 ÷ 2 = _____
24 ÷ 3 = _____  30 ÷ 10 = _____
36 ÷ 6 = _____  24 ÷ 6 = _____
28 ÷ 4 = _____  64 ÷ 8 = _____
14 ÷ 2 = _____  28 ÷ 7 = _____

Number Correct = _____
4th Grade Quick Check – Form C
Readiness Standard 4 - 3.OA.7b

Name________________________ Date________

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 60 seconds)

36 ÷ 4 = _____ 56 ÷ 7 = _____

24 ÷ 3 = _____ 30 ÷ 10 = _____

36 ÷ 6 = _____ 24 ÷ 6 = _____

28 ÷ 4 = _____ 64 ÷ 8 = _____

54 ÷ 6 = _____ 18 ÷ 9 = _____

12 ÷ 4 = _____ 63 ÷ 7 = _____

40 ÷ 5 = _____ 10 ÷ 2 = _____

42 ÷ 6 = _____ 28 ÷ 7 = _____

Number Correct = _____
4th Grade Quick Check – Form D
Readiness Standard 4 - 3.OA.7b

Name________________________  Date________

Learning Target:  I will divide numbers by 1 to 10.

Directions:  When you are told to begin, answer as many division problems as you can.
(Work Time:  60 seconds)

54 ÷ 9 = ____  36 ÷ 4 = ____
12 ÷ 2 = ____  18 ÷ 2 = ____
42 ÷ 6 = ____  63 ÷ 9 = ____
40 ÷ 5 = ____  56 ÷ 8 = ____
64 ÷ 8 = ____  28 ÷ 7 = ____
24 ÷ 3 = ____  30 ÷ 10 = ____
36 ÷ 9 = ____  24 ÷ 6 = ____
28 ÷ 4 = ____  12 ÷ 3 = ____

Number Correct = _____
4th Grade Growth Chart
Readiness Standard 4 - 3.OA.7b

Name____________________________

**Learning Target:** I will divide numbers by 1 to 10.

**Goal:** 10 out of 16 correct

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quick Check Form

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© OAISD, August 2015
4th Grade Fall Guided Review
Readiness Standard 5 - 3.NF.1

Name________________________  Date________

Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 6 and a numerator of 4?

   ○ \( \frac{4}{10} \)  ○ \( \frac{6}{10} \)  ○ \( \frac{6}{4} \)  ○ \( \frac{4}{6} \)

2. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

   ○ \( \frac{4}{9} \)  ○ \( \frac{5}{9} \)  ○ \( \frac{4}{5} \)  ○ \( \frac{5}{4} \)

3. Which diagram appears to show fractional parts of \( \frac{1}{2} \)?

   ○  ○  ○  ○
4th Grade Winter Guided Review
Readiness Standard 5 - 3.NF.1

Name________________________ Date________

Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 7 and a numerator of 5?
   - \( \frac{7}{5} \)
   - \( \frac{5}{7} \)
   - \( \frac{5}{12} \)
   - \( \frac{7}{12} \)

2. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - \( \frac{5}{8} \)
   - \( \frac{3}{5} \)
   - \( \frac{3}{8} \)
   - \( \frac{5}{3} \)

3. Which diagram appears to show fractional parts of \( \frac{1}{4} \)?
   - △
   - □
   - ○
   - △
**4th Grade Spring Guided Review**  
Readiness Standard 5 - 3.NF.1

Name__________________________________________ Date________

**Learning Target:** I will identify fractions and their parts.

<table>
<thead>
<tr>
<th>1. Which fraction has a denominator of 2 and a numerator of 3?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ $\frac{2}{5}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ $\frac{1}{6}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Which diagram appears to show fractional parts of $\frac{1}{3}$?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
</tr>
</tbody>
</table>
# 4th Grade Quick Check – Form A
Readiness Standard 5 - 3.NF.1

Name__________________________________________ Date________

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which fraction has a numerator of 5 and a denominator of 7?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>5</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td></td>
<td><strong>5/2</strong></td>
<td><strong>2/5</strong></td>
<td><strong>5/7</strong></td>
<td><strong>7/5</strong></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Which fraction has a denominator of 7 and a numerator of 3?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>3/8</strong></td>
<td><strong>7/3</strong></td>
<td><strong>2/7</strong></td>
<td><strong>3/7</strong></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Diagram" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2/6</strong></td>
<td><strong>6/2</strong></td>
<td><strong>6/8</strong></td>
<td><strong>2/8</strong></td>
</tr>
</tbody>
</table>
4. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

- $\frac{4}{8}$
- $\frac{4}{12}$
- $\frac{12}{4}$
- $\frac{8}{4}$

5. Which diagram appears to show fractional parts of $\frac{1}{3}$?

- Diagram 1
- Diagram 2
- Diagram 3
- Diagram 4
**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a numerator of 2 and a denominator of 4?
   - \( \frac{2}{4} \)
   - \( \frac{1}{2} \)
   - \( \frac{2}{1} \)

2. Which fraction has a denominator of 12 and a numerator of 7?
   - \( \frac{5}{12} \)
   - \( \frac{7}{12} \)
   - \( \frac{12}{7} \)
   - \( \frac{7}{19} \)

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - \( \frac{4}{6} \)
   - \( \frac{4}{10} \)
   - \( \frac{6}{4} \)
   - \( \frac{6}{10} \)
4th Grade Quick Check – Form B
Readiness Standard 5 - 3.NF.1 (continued)

4. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

- $\frac{2}{9}$
- $\frac{7}{2}$
- $\frac{7}{9}$
- $\frac{2}{7}$

5. Which diagram does not appear to show fractional parts of $\frac{1}{8}$?

- Diagram A
- Diagram B
- Diagram C
- Diagram D
# 4th Grade Quick Check – Form C

**Readiness Standard 5 - 3.NF.1**

Name________________________ Date________

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question. (Work time: 4 minutes)

<table>
<thead>
<tr>
<th>1. Which fraction has a denominator of 6 and a numerator of 4?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="options.png" alt="Options" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Which fraction has a numerator of 3 and a denominator of 8?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="options.png" alt="Options" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="rectangle.png" alt="Diagram" /></td>
</tr>
<tr>
<td><img src="options.png" alt="Options" /></td>
</tr>
</tbody>
</table>
4th Grade Quick Check – Form C
Readiness Standard 5 - 3.NF.1 (continued)

4. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

○ \( \frac{3}{8} \)  
○ \( \frac{3}{5} \)  
○ \( \frac{5}{3} \)  
○ \( \frac{8}{3} \)

5. Which diagram appears to show fractional parts of \( \frac{1}{4} \)?

○  
○  
○  
○  
○  

© OAISD, August 2015
Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a denominator of 5 and a numerator of 2?
   - \( \frac{5}{2} \)
   - \( \frac{2}{5} \)
   - \( \frac{5}{7} \)
   - \( \frac{7}{5} \)

2. Which fraction has a denominator of 3 and a numerator of 6?
   - \( \frac{6}{3} \)
   - \( \frac{9}{3} \)
   - \( \frac{3}{9} \)
   - \( \frac{3}{6} \)

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - \( \frac{3}{7} \)
   - \( \frac{7}{3} \)
   - \( \frac{10}{3} \)
   - \( \frac{3}{10} \)
4. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

- $\frac{4}{9}$
- $\frac{4}{5}$
- $\frac{9}{4}$
- $\frac{5}{4}$

5. Which diagram does not appear to show fractional parts of $\frac{1}{4}$?

- Diagram 1
- Diagram 2
- Diagram 3
- Diagram 4
- Diagram 5
Learning Target: I will identify fractions and their parts.
Goal: 4 out of 5 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   - Halves
   - Thirds
   - Fourths
   - Fifths

2. What fraction is shown by point C?

   - $\frac{2}{4}$
   - $\frac{1}{4}$
   - $\frac{1}{5}$
   - $\frac{2}{5}$

3. What fraction is shown by point P?

   - $\frac{4}{7}$
   - $\frac{5}{7}$
   - $\frac{5}{6}$
   - $\frac{4}{6}$
Learning Target: I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   - Halves
   - Thirds
   - Fourths
   - Fifths

2. What fraction is shown by point D?

   - \(\frac{2}{3}\)
   - \(\frac{1}{3}\)
   - \(\frac{1}{4}\)
   - \(\frac{2}{4}\)

3. What fraction is shown by point Q?

   - \(\frac{4}{6}\)
   - \(\frac{3}{6}\)
   - \(\frac{4}{5}\)
   - \(\frac{3}{5}\)
Learning Target: I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   - 0
   - 1

   - Halves
   - Thirds
   - Fourths
   - Fifths

2. What fraction is shown by point E?

   - 0
   - E
   - 1

   - $\frac{4}{5}$
   - $\frac{3}{5}$
   - $\frac{3}{4}$
   - $\frac{3}{1}$

3. What fraction is shown by point R?

   - 0
   - R
   - 1

   - $\frac{1}{7}$
   - $\frac{2}{7}$
   - $\frac{2}{6}$
   - $\frac{1}{6}$
Learning Target:  I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2:  Write the name of each equal part between 0 and 1.

1. 
   ![Fraction on Number Line]
   Name: _______________________

2. 
   ![Fraction on Number Line]
   Name: _______________________

Problems 3-6:  Write the name of each fraction.

3. 
   ![Fraction on Number Line]
   Name: _______________________

4. 
   ![Fraction on Number Line]
   Name: _______________________

5. 
   ![Fraction on Number Line]
   Name: _______________________

6. 
   ![Fraction on Number Line]
   Name: _______________________
Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. 
   
   0  1
   
   

2. 
   
   0  1
   
   

Problems 3-6: Write the name of each fraction.

3. 
   
   0  1
   
   

4. 
   
   0  1
   
   

5. 
   
   0  1
   
   

6. 
   
   0  1
   
   

© OAISD, August 2015
Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. [Diagram with points at 0 and 1; blank for filling in the name of the part]

2. [Diagram with points at 0 and 1; blank for filling in the name of the part]

Problems 3-6: Write the name of each fraction.

3. [Diagram with points at 0 and 1; blank for filling in the name of the fraction]

4. [Diagram with points at 0 and 1; blank for filling in the name of the fraction]

5. [Diagram with points at 0 and 1; blank for filling in the name of the fraction]

6. [Diagram with points at 0 and 1; blank for filling in the name of the fraction]
Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. __________  
2. __________

Problems 3-6: Write the name of each fraction.

3. __________  
4. __________
5. __________  
6. __________
Learning Target: I will name fractions on a number line.

Goal: 5 out of 6 correct
Learning Target: I will compare fractions with the same numerator or same denominator.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which sign compares the two fractions?</td>
</tr>
</tbody>
</table>
|   | \[
|   | \frac{2}{5} \quad \frac{4}{5} \quad \square \quad \square \quad \square \quad \square |
|   | \square > \quad \square < \quad \square = |
| 2. | Which sign compares the two fractions? |
|   | \[
|   | \frac{1}{2} \quad \frac{1}{10} \quad \square \quad \square \quad \square \quad \square |
|   | \square > \quad \square < \quad \square = |
| 3. | Which sign compares the two fractions? |
|   | \[
|   | \frac{3}{5} \quad \frac{3}{4} \quad \square \quad \square \quad \square \quad \square |
|   | \square > \quad \square < \quad \square = |
Learning Target: I will compare fractions with the same numerator or same denominator.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which sign compares the two fractions?

\[
\frac{5}{6} \quad \frac{3}{6}
\]

○ >  ○ <  ○ =

2. Which sign compares the two fractions?

\[
\frac{1}{4} \quad \frac{1}{2}
\]

○ >  ○ <  ○ =

3. Which sign compares the two fractions?

\[
\frac{4}{7} \quad \frac{4}{5}
\]

○ >  ○ <  ○ =
Learning Target: I will compare fractions with the same numerator or same denominator.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which sign compares the two fractions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/5</td>
<td>3/5</td>
</tr>
<tr>
<td></td>
<td>&gt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>2. Which sign compares the two fractions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/3</td>
<td>1/5</td>
</tr>
<tr>
<td></td>
<td>&gt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>3. Which sign compares the two fractions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/7</td>
<td>5/6</td>
</tr>
<tr>
<td></td>
<td>&gt;</td>
<td>&lt;</td>
</tr>
</tbody>
</table>
4th Grade Quick Check – Form A
Readiness Standard 7 - 3.NF.3d

Name_________________________________________ Date________

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (> , < , =)
(Work time: 4 minutes)

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(\frac{2}{5}) ___ (\frac{4}{5})</td>
<td>(\frac{1}{7}) ___ (\frac{1}{6})</td>
</tr>
<tr>
<td>3.</td>
<td>(\frac{3}{4}) ___ (\frac{3}{8})</td>
<td>(\frac{2}{8}) ___ (\frac{3}{8})</td>
</tr>
<tr>
<td>5.</td>
<td>(\frac{5}{7}) ___ (\frac{4}{7})</td>
<td>(\frac{5}{7}) ___ (\frac{5}{10})</td>
</tr>
</tbody>
</table>
Name _______________________________ Date __________

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (> , < , =)
(Work time: 4 minutes)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/2</td>
<td>——</td>
<td>1/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2/4</td>
<td>——</td>
<td>3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4/5</td>
<td>——</td>
<td>4/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>——</td>
<td>3/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8/10</td>
<td>——</td>
<td>7/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3/7</td>
<td>——</td>
<td>3/8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**4th Grade Quick Check – Form C**

Readiness Standard 7 - 3.NF.3d

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ________</th>
</tr>
</thead>
</table>

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 4 minutes)

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. \[rac{4}{7} ___ \frac{5}{7} \]
2. \[rac{2}{4} ___ \frac{2}{5} \]
3. \[rac{5}{6} ___ \frac{5}{10} \]
4. \[rac{3}{5} ___ \frac{4}{5} \]
5. \[rac{1}{9} ___ \frac{1}{8} \]
6. \[rac{7}{8} ___ \frac{6}{8} \]
Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (>, <, =)
(Work time: 4 minutes)

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4th Grade Growth Chart
Readiness Standard 7 - 3.NF.3d

Name____________________________________________________________

Learning Target:  I will compare fractions with the same numerator or same denominator.
Goal:  5 out of 6 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>