



**Española Public Schools**

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## **FOURTH GRADE**

### **Mathematics**

### **Curriculum Guide**

**Developed: June 2016**

#### **Curriculum Team:**

Denise Vaughn, Team Leader

*Denise Vaughn*

Karen Buterbaugh, Member

*Karen Buterbaugh*

Pamela Gallegos, Member

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#### **Curriculum Facilitation:**

Vivian Valencia, Instructional Coach




*Vivian Valencia*

MaryEllen Fresquez, Instructional Coach



*MaryEllen Fresquez*

## Mathematics Resources






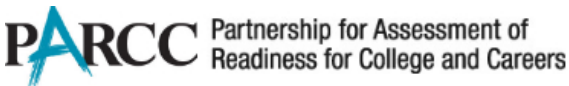
### Adopted Curriculum

Grade Band	Resource	District Contact
<b>Pre K</b> 2013-2018	<b>Creative Classroom</b>  <b>Website:</b>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
<b>K -6</b> 2013-2018	  <b>Website:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach
<b>7-8</b> 2013-2018	<b><u>College Preparatory Math (CPM)</u></b>  <b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a>  <b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal
<b>9-12</b> 2013-2018	<b><u>College Preparatory Math (CPM)</u></b>  <b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a>  <b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair

**Mathematics Resources**  
**Supplemental Curriculum Resources**



Grade Band	Resource	District Contact:
<b>Pre K</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert  <i>Insert Resource</i> <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator  Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>K -6</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert  <i>Insert Resource</i> <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>7-8</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert   <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent  Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>9-12</b> 2015-2020	<i>Insert Resource</i> <b>Website:</b>   <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent  Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator

**Mathematics Resources**  
**Assessment Resources**

Grade Band	Resource	District Contact:
<p><b>Pre K</b> 2016-2021</p>	<p><i>Insert Resource</i> Website: Insert</p>  <p><b>PreK Observation &amp; Portfolios</b></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
<p><b>K-1</b></p>	<p><b>Envisions:</b></p>  <p><b>Topic Book Assessments</b> <b>Topic Mat Assessments</b></p> <p><b>Renaissance Learning:</b></p>  <p><b>STAR EARLY LITERACY (Numeracy)</b> <a href="https://hosted39.renlearn.com/258790/default.aspx">https://hosted39.renlearn.com/258790/default.aspx</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
<p><b>2-12</b></p>	<p><b>Envisions:</b></p>  <p><b>Topic Book Assessments</b> <b>Topic Mat Assessments (2<sup>nd</sup>)</b></p> <p><b>Renaissance Learning:</b></p>  <p><b>STARMath</b> <a href="https://hosted39.renlearn.com/258790/default.aspx">https://hosted39.renlearn.com/258790/default.aspx</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
<p><b>3-11</b></p>	<p><b>PARCC</b></p> 	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p>

## Mathematics Resources

### Assessment Resources

		<b>Assessment Contact:</b> TBA, Assessment & RtI Facilitator
7-12	<p>End of Course Exams (EoC)</p>  <p>College Preparatory Math (CPM)</p>  <p><b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a></p> <p><b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>

## Mathematics Resources

### Assessment Resources

\*\*\*Suggested Pacing \*\*\*

Quarter	Topics	Standards Addressed
1	Topic 3 Topic 4 Topic 1 Topic 2 Topic 5	<ul style="list-style-type: none"><li>• Numbers and Operations Base Ten</li><li>• Operations and Algebraic Thinking</li></ul>
2	Topic 5 (cont.) Topic 6 Topic 7 Topic 8 Topic 9 Topic 10	<ul style="list-style-type: none"><li>• Numbers and Operations Base Ten</li><li>• Operations and Algebraic Thinking</li></ul>
3-4	Topic 10 (cont.) Topic 11 Topic 12 Topic 13 Topic 14 Topic 15 Topic 16	<ul style="list-style-type: none"><li>• Number and Operations Base Ten</li><li>• Number and Operations-Fractions</li><li>• Measurement and Data</li><li>• Geometry</li></ul>

**4th Grade Quarterly Mathematics Pacing  
At A Glance**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Topics</b>	<b>3 ,4 ,1, 2, 5</b>	<b>5 (cont.)6, 7, 8, 9, 10</b>	<b>10 (cont.), 11, 12, 13</b>	<b>14,15,16</b>
<b>Topic Learning Targets</b>	<p><b><u>Topics 3-4</u></b> Students will be able to read and write large whole numbers in standard, written and expanded form.</p> <p>Students will compare &amp; round large whole numbers</p> <p><b><u>Topics 1 &amp; 2</u></b> Students will make and analyze patterns when given a rule.</p> <p>Students will use the four operations and drawings to help them solve for the unknown in a multistep</p>	<p><b><u>Topic 5, 6, 7 &amp; 8</u></b> Students will multiply a 2- digit by 2- digit and a 4-digit by a 1-digit number by using equations, arrays and other models.</p> <p><b><u>Topic 9 &amp; 10</u></b> Students can find the quotient and remainder when dividing a 4 digit-dividend and 1-digit divisor by using equations, arrays and other models.</p>	<p><b><u>Topic 10</u></b> Students can find the quotient and remainder when dividing a 4 digit-dividend and 1-digit divisor by using equations, arrays and other models.</p> <p><b><u>Topic 11</u></b> Students will identify a whole number is a multiple of each of its factors.</p> <p>Students will identify prime and composite numbers.</p> <p>Students can identify equivalent fractions</p> <p><b><u>Topic 12</u></b> Students can show the sum and difference between two</p>	<p><b><u>Topic 14</u></b> Students can solve problems involving measurement and conversion of measurement.</p> <p>Students can use the four operations to solve problems that involve distance, time, volumes, mass, and money.</p> <p><b><u>Topic 15</u></b> Students can apply the formulas to find perimeter and area.</p> <p>Students can identify fractions and solve problems using data on a line plot.</p> <p><b><u>Topic 16</u></b> Students can</p>

**4th Grade Quarterly Mathematics Pacing  
At A Glance**

	<p>word problem.</p> <p style="text-align: center;"><b><u>Topic 5</u></b></p> <p>Students will multiply a 2-digit by 2-digit and a 4-digit by a 1-digit number by using equations, arrays and other models.</p>		<p>fractions with the same denominator.</p> <p>Students can add and subtract mixed numbers with like denominators.</p> <p style="text-align: center;"><b><u>Topic 13</u></b></p> <p>Students can multiply a fraction by a whole number by using models and equations.</p> <p>Students identify and convert fractions into decimals. Students can compare 2 decimals by using the <math>&lt;</math>, <math>=</math>, <math>&gt;</math> symbols.</p>	<p>identify angles that are formed by 2 rays.</p> <p>Students can identify and draw points, rays and angles.</p> <p>Students can measure and draw angles using a protractor.</p> <p>Students can solve addition and subtraction problems to find angles.</p> <p>Students can identify 2d shapes and can draw lines of symmetry.</p>
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Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	1	<b>CC.4.OA.1</b> Use the four operations with whole numbers to solve problems. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	I understand verbal statements of multiplication and can show them as equations.	<b>Q1</b> <u>Topic</u> Lesson: 1-1, 1-3, 1-7	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  <b>Topic D:</b> Multiplication Word Problems (2 lessons)	<b>Adopted Resource Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 1-3	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a> Assessment available
4	Operations & Algebraic Thinking	2	<b>CC.4.OA.2</b> Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	I can solve multiplication word problems with drawings.  I can solve multiplication word problems with equations using a symbol for the unknown.	<b>Q1</b> <u>Topics</u> Lessons: 1-1, 6,8,9 & 10 <b>Q2</b> <u>Topic</u> Lesson: 9-6	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  <b>Topic D:</b> Multiplication Word Problems (2 lessons)	<b>Adopted Resource Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 1-8	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  <a href="#">Inside Mathematics-Multiplication</a>

Gr	Domain or Conceptual Theme	Std #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	3	<b>CC.4.OA.3</b> Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	I can solve multi-step word problems using the 4 operations.  I can solve problems using equations with a symbol standing for the unknown.  I can assess my work using mental math, estimation & rounding.	<b>Q1</b> <u>Topic 1</u> Lessons: 1-5, 6,8,9 &10 <u>Topic 2</u> <u>Lesson:</u> 2-6 <u>Topic 4</u> Lessons: 4-1, & 6  <b>Q2</b> <u>Topic 5</u> Lessons: 5-4 & 6 <u>Topic 6</u> Lessons: 6-2,3& 5 <u>Topic 7</u> Lessons: 7-2,3,4& 5 <u>Topic 8</u> Lesson:8-5 <u>Topic 9</u> Lessons: 9-1,2,3& 6 <u>Topic 10</u> Lesson: 10-8	<a href="#"><u>Grade 4 Mathematics Module 3   EngageNY</u></a> Assessment available  Topic F: Addition and Subtraction Word Problems (3 lessons)  <a href="#"><u>Number and Operations</u></a>  <a href="#"><u>Mr. Nussbaum Math Games by standard</u></a>	<b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> <b>Writing to Explain:</b> <b>Quick Check 6-5</b>	<a href="#"><u>Grade 4 Mathematics Module 3   EngageNY</u></a> Assessment available
4	Operations & Algebraic Thinking	4	<b>CC.4.OA.4</b> Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	I can find all factor pairs for whole numbers 1-100.  I know and can show that a whole number is a multiple of each of its factors.  I can decide if a whole number between 1-100 is a multiple of a 1-digit number.  I can tell whether a number between 1-100 is prime or composite.	<b>Q1</b> <u>Topic 1</u> Lessons: 1-4 & 7 <b>Q3</b> <u>Topic 11</u> Lessons: 11-1,2 &3	<a href="#"><u>PBS Common Factors</u></a>  <a href="#"><u>Mr. Nussbaum Math Games by standard</u></a>	<b>Adopted Resources Assessment:</b> <b>Focal Question Writing to Explain:</b> Quick checks 11-1 (Factoring) 11-2 (composite)	<a href="#"><u>Inside Mathematics - Factors and Multiples</u></a>

Gr	Domain or Conceptual Theme	Std #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	5	<b>CC.4.OA.5</b> Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	I can make and analyze patterns that follow a given rule.	<b>Q1</b> <u>Topic 1</u> Lessons: 1-2 & 5 <u>Topic 2</u> Lessons: 2-1 &6 <b>Q3</b> <u>Topic 11</u> Lessons: 11-1 & 2	<a href="#">Guess My Rule Game</a>  <a href="#">Kahn Academy Math Patterns</a>  <a href="#">Mr. Nussbaum Math Games by standard</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question Writing to Explain:</b> Quick Check Topic 2-5	<a href="#">Inside Math- Single Question- Patterns</a>  <a href="#">Kahn Academy Math Patterns</a>  <a href="#">Inside Mathematics- Hexagon Patterns</a>  <a href="#">Inside Mathematics- Button Pattern</a>
4	Numbers & Operations in Base Ten	1	<b>CC.4.NBT.1</b> Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	I can explain that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right.	<b>Q1</b> <u>Topic 3</u> Lesson:3-1,2 &6  <b>Q2</b> <u>Topic 10</u> Lesson: 10-3	<a href="#">Grade 4 Mathematics Module 1 / EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check Topic 3-2	<a href="#">Grade 4 Mathematics Module 1 / EngageNY</a>

Gr	Domain or Conceptual Theme	Std #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations in Base Ten	2	<b>CC.4.NBT.2</b> Generalize place value understanding for multi-digit whole numbers. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	I can read & write large whole numbers.  I can read & write the names for large whole numbers.  I can write large whole numbers in expanded form.  I can compare large numbers using the symbols $<$ , $+$ , $>$	<b>Q1</b> <u>Topic 3</u> Lessons: 3-1,2,3,4	<a href="#">Grade 4 Mathematics Module 1 / EngageNY</a>  <b>Topics A:</b> Place Value of Multi-Digit Numbers (4 lessons)  <b>Topic B:</b> Comparing Multi-Digit Numbers (2 lessons) <a href="#">Grade 4 Teaching Resources</a> 2 activities -Place Value & Word and Expanded Form	<b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> <b>Writing to Explain:</b> Quick Checks Topic 3-1,2,3 & 4 (all address this standard)	<a href="#">Grade 4 Mathematics Module 1 / EngageNY</a>
4	Numbers & Operations in Base Ten	3	<b>CC.4.NBT.3</b> Generalize place value understanding for multi-digit whole numbers. Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	I can round large whole numbers to any place.	<b>Q1</b> <u>Topic 3</u> Lesson: 3-5 <u>Topic 4</u> Lessons: 4-1 & 2  <b>Q2</b> <u>Topic 5</u> Lessons: 5-4,5 & 6 <u>Topic 6</u> Lesson: 6-6 <u>Topic 7</u> Lessons: 7-3 &4	<a href="#">Teacher Resources 4th Grade</a>  <a href="#">Grade 4 Mathematics Module 1 / EngageNY</a> <b>Topic C:</b> Rounding Multi-Digit Numbers (4 lessons)	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check Topic 3-5 Topic 4-3 Rounding (optional)	<a href="#">Grade 4 Mathematics Module 1 / EngageNY</a>

Gr	Domain or Conceptual Theme	Std #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations in Base Ten	4	<p><b>CC.4.NBT.4</b>                      Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.                      (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	I can add and subtract large whole numbers.	<p><b>Q1</b>                      Topic 4                      Lessons: 4-2,3 &amp; 6</p>	<p><a href="#">Teacher Resources 4th Grade</a></p> <p><a href="#">Grade 4 Mathematics Module 1   EngageNY</a></p> <p><b>Topic D:</b> Multi-Digit Addition (2 lessons)  <b>Topic E:</b> Multi-Digit Subtraction (4 lessons)</p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>  <b>Writing to Explain:</b> Quick Check Topic 4-3 (adding) 4-5 (subtracting)</p>	<p><a href="#">Grade 4 Mathematics Module 1   EngageNY</a></p>

Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	2	<b>CC.4.OA.2</b> Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	I can solve multiplication word problems with drawings.  I can solve multiplication word problems with equations using a symbol for the unknown.	<b>Q1</b> <u>Topics</u> Lessons: 1-1, 6,8,9 & 10  <b>Q2</b> <u>Topic</u> Lesson: 9-6	<a href="#">Grade 4 Mathematics Module 1   EngageNY</a>	<b>Adopted Resource Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 1-8	<a href="#">Grade 4 Mathematics Module 1   EngageNY</a>  <a href="#">Inside Mathematics-Multiplication</a>
4	Operations & Algebraic Thinking	3	<b>CC.4.OA.3</b> Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	I can solve multi-step word problems using the 4 operations.  I can solve problems using equations with a symbol standing for the unknown.  I can assess my work using mental math, estimation & rounding.	<b>Q1</b> <u>Topic 1</u> Lessons: 1-5, 6,8,9 &10 <u>Topic 2</u> Lesson: 2-6 <u>Topic 4</u> Lessons: 4-1, & 6  <b>Q2</b> <u>Topic 5</u> Lessons: 5-4 & 6 <u>Topic 6</u> Lessons: 6-2,3& 5 <u>Topic 7</u> Lessons: 7-2,3,4& 5 <u>Topic 8</u> Lesson:8-5 <u>Topic 9</u> Lessons: 9-1,2,3& 6 <u>Topic 10</u> Lesson: 10-8	<a href="#">Grade 4 Mathematics Module 1   EngageNY</a> <b>Topic F:</b> Addition and Subtraction Word Problems (3 lessons)  <a href="#">Number and Operations</a>	<b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> <b>Writing to Explain:</b> Quick Check 6-5	<a href="#">Grade 4 Mathematics Module 1   EngageNY</a>

Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations in Base Ten	1	<b>CC.4.NBT.1</b> Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	I can explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	<b>Q1</b> <u>Topic 3</u> Lesson: 3-1, 2 & 6  <b>Q2</b> <u>Topic 10</u> Lesson: 10-3	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  <a href="#">Mr. Nussbaum Math Games by standard</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check Topic 3-2	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>
4	Numbers & Operations in Base Ten	3	<b>CC.4.NBT.3</b> Generalize place value understanding for multi-digit whole numbers. Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	I can round large whole numbers to any place.	<b>Q1</b> <u>Topic 3</u> Lesson: 3-5 <u>Topic 4</u> Lessons: 4-1 & 2  <b>Q2</b> <u>Topic 5</u> Lessons: 5-4, 5 & 6 <u>Topic 6</u> Lesson: 6-6 <u>Topic 7</u> Lessons: 7-3 & 4	<a href="#">Teacher Resources 4th Grade</a>  <a href="#">Grade 4 Mathematics Module 1   EngageNY</a> <b>Topic C:</b> Rounding Multi-Digit Numbers (4 lessons)	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check Topic 3-5 Topic 4-3 Rounding (optional)	<a href="#">Grade 4 Mathematics Module 1   EngageNY</a>

Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations in Base Ten	5	<p><b>CC.4.NBT.5</b>                      Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>I can multiply a 4-digit number by a 1-digit number.</p> <p>I can multiply a 2-digit number by a 2-digit number.</p> <p>I can explain my answer by using equations, rectangular arrays or area models.</p>	<p><b>Q2</b>  <u>Topic 5</u>                      Lessons: 5-1,2,3,4,5 &amp; 6  <u>Topic 6</u>                      Lessons: 6-1 &amp; 6  <u>Topic 7</u>                      Lessons: 7-1,2,3, 4 &amp; 5  <u>Topic 8</u>                      Lessons: 8-1,2,3,4 &amp; 5</p>	<p><a href="#">Teacher Resources 4th Grade</a></p> <p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a></p> <p><b>Topic C:</b> Multiplication of up to 4-digit by 1-digit (5 lessons)</p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>  <b>Writing to Explain:</b> Quick Check Topic 7-1 &amp; 7-2</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a>                      Assessment available</p> <p><a href="#">Inside Mathematics-Multiplication</a></p>



Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations in Base Ten	6	<p><b>CC.4.NBT.6</b>                      Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>I can find the quotient &amp; remainder when dividing a 4-digit dividend &amp; a 1-digit divisor.</p> <p>I can explain my answer by using equations, rectangular arrays or area models.</p>	<p><b>Q2</b>                      Topic 9                      Lesson: 9-6                      Topic 10                      Lessons: 10-7 &amp; 8</p>	<p><a href="#">Teacher Resources 4th Grade</a></p> <p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a></p> <p><b>Topic E:</b> Division of tens and ones with successive remainders (8 lessons)</p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>  <b>Writing to Explain:</b> Quick Check 10-7</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a>                      Assessment available</p> <p><a href="#">Inside Mathematics-Multiplication</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	4	<b>CC.4.OA.4</b> Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	<p>I can find all factor pairs for whole numbers 1-100.</p> <p>I know and can show that a whole number is a multiple of each of its factors.</p> <p>I can decide if a whole number between 1-100 is a multiple of a 1-digit number.</p> <p>I can tell whether a number between 1-100 is prime or composite.</p>	<p><b>Q1</b> <u>Topic 1</u> Lessons: 1-4 &amp; 7</p> <p><b>Q3</b> <u>Topic 11</u> Lessons: 11-1,2 &amp;3</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a></p> <p>Student Resources: mathplayground.com, mathchimp.com, playtopass.com, National Library of Virtual Manipulative</p>	<p><b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick checks 11-1 (Factoring) 11-2 (composite)</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a> Assessment available</p> <p><a href="#">Inside Mathematics - Factors and Multiples</a></p>
4	Operations & Algebraic Thinking	5	<b>CC.4.OA.5</b> Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	<p>I can make and analyze patterns that follow a given rule.</p>	<p><b>Q1</b> <u>Topic 1</u> Lessons: 1-2 &amp; 5 <u>Topic 2</u> Lessons: 2-1 &amp;6</p> <p><b>Q3</b> <u>Topic 11</u> Lessons: 11-1 &amp; 2</p>	<p><a href="#">Guess My Rule Game</a></p> <p><a href="#">Kahn Academy Math Patterns</a></p>	<p><b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check Topic 2-5</p>	<p><a href="#">Inside Math- Single Question- Patterns</a></p> <p><a href="#">Kahn Academy Math Patterns</a></p> <p><a href="#">Inside Mathematics- Hexagon Patterns</a></p> <p><a href="#">Inside Mathematics- Button Pattern</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	1	<b>CC.4.NF.1</b> Extend understanding of fraction equivalence and ordering. Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	I can show why a fraction is equal to another fraction using models.	<b>Q3</b> <u>Topic 11</u> Lessons: 11-4,5 & 8	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 11-4	<a href="#">Grade 4 Mathematics Module 3 / EngageNY</a> Assessment available  <a href="#">Inside Mathematics-Fractions</a>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	2	<p><b>CC.4.NF.2</b>                      Extend understanding of fraction equivalence and ordering. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>I can compare 2 fractions with different numerators and different denominators.</p> <p>I can explain my work using symbols <math>&lt;</math>, <math>=</math>, <math>&gt;</math></p>	<p><b>Q3</b>                      Topic 11                      Lessons: 11-4,5,6,7 &amp; 8</p>	<p><a href="#">Grade 4 Mathematics Module 3/EngageNY</a></p> <p><b>Topic C:</b> Fraction Comparison (4 lessons)  <b>Topic D:</b> Fraction Comparison (6 lessons)  <b>Topic E:</b> Fraction Comparison (7 lessons)  <b>Topic F:</b> Fraction Comparison (6 lessons)  <b>G:</b> Fraction Comparison (6 lessons)  <b>Topic H:</b> Fraction Comparison (1 lesson)</p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>  <b>Writing to Explain:</b> Quick Check 11-6</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a>                      Assessment available</p>
4	Numbers & Operations - Fractions	3	<p><b>CC.4.NF.3</b>                      Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>I understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>.</p>	<p><b>Q3</b>                      Topic 12                      Lesson: 12-1</p>	<p><a href="#">Grade 4 Mathematics Module 3/EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>  <b>Writing to Explain:</b> Quick Check Topic 12 -1</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a>                      Assessment available</p> <p><a href="#">Inside Mathematics- Fractions</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	3a	<b>CC.4.NF.3</b> a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	I understand verbal statements of multiplication and can show them as equations.	<b>Q3</b> Topic 12 Lessons: 12-1,2,3,4,5 & 11	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 12-1,2or 3	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  Assessment available
4	Numbers & Operations - Fractions	3b	<b>CC.4.NF.3b</b> Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .	I can show, in an equation, a fraction is the sum of fractions with the same denominator.	<b>Q3</b> Topic 12 Lessons: 12-6,7,8, & 9	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 12-2	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  Assessment available
4	Numbers & Operations - Fractions	3c	<b>CC.4.NF.3c</b> Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	I can add & subtract mixed numbers with like denominators.	<b>Q3</b> Topic 12 Lessons: 12-6,7,8 & 9	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 12-7	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  Assessment available
4	Numbers & Operations - Fractions	3d	<b>CC.4.NF.3d</b> Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the	I can add & subtract fractions to solve word problems.	<b>Q3</b> Topic 12 Lessons: 12-2,3,4,5,10 & 11	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>  <b>Topic A:</b> Decomposition and Fraction Equivalence (6 lessons)	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 12-8	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a>  Assessment available

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
			problem.					
4	Numbers & Operations - Fractions	4	<b>CC.4.NF.4</b> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	I can multiply a fraction by a whole number.	<b>Q3</b> Topic 13 Lessons: 13-1,2 & 3	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>  <b>Topic B:</b> Fraction Equivalence Using Multiplication and Division (5 lessons)	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain: Quick Check 13-1</b>	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a> Assessment available
4	Numbers & Operations - Fractions	4a	<b>CC.4.NF.4a</b> Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ .	I understand how to multiply a fraction by a whole number.	<b>Q3</b> Topic 13 Lesson: 13-2	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>  <a href="#">Teacher Resources 4th Grade</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain: Quick Check 13-1</b>	<a href="#">Grade 4 Mathematics Module 3   EngageNY</a> Assessment available

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	4b	<b>CC.4.NF.4b</b> Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .)	I can use models to show how to multiply a fraction by a whole number.	<b>Q3</b> <u>Topic 13</u> Lessons: 13-2 & 3	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Question Check 13-1	<a href="#">Grade 4 Mathematics Module 3 / EngageNY</a> Assessment available
4	Numbers & Operations - Fractions	4c	<b>CC.4.NF.4c</b> Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	I can multiply fractions to solve word problems, using models and equations.	<b>Q3</b> <u>Topic 13</u> Lesson: 13-3	<a href="#">Grade 4 Mathematics Module 3/EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 13-1, 13-2	<a href="#">Grade 4 Mathematics Module 3 / EngageNY</a> Assessment available

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	5	<p><b>CC.4.NF.5</b>                      Understand decimal notation for fractions, and compare decimal fractions. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math> and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	I can create equal fractions and add fractions using denominators of 10 and 100.	<p><b>Q3</b>                      Topic 13                      Lesson: 13-5,6 &amp; 7</p>	<p><a href="#">Grade 4 Mathematics Module 3/EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>  <b>Writing to Explain:</b> Quick Check 11-5</p>	<p><a href="#">Grade 4 Mathematics Module 3 / EngageNY</a>                      Assessment available</p>



Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	6	<p><b>CC.4.NF.6</b>                      Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	I can change fractions with denominators of 10 and 100 into decimals.	<p><b>Q3</b>                      Topic 13                      Lessons: 13 -5,6,7 &amp; 11</p>	<p><a href="#">Grade 4 Mathematics Module 3/EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>                      Writing to Explain: Quick Check 13-4</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a>                      Assessment available</p>
4	Numbers & Operations - Fractions	7	<p><b>CC.4.NF.7</b>                      Understand decimal notation for fractions, and compare decimal fractions. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	I can compare 2 decimals to hundredths. I can compare using symbols $<$ , $=$ , $>$ and visual models.	<p><b>Q3</b>                      Topic 13                      Lessons: 13-8 &amp; 10</p>	<p><a href="#">Grade 4 Mathematics Module 3/EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>                      Writing to Explain: Quick Check 13-10</p>	<p><a href="#">Grade 4 Mathematics Module 3   EngageNY</a>                      Assessment available</p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	1	<p><b>CC.4.MD.1</b> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ....</p>	I know and can show sizes of measurement units: km, m, cm, kg, g, lb., oz., l, ml, hr., min, sec	<p><b>Q3-4</b> <u>Topic 13</u> 13-11 <u>Topic 14</u> - All</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p> <p><b>Topic B: Application of Metric Conversions</b></p> <ol style="list-style-type: none"> <li>1. Know and relate metric units to place value</li> <li>2. Use addition and subtraction multi-step word problems involving length, mass, and capacity</li> </ol> <p><a href="#">Teacher Resources 4th Grade</a></p>	<p><b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> Writing to Explain: Quick Check 14-4 (mass), 14-5 (distance), 14-7 (capacity) &amp; 14-11 (time)</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	2	<p><b>CC.4. MD.2</b> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p><b>I can</b> use the four operations to solve word problems about distance.  <b>I can</b> use the four operations to solve word problems about time.  <b>I can</b> use the four operations to solve word problems about liquid volumes.  <b>I can</b> use the four operations to solve word problems about masses of objects.  <b>I can</b> use the four operations to solve word problems about money.  <b>I can</b> use the four operations to solve word problems using simple fractions or decimals.  <b>I can</b> use the four operations to solve word problems showing measurements of different sizes.  <b>I can</b> show measurement quantities using diagrams.</p>	<p><b>Q3</b>  <a href="#">Topic 13</a>                      Lessons: 13-10 &amp; 11  <b>Q3-Q4</b>  <a href="#">Topic 14</a>                      Lessons: 14-8, 9, 10, &amp; 11  <b>Q4</b>  <a href="#">Topic 15</a>                      Lessons: 15-2,3,5</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p> <p><b>Topic A: Metric Unit Conversions</b></p> <ol style="list-style-type: none"> <li>Express metric unit measurements and solve addition/subtraction word problems involving metric length</li> <li>Express metric unit measurements and solve addition/subtraction word problems involving metric mass</li> <li>Express metric unit measurements and solve addition/subtraction word problems involving metric capacity</li> </ol> <p><b>Topic B: Application of Metric Conversions</b></p> <ol style="list-style-type: none"> <li>Know and relate metric units to place value</li> </ol> <p>Use addition and subtraction multi-step word problems involving length, mass, and capacity</p> <p><a href="#">Teacher Resources 4th Grade</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Questions:</b>  <b>Writing to Explain:</b> Quick Check 14-10</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	3	<p><b>CC.4. MD.3</b> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	I can solve real world problems using the rules for area and perimeter.	<p><b>Q3-Q4</b> <u>Topic 15</u> Lesson: 15-1</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> <b>Writing to Explain:</b> Quick Check 15-1</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a>  <a href="#">Inside Mathematics-MD3 &amp; G3</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	4	<p><b>CC.4. MD.4</b>                      Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	<p>I can show data in fractions on a line plot.</p> <p>I can solve problems using data on a line plot.</p>	<p><b>Q3-Q4</b>                      Topic 15                      Lesson: 15-4</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>                      Focal Questions: # 10-11 &amp; 12 Topic 15-4 From Student Book Page</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	5	<p><b>CC.4. MD.5</b>                      Geometric measurement: understand concepts of angle and measure angles. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:                      -- a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a "one-degree angle," and can be used to measure angles.                      -- b. An angle that turns through one-degree angles is said to have an angle measure of n degrees.</p>	<p>I know and can show angles formed by two rays.</p> <p>I know and can show how an angle is measured.</p>	<p><b>Q3-Q4</b>                      Topic 16                      Lessons: 16-3,4,5 &amp; 6</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>                      Writing to Explain: Quick Check 16-3</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>
4	Measurement & Data	6	<p><b>CC.4. MD.6</b>                      Geometric measurement: understand concepts of angle and measure angles. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p>I can measure and draw angles using a protractor.</p>	<p><b>Q3-Q4</b>                      Topic 16                      Lessons:16-5 &amp; 6</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a>                      *** Student Resources: mathplayground.com, mathchimp.com, playtopass.com, National Library of Virtual Manipulatives</p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Questions:</b> All questions on Quick Check 16-5</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	7	<p><b>CC.4. MD.7</b>                      Geometric measurement: understand concepts of angle and measure angles. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>I can solve addition and subtraction real world and math problems to find unknown angles.</p> <p>I can show my solution using an equation with a symbol for the unknown angle measure.</p>	<p><b>Q3-Q4</b>                      Topic 16                      Lesson: 16-7</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Question:</b>                      Writing to Explain: Quick Check 16-6</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>
4	Geometry	1	<p><b>CC.4. G.1</b>                      Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p>I can identify and draw points, lines and line segments.</p> <p>I can identify and draw rays and angles (right, acute, and obtuse).</p> <p>I can identify and draw perpendicular and parallel lines.</p>	<p><b>Q3-Q4</b>                      Topic 16                      Lessons: 16-1,2,3,4,5 &amp; 6</p>	<p><a href="#">Grade 4 Mathematics Module 4   EngageNY</a>  <a href="https://www.khanacademy.org/math/basic-geo/basic-geo-angles/basic-geo-interpreting-angles/e/recognizing-parallel-and-perpendicular-lines">https://www.khanacademy.org/math/basic-geo/basic-geo-angles/basic-geo-interpreting-angles/e/recognizing-parallel-and-perpendicular-lines</a></p>	<p><b>Adopted Resources Assessment:</b>  <b>Focal Questions:</b>                      Writing to Explain: Quick Checks 16-1 &amp; 16-2</p>	<p><a href="#">Grade 4 Mathematics Module 4   EngageNY</a>   <a href="#">Inside Mathematics- Quilt</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Geometry	2	<p><b>CC.4. G.2</b>                      Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>I can classify 2D shapes based on types of lines and angles.</p> <p>I know and can identify right triangles.</p>	<p><b>Q3-Q4</b>                      Topic 16                      Lessons:16-7,8,9,10 &amp; 11</p>	<p><a href="#">Grade 4 Mathematics Module 4   EngageNY</a></p> <p><a href="#">Teacher Resources 4th Grade</a></p>	<p><b>Adopted Resources:</b>                      Focal Question #8 &amp; 9 from Topic 16 Test- student book Page 449</p>	<p><a href="#">Grade 4 Mathematics Module 4   EngageNY</a></p> <p><a href="#">Inside Mathematics- Quilt</a></p>
4	Geometry	3	<p><b>CC.4. G.3</b>                      Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p>I can identify and draw lines of symmetry.</p>	<p><b>Q3-Q4</b>                      Topic 16                      Lesson: 16-11</p>	<p><a href="#">Grade 4 Mathematics Module 4   EngageNY</a></p> <p><a href="http://www.k-5mathteachingresources.com/support-files/symmetry-in-regular-polygons.pdf">http://www.k-5mathteachingresources.com/support-files/symmetry-in-regular-polygons.pdf</a></p>	<p><b>Adopted Resources Assessment:</b>                      Focal Question:                      Writing to Explain                      Quick Check 16-10</p>	<p><a href="#">Grade 4 Mathematics Module 4   EngageNY</a></p> <p><a href="#">Inside Mathematics-MD3 &amp; G3</a></p> <p><a href="#">Inside Mathematics-Symmetry</a></p>



Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	1	<p><b>CC.4. MD.1</b> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ....</p>	I know and can show sizes of measurement units: km, m, cm, kg, g, lb., oz., l, ml, hr., min, sec	Topic 13-11 Topic 14- All	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p> <p><a href="#">Teacher Resources 4th Grade</a></p>	<p><b>Adopted Resources Assessment:</b></p> <p><b>Focal Questions: Writing to Explain:</b> Quick Check 14-4 (mass), 14-5 (distance), 14-7 (capacity) &amp; 14-11 (time)</p>	<p><a href="#">Grade 4 Mathematics Module 5   EngageNY</a></p>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	2	CC.4. MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	I can use the four operations to solve word problems about distance. I can use the four operations to solve word problems about time. I can use the four operations to solve word problems about liquid volumes. I can use the four operations to solve word problems about masses of objects. I can use the four operations to solve word problems about money. I can use the four operations to solve word problems using simple fractions or decimals. I can use the four operations to solve word problems showing measurements of different sizes. I can show measurement quantities using diagrams.	<b>Q3</b> <u>Topic 13</u> Lessons: 13-10 & 11 <b>Q3-Q4</b> <u>Topic 14</u> Lessons: 14-8, 9, 10, & 11 <b>Q4</b> <u>Topic 15</u> Lessons: 15-2,3,5	<a href="#">Teacher Resources 4th Grade</a>  <a href="#">Grade 4 Mathematics Module 5   EngageNY</a>	<b>Adopted Resources Assessment:</b>  <b>Focal Questions Writing to Explain:</b> Quick Check 14-10	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>
4	Measurement & Data	3	CC.4. MD.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	I can solve real world problems using the rules for area and perimeter.	<b>Q3-Q4</b> <u>Topic 15</u> Lesson: 15-1	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> Writing to Explain: Quick Check 15-1	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>  <a href="#">Inside Mathematics-MD3 &amp; G3</a>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	4	CC.4. MD.4 Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	I can show data in fractions on a line plot. I can solve problems using data on a line plot.	Q3-Q4 Topic 15 Lesson: 15-4	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>	<p><b>Adopted Resources Assessment:</b></p> <p><b>Focal Questions:</b> # 10-11 &amp; 12 Topic 15-4 From Student Book Page 417</p>	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	5	CC.4. MD.5 Geometric measurement: understand concepts of angle and measure angles. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: -- a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. -- b. An angle that turns through one-degree angles is said to have an angle measure of $n$ degrees.	I know and can show angles formed by two rays. I know and can show how an angle is measured.	<b>Q3-Q4</b> Topic 16 Lessons: 16-3,4,5 & 6	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 16-3	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>
4	Measurement & Data	6	CC.4. MD.6 Geometric measurement: understand concepts of angle and measure angles. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	I can measure and draw angles using a protractor.	<b>Q3-Q4</b> Topic 16 Lessons:16-5 & 6	Student Resources: mathplayground.com, mathchimp.com, playtopass.com, National Library of Virtual Manipulatives  <a href="#">Grade 4 Mathematics Module 5   EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> All questions on Quick Check 16-5	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	7	CC.4. MD.7 Geometric measurement: understand concepts of angle and measure angles. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	I can solve addition and subtraction real world and math problems to find unknown angles. I can show my solution using an equation with a symbol for the unknown angle measure.	<b>Q3-Q4</b> Topic 16Lesson: 16-7	<a href="#">Intel-Engage- Real Life—Real Life Fractions</a>  <a href="#">Grade 4 Mathematics Module 5   EngageNY</a>	<b>Adopted Resources Assessment:</b> <b>Focal Question:</b> <b>Writing to Explain:</b> Quick Check 16-6	<a href="#">Grade 4 Mathematics Module 5   EngageNY</a>
4	Geometry	1	CC.4. G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	I can identify and draw points, lines and line segments. I can identify and draw rays and angles (right, acute, and obtuse). I can identify and draw perpendicular and parallel lines.	<b>Q1-Q4</b> <u>Topic 16</u> Lessons: 16-1,2,3,4,5 & 6	<a href="#">Grade 4 Mathematics Module 4   EngageNY</a> <b>Topic A:</b> Line and Angels (4 lessons)  <a href="https://www.khanacademy.org">https://www.khanacademy.org</a>	<b>Adopted Resources Assessment:</b> <b>Focal Questions:</b> <b>Writing to Explain:</b> Quick Checks 16-1 & 16-2	<a href="#">Grade 4 Mathematics Module 4   EngageNY</a>  <a href="#">Inside Mathematics- Quilt</a>

Gr	Domain or Conceptual Theme	Standard #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Geometry	2	CC.4. G.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	I can classify 2D shapes based on types of lines and angles. I know and can identify right triangles.	<b>Q3-Q4</b> <u>Topic 16</u> Lessons:16-7,8,9,10 & 11	<a href="#">Grade 4 Mathematics Module 4   EngageNY</a> <b>Topic B:</b> Angle Measurement (4 lessons) <b>Topic C:</b> Angle Measurement (3 lessons) <b>Topic D:</b> Two Dimensional Figures and Symmetry (5 lessons)  <a href="#">Teacher Resources 4th Grade</a>	<b>Adopted Resources Focal Question #8 &amp; 9</b> from Topic 16 Test- student book Page 449	<a href="#">Grade 4 Mathematics Module 4   EngageNY</a>  <a href="#">Inside Mathematics- Quilt</a>
4	Geometry	3	CC.4. G.3 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	I can identify and draw lines of symmetry.	<b>Q3-Q4</b> <u>Topic 16</u> Lesson: 16-11	<a href="#">Grade 4 Mathematics Module 4   EngageNY</a>  <b>Topic B:</b> Angle Measurement (4 lessons) <b>Topic C:</b> Angle Measurement (3 lessons) <b>Topic D:</b> Two Dimensional Figures and Symmetry (5 lessons)  <a href="#">Teacher Resources 4th Grade</a>	<b>Adopted Resources Assessment: Focal Question: Writing to Explain Quick Check 16-10</b>	<a href="#">Grade 4 Mathematics Module 4   EngageNY</a>  <a href="#">Inside Mathematics-MD3 &amp; G3</a>  <a href="#">Inside Mathematics-Symmetry</a>