

#### **Española Public Schools**

714 Calle Don Diego Española, New Mexico 87532

Phone: 505-753-2254 Fax: 505-747-3514

Website: www.k12espanola.org

### **FOURTH GRADE**

#### **Mathematics**

**Curriculum Guide** 

**Developed: June 2016** 

#### **Curriculum Team:**

Denise Vaughn, Team Leader

Karen Buterbaugh, Member

Pamela Gallegos, Member

**Curriculum Facilitation:** 

Vivian Valencia, Instructional Coach

MaryEllen Fresquez, Instructional Coach

### **Adopted Curriculum**

<b>Grade Band</b>	Resource	District Contact
Pre K 2013-2018	Creative Classroom	Office of Curriculum, Instruction & Assessment
	Website:	Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
K -6 2013-2018	Math Diagnosis and Infervention System  Pert 1, Grades K-1: Brooklets A-E.  Website:  www.pearsonsuccessnet.com	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach
<b>7-8</b> 2013-2018	CPM teacher log in: http://textbooks.cpm.org/?238090954324249223  CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal
<b>9-12</b> 2013-2018	College Preparatory Math (CPM)  CPM  CPM teacher log in:     http://textbooks.cpm.org/?238090954324249223  CPM student log in:     http://en8467.textbooks.cpm.org/?409553627727330301	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair

### **Supplemental Curriculum Resources**

Grade Band Resource District Contact:							
Grade Band	Resource						
Pre K	Insert Resource	Office of Curriculum, Instruction & Assessment					
2016-2021	Website: Insert	Myra L. Martinez, Associate Superintendent					
		MaryEllen Fresquez, Pre K Coordinator					
	Insert Resource	Larry Do Aguerra, Foderal Drograms (Title I)					
	Website: Insert	Larry DeAguerro, Federal Programs (Title I)					
		Deirdra Montoya, Special Education Director TBA, Assessment & Rtl Facilitator					
		TBA, Assessment & Rti Facilitator					
K -6	Insert Resource	Office of Curriculum, Instruction & Assessment					
2016-2021	Website: Insert	Myra L. Martinez, Associate Superintendent					
2010 2021		MaryEllen Fresquez, Instructional Coach					
	Insert Resource	Vivian Valencia, Instructional Coach					
	Website: Insert						
		Larry DeAguerro, Federal Programs (Title I)					
		Deirdra Montoya, Special Education Director					
		TBA, Assessment & Rtl Facilitator					
7-8	Insert Resource	Office of Curriculum, Instruction & Assessment					
2016-2021	Website: Insert	Myra L. Martinez, Associate Superintendent					
2010 2021							
	<b>X</b> Edgenuity <sup>∞</sup>	Robert Quiñonez, CFVMS Assistant Principal					
	LUS where learning clicks y	Insert Name, Edgenuity Administrator					
	Website: Insert	Larry DeAguerro, Federal Programs (Title I)					
		Deirdra Montoya, Special Education Director					
		TBA, Assessment & RtI Facilitator					
9-12	Insert Resource	Office of Curriculum, Instruction & Assessment					
2015-2020	Website:	Myra L. Martinez, Associate Superintendent					
2013-2020							
		Insert Name, EVHS Department Chair					
		Insert Name, Edgenuity Administrator					
		Larry DeAguerro, Federal Programs (Title I)					
		Deirdra Montoya, Special Education Director					
	<b>X</b> Edgenuity⁻	TBA, Assessment & RtI Facilitator					
	where learning clicks						
	Website: Insert						

#### **Assessment Resources**

Grade Band	Resource	District Contact:
Pre K 2016-2021	Insert Resource Website: Insert	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
	PreK Observation & Portfolios	Assessment Contact: TBA, Assessment & RtI Facilitator
K-1	Envisions:  COMMON CONE  Topic Book Assessments  Topic Mat Assessments  Renaissance Learning:  RENAISSANCE LEARNING  STAR EARLY LITERACY (Numeracy)  https://hosted39.renlearn.com/258790/default.aspx	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  Assessment Contact: TBA, Assessment & RtI Facilitator
2-12	Envisions:  Common Core  Topic Book Assessments Topic Mat Assessments (2 <sup>nd</sup> )  Renaissance Learning:  RENAISSANCE LEARNING  STARMath  https://hosted39.renlearn.com/258790/default.aspx	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  Assessment Contact: TBA, Assessment & RtI Facilitator
3-11	PARCC Partnership for Assessment of Readiness for College and Careers	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach

#### **Assessment Resources**

		Assessment Contact:
		TBA, Assessment & RtI
		Facilitator
7-12	End of Course Exams (EoC)	Office of Curriculum,
	NINDED	Instruction & Assessment
	NIVIPED	Myra L. Martinez, Associate
	Public Education Department	Superintendent
		MaryEllen Fresquez,
		Instructional Coach
	College Prepatory Math (CPM)	Vivian Valencia,
	Conlege Frepatory Water (Crivi)	Instructional Coach
	CDM	Assessment Contact:
	CPM	TBA, Assessment & RtI
	CPM teacher log in:	Facilitator
	http://textbooks.cpm.org/?238090954324249223	
	CPM student log in:	
	http://en8467.textbooks.cpm.org/?409553627727330301	
L		

# **Assessment Resources**

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

Quarter	Topics	Standards Addressed
	Topic 3	<ul> <li>Numbers and Operations Base</li> </ul>
	Topic 4	Ten
1	Topic 1	Operations and Algebraic
	Topic 2	Thinking
	Topic 5	
	Topic 5 (cont.)	Numbers and Operations Base
	Topic 6	Ten
2	Topic 7	Operations and Algebraic
	Topic 8	Thinking
	Topic 9	_
	Topic 10	
	Topic 10 (cont.)	<ul> <li>Number and Operations Base</li> </ul>
	Topic 11	Ten
3-4	Topic 12	<ul> <li>Number and Operations-</li> </ul>
	Topic 13	Fractions
	Topic 14	Measurement and Data
	Topic 15	Geometry
	Topic 16	•

# 4th Grade Quarterly Mathematics Pacing At A Glance

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	3 ,4 ,1, 2, 5	5 (cont.)6,	10 (cont.), 11,	14,15,16
		7, 8, 9, 10	12, 13	
Topic	Topics 3-4	<u>Topic 5, 6,</u>	<u>Topic 10</u>	<u>Topic 14</u>
Learning	Students will	<u>7 &amp; 8</u>	Students can	Students can
Targets	be able to	Students	find the	solve problems
	read and	will multiply	quotient and	involving
	write large	a 2- digit by	remainder	measurement
	whole	2- digit and	when dividing a	and conversion
	numbers in	a 4-digit by	4 digit-dividend	of
	standard,	a 1-digit	and 1-digit	measurement.
	written and	number by	divisor by using	
	expanded	using	equations,	Students can
	form.	equations,	arrays and	use the four
	_	arrays and	other models.	operations to
	Students will	other	_	solve problems
	compare &	models.	Topic 11	that involve
	round large		Students will	distance, time,
	whole	Topic 9 &	identify a whole	volumes,
	numbers	10	number is a	mass, and
		Students	multiple of	money.
	Topics 1 &	can find the	each of its	
	<u>2</u>	quotient and	factors.	<u>Topic 15</u>
	Students will	remainder		Students can
	make and	when	Students will	apply the
	analyze	dividing a 4	identify prime	formulas to find
	patterns	digit-	and composite	perimeter and
	when given	dividend	numbers.	area.
	a rule.	and 1-digit	0. 1	0. 1
	0(	divisor by	Students can	Students can
	Students will	using	identify	identify
	use the four	equations,	equivalent	fractions and
	operations	arrays and	fractions	solve problems
	and	other	Tonic 40	using data on a
	drawings to	models.	Topic 12	line plot.
	help them		Students can	Topic 40
	solve for the		show the sum	<u>Topic 16</u>
	unknown in		and difference	Ctudosto cos
	a multistep		between two	Students can

# 4th Grade Quarterly Mathematics Pacing At A Glance

	T	1
word	fractions with	identify angles
problem.	the same	that are formed
	denominator.	by 2 rays.
Topic 5		
Students will	Students can	Students can
multiply a 2-	add and	identify and
digit by 2-	subtract mixed	draw points,
digit and a	numbers with	rays and
4-digit by a	like	angles.
1-digit	denominators.	
number by		Students can
using	<b>Topic 13</b>	measure and
equations,	Students can	draw angles
arrays and	multiply a	using a
other	fraction by a	protractor.
models.	whole number	
	by using	Students can
	models and	solve addition
	equations.	and subtraction
	'	problems to
	Students	find angles.
	identify and	
	convert	Students can
	fractions into	identify 2d
	decimals.	shapes and
	Students can	can draw lines
	compare 2	of symmetry.
	decimals by	or Symmou y.
	using the <, =,	
	> symbols.	
	> Syllibols.	

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	CC.4.OA.1 Use the four operations with whole numbers to solve problems. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 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.	Q1 <u>Topic</u> Lesson: 1-1, 1-3, 1-7	Grade 4 Mathematics Module 3   EngageNY  Topic D: Multiplication Word Problems (2 lessons)	Adopted Resource Assessment: Focal Question: Writing to Explain: Quick Check 1-3	Grade 4 Mathematics Module 3   EngageNY Assessment available
4	Operations & Algebraic Thinking	2	CC.4.OA.2  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.	Q1	Grade 4 Mathematics Module 3   EngageNY  Topic D: Multiplication Word Problems (2 lessons)	Adopted Resource Assessment: Focal Question: Writing to Explain: Quick Check 1-8	Grade 4 Mathematics Module 3   EngageNY  Inside Mathematics- Multiplication

Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	3	CC.4.OA.3  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.	Q1	Grade 4 Mathematics Module 3   EngageNY   Assessment available  Topic F: Addition and Subtraction Word Problems (3 lessons)  Number and Operations  Mr. Nussbaum Math Games by standard	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick Check 6-5	Grade 4 Mathematics Module 3   EngageNY Assessment available
4	Operations & Algebraic Thinking	4	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.	Q1 <u>Topic 1</u> Lessons: 1-4 & 7 Q3 <u>Topic 11</u> Lessons: 11-1,2 &3	Mr. Nussbaum Math Games by standard	Adopted Resources Assessment: Focal Question Writing to Explain: Quick checks 11-1 (Factoring) 11-2 (composite)	Inside Mathematics - Factors and Multiples

Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	5	CC.4.OA.5 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.	Q1	Guess My Rule Game  Kahn Academy Math Patterns  Mr. Nussbaum Math Games by standard	Adopted Resources Assessment: Focal Question Writing to Explain: Quick Check Topic 2-5	Inside Math- Single Question- Patterns  Kahn Academy Math Patterns  Inside Mathematics- Hexagon Patterns  Inside Mathematics- Button Pattern
4	Numbers & Operations in Base Ten	1	GC.4.NBT.1  Generalize place value understanding for multidigit whole numbers.  Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 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.	Q1 Topic 3 Lesson:3-1,2 &6  Q2 Topic 10 Lesson: 10-3	Grade 4 Mathematics Module 1   EngageNY	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check Topic 3-2	Grade 4 Mathematics Module 1   EngageNY

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	2	Generalize place value understanding for multidigit whole numbers. Read and write multidigit whole numbers using base-ten numerals, number names, and expanded form. Compare two multidigit 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 <, +, >	Q1 <u>Topic 3</u> Lessons: 3-1,2,3,4	Grade 4 Mathematics Module 1   EngageNY  Topics A: Place Value of Multi-Digit Numbers (4 lessons)  Topic B: Comparing Multi-Digit Numbers (2 lessons)  Grade 4 Teaching Resources 2 activities -Place Value & Word and Expanded Form	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick Checks Topic 3-1,2,3 & 4 (all address this standard)	Grade 4 Mathematics Module 1   EngageNY
4	Numbers & Operations in Base Ten	3	CC.4.NBT.3 Generalize place value understanding for multidigit whole numbers. Use place value understanding to round multidigit 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.	Q1	Teacher Resources 4th Grade  Grade 4 Mathematics Module 1   EngageNY Topic C: Rounding Multi-Digit Numbers (4 lessons)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check Topic 3-5 Topic 4-3 Rounding (optional)	Grade 4 Mathematics Module 1   EngageNY

# Quarterly Pacing Fourth Grade Quarter 1

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	4	CC.4.NBT.4  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.)	I can add and subtract large whole numbers.	Q1 Topic 4 Lessons: 4-2,3 & 6	Teacher Resources 4th Grade  Grade 4 Mathematics Module 1   EngageNY  Topic D: Multi-Digit Addition (2 lessons) Topic E: Multi-Digit Subtraction (4 lessons)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check Topic 4-3 (adding) 4-5 (subtracting)	Grade 4 Mathematics Module 1   EngageNY

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	CC.4.OA.2 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.	Q1 Topics Lessons: 1-1, 6,8,9 & 10  Q2 Topic Lesson: 9-6	Grade 4 Mathematics  Module 1   EngageNY	Adopted Resource Assessment: Focal Question: Writing to Explain: Quick Check 1-8	Grade 4 Mathematics Module 1   EngageNY  Inside Mathematics- Multiplication
4	Operations & Algebraic Thinking	3	CC.4.OA.3  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.	Q1	Grade 4 Mathematics Module 1 / EngageNY Topic F: Addition and Subtraction Word Problems (3 lessons)  Number and Operations	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick Check 6-5	Grade 4 Mathematics Module 1   EngageNY

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	GC.4.NBT.1 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 ÷ 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 time what it represents in the place to its right.	Q1	Grade 4 Mathematics Module 3   EngageNY  Mr. Nussbaum Math Games by standard	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check Topic 3-2	Grade 4 Mathematics Module 3   EngageNY
4	Numbers & Operations in Base Ten	3	GC.4.NBT.3 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.	Q1	Teacher Resources 4th Grade  Grade 4 Mathematics Module 1   EngageNY Topic C: Rounding Multi- Digit Numbers (4 lessons)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check Topic 3-5 Topic 4-3 Rounding (optional)	Grade 4 Mathematics Module 1   EngageNY

Gr	Domain or Conceptual Theme	Stnd #	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
	Thoms							
			CC.4.NBT.5					
			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	Loop multiply o 4 digit		Teacher Resources 4th		
			strategies based on place	I can multiply a 4-digit number by a 1-digit		Grade		Grade 4 Mathematics
			value and the properties of operations. Illustrate and	number.		Grade		Module 3   EngageNY
			explain the calculation by	number.	Q2			Assessment available
			using equations,	I can multiply a 2-digit	Topic 5			A33633Herit available
			rectangular arrays, and/or	number by a 2-digit	Lessons: 5-1,2,3,4,5 & 6	Grade 4 Mathematics		
			area models. (Grade 4	number.	Topic 6	Module 3   EngageNY		
			expectations in this domain		Lessons: 6-1 & 6		Adopted Resources	
			are limited to whole	I can explain my answer by	Topic 7		Assessment:	Inside Mathematics-
	Numbers &		numbers less than or equal	using equations,	Lessons: 7-1,2,3, 4 & 5	Topic C: Multiplication of up	Focal Question:	Multiplication
	Operations in		to 1,000,000. A range of	rectangular arrays or area	Topic 8	to 4-digit by 1-digit (5 lessons)	Writing to Explain: Quick	
4	Base Ten	5	algorithms may be used.)	models.	Lessons: 8-1,2,3,4 & 5		Check Topic 7-1 & 7-2	

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	CC.4.NBT.6  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.)	I can find the quotient & remainder when dividing a 4-digit dividend & a 1-digit divisor.  I can explain my answer by using equations, rectangular arrays or area models.	Q2 Topic 9 Lesson: 9-6 Topic 10 Lessons: 10-7 & 8	Teacher Resources 4th Grade  Grade 4 Mathematics Module 3   EngageNY  Topic E: Division of tens and ones with successive remainders (8 lessons)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 10-7	Grade 4 Mathematics Module 3   EngageNY Assessment available  Inside Mathematics- Multiplication

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Operations & Algebraic Thinking	4	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	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	Q1	Grade 4 Mathematics Module 3   EngageNY	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick checks 11-1 (Factoring) 11- 2 (composite)	Grade 4 Mathematics Module 3   EngageNY Assessment available  Inside Mathematics - Factors and Multiples
			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.	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.		Student Resources: mathplayground.com, mathchimp.com, playtopass.com, National Library of Virtual Manipulative		
4	Operations & Algebraic Thinking	5	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.	Q1	Guess My Rule Game  Kahn Academy Math  Patterns	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check Topic 2-5	Inside Math- Single Question- Patterns  Kahn Academy Math Patterns  Inside Mathematics- Hexagon Patterns  Inside Mathematics- Button Pattern

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	1	CC.4.NF.1 Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.	Q3 <u>Topic 11</u> Lessons: 11-4,5 & 8	Grade 4 Mathematics Module 3/EngageNY	Adopted Resources    Assessment:    Focal Question:    Writing to Explain: Quick    Check 11-4	Grade 4 Mathematics Module 3   EngageNY Assessment available  Inside Mathematics- Fractions

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
	Numbers & Operations -		CC.4.NF.2 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 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, 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,	I can compare 2 fractions with different numerators and different denominators.  I can explain my work using	Q3 Topic 11	Grade 4 Mathematics Module 3/EngageNY  Topic C: Fraction Comparison (4 lessons) Topic D: Fraction Comparison (6 lessons) Topic E: Fraction Comparison (7 lessons) Topic F: Fraction Comparison (6 lessons) G: Fraction Comparison (6 lessons) Topic H: Fraction Comparison (1 lesson)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick	Grade 4 Mathematics Module 3   EngageNY Assessment available
4	Fractions	2	8, 10, 12, and 100.)  CC.4.NF.3  Build fractions from unit fractions by applying and extending previous understandings of	symbols <, =, >	Lessons: 11-4,5,6,7 & 8		Check 11-6	
			operations on whole numbers. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. (Grade 4 expectations in this domain are limited to				Adopted Resources Assessment:	Grade 4 Mathematics Module 3   EngageNY Assessment available Inside Mathematics-
4	Numbers & Operations - Fractions	3	fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	I understand a fraction a/b with a > 1 as a sum of fractions 1/b.	Q3 <u>Topic 12</u> Lesson: 12-1	Grade 4 Mathematics Module 3/EngageNY	Focal Question: Writing to Explain: Quick Check Topic 12 -1	Fractions

Domain or Conceptual	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
Numbers & Operations - Fractions	3a	CC.4.NF.3 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.	Q3 <u>Topic 12</u> Lessons: 12-1,2,3,4,5 & 11	Grade 4 Mathematics Module 3/EngageNY	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 12-1,2or 3	Grade 4 Mathematics Module 3   EngageNY  Assessment available
Numbers &		CC.4.NF.3b  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;	I can show, in an equation,		Grade 4 Mathematics	Adopted Resources Assessment: Focal Question:	<u>Grade 4 Mathematics</u> Module 3 / EngageNY
Operations - Fractions	3b	2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	fractions with the same denominator.	Topic 12	Module 3/EngageNY	Writing to Explain: Quick Check 12-2	Assessment available
		Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using				Adopted Resources Assessment:	Grade 4 Mathematics
Operations -		the relationship between	numbers with like	Topic 12	Module 3/EngageNY	Writing to Explain: Quick	Module 3   EngageNY Assessment available
Numbers & Operations -		CC.4.NF.3d 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	I can add & subtract fractions to solve word	Q3 Topic 12	Grade 4 Mathematics Module 3/EngageNY  Topic A: Decomposition and Fraction Equivalence (6 lessons)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick	Grade 4 Mathematics Module 3 / EngageNY Assessment available
	Numbers & Operations - Fractions  Numbers & Operations - Fractions  Numbers & Operations - Fractions - Fractions - Fractions	Numbers & Operations - Fractions 3a  Numbers & Operations - Fractions 3b  Numbers & Operations - Fractions - Fract	Numbers & Operations - Fractions  Numbers & Operations - Fractions  Salumbers & Operations - Fractions  Salumbers & Operations - Fractions  CC.4.NF.3b  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 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.  CC.4.NF.3c  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.  CC.4.NF.3d  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	CC.4.NF.3 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.	Numbers & Operations - Fractions  Numbers & Operations - Value	Numbers & Operations - Fractions - Practions - Practical Practic	CC.4.NF.3 a Understand addition and subtraction of fractions as joining and subtract mixed numbers & Corations - Fractions  Numbers & Operations - Fractions  Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 12-1,2or 3  Lunderstand verbal statements of multiplication as spearating parts referring to the same whole.  CC.4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decomposition by an equation. Justify decomposition by an equation. Justify decomposition by an equation. Separations - Fractions  Numbers & Operations - Fractions  CC.4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation, a fraction is the sum of fractions with the same denominators. e.g., by replacing each mixed numbers with like denominators, e.g., by replacing each mixed numbers with an equivalent fraction, and/or by using properties of operations and the relationship between an author and subtraction of fractions or referring to the same whole and having like denominators, e.g., by vising properties of operations or referring to the same whole and having like denominators, e.g., by vising properties of operations and subtraction of fractions of referring to the same whole and having like denominators, e.g., by vising visual fraction models and visual fractions to solve word froblems involving addition and subtract on of fractions in the same whole and having like denominators, e.g., by vising fractions to solve word froblems involving addition and subtract on of fractions fractions of the same whole and having like denominators, e.g., by verified the same whole and having like denominators, e.g., by verified the same whole and having like denominators, e.g., by verified the same whole and having like denominators, e.g., by verified the same whole and having like denominators. e.g., by verified the same whole and having like

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
			problem.					
4	Numbers & Operations - Fractions	4	CC.4.NF.4 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> <u>Topic 13</u> Lessons: 13-1,2 & 3	Grade 4 Mathematics Module 3/EngageNY  Topic B: Fraction Equivalence Using Multiplication and Division (5 lessons)	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 13-1	Grade 4 Mathematics Module 3   EngageNY Assessment available
4	Numbers & Operations - Fractions	<b>4</b> a	CC.4.NF.4a 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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	I understand how to multiply a fraction by a whole number.	<b>Q3</b> <u>Topic 13</u> Lesson: 13-2	Grade 4 Mathematics Module 3/EngageNY  Teacher Resources 4th Grade	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 13-1	Grade 4 Mathematics Module 3   EngageNY Assessment available

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Numbers & Operations - Fractions	4b	CC.4.NF.4b  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 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × 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	Grade 4 Mathematics Module 3/EngageNY	Adopted Resources     Assessment:     Focal Question:     Writing to Explain:     Question Check 13-1	Grade 4 Mathematics Module 3   EngageNY Assessment available
4		40	CC.4.NF.4c 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?				Adopted Resources Assessment:	Grade 4 Mathematics
4	Numbers & Operations - Fractions	4c	Between what two whole numbers does your answer lie?	I can multiply fractions to solve word problems, using models and equations.	Q3 <u>Topic 13</u> Lesson: 13-3	Grade 4 Mathematics Module 3/EngageNY	Focal Question: Writing to Explain: Quick Check 13-1, 13-2	Module 3 / EngageNY Assessment available

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
			CC.4.NF.5					
			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 3/10					
			as 30/100 and add 3/10 +					
			4/100 = 34/100. (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				Adopted Resources	
			expectations in this domain	I can create equal fractions			Assessment:	Grade 4 Mathematics
	Numbers &		are limited to fractions with	and add fractions using	Q3	Grade 4 Mathematics	Focal Question:	Module 3   EngageNY
	Operations -		denominators 2, 3, 4, 5, 6,	denominators of 10 and	Topic 13	Module 3/EngageNY	Writing to Explain: Quick	Assessment available
4	Fractions	5	8, 10, 12, and 100.)	100.	Lesson: 13-5,6 & 7		Check 11-5	

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
			CC.4.NF.6 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					Grade 4 Mathematics
	Numbers &		meters; locate 0.62 on a number line diagram. (Grade 4 expectations in this domain are limited to fractions with denominators	I can change fractions with	Q3	Grade 4 Mathematics	Adopted Resources Assessment: Focal Question:	Module 3   EngageNY Assessment available
	Operations -		2, 3, 4, 5, 6, 8, 10, 12, and	denominators of 10 and 100	Topic 13	Module 3/EngageNY	Writing to Explain: Quick	
4	Fractions	6	100.)	into decimals.	Lessons: 13 -5,6,7 & 11	mount of Engagerer	Check 13-4	
			CC.4.NF.7  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 >, =, or <, and justify the conclusions, e.g., by using a visual model.					
4	Numbers & Operations - Fractions	7	(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	I can compare 2 decimals to hundredths. I can compare using symbols <, =, > and visual models.	Q3 Topic 13 Lessons: 13-8 & 10	Grade 4 Mathematics Module 3/EngageNY	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 13-10	Grade 4 Mathematics Module 3   EngageNY Assessment available

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
						Grade 4 Mathematics Module 5   EngageNY		
			CC.4.MD.1 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			Topic B: Application of Metric Conversions  1. Know and relate metric units to place value  2. Use addition and subtraction multistep word problems involving length, mass, and capacity		
4	Measurement & Data	1	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),	I know and can show sizes of measurement units: km, m, cm, kg, g, lb., oz., I, mI, hr., min, sec	Q3-4 <u>Topic 13</u> 13-11 <u>Topic 14</u> - All	Teacher Resources 4th Grade	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick Check 14- 4 (mass), 14-5 (distance), 14-7 (capacity) & 14-11 (time)	Grade 4 Mathematics Module 5   EngageNY

Gr	Domain or	Stn	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted	Supplemental
	Conceptual Theme	d#					Assessment	Assessments
	Theme					Grade 4 Mathematics		
						Module 5   EngageNY		
						Topic A: Metric Unit		
						Conversions		
						Express metric unit		
						measurements and solve		
						addition/subtraction		
						word problems		
						involving metric		
				I can use the four		length 2. Express metric unit		
				operations to solve word problems about distance.		measurements and		
				I can use the four		solve addition/subtraction		
				operations to solve word		word problems		
			CC.4. MD.2	problems about time.  I can use the four		involving metric		
			Solve problems involving measurement and	operations to solve word		mass		
			conversion of	problems about liquid		Express metric unit measurements and		
			measurements from a larger	volumes.		solve		
			unit to a smaller unit. Use the four operations to solve	I can use the four operations to solve word		addition/subtraction		
			word problems involving	problems about masses of		word problems involving metric		
			distances, intervals of time,	objects.		capacity		
			liquid volumes, masses of objects, and money,	I can use the four operations to solve word		Topic B: Application of		
			including problems involving	problems about money.		Metric Conversions 1. Know and relate		
			simple fractions or	I can use the four		metric units to place		
			decimals, and problems that require expressing	operations to solve word problems using simple	Q3	value		
			measurements given in a	fractions or decimals.	<u>Topic 13</u>	Use addition and		
			larger unit in terms of a	I can use the four	Lessons: 13-10 & 11	subtraction multi-step word problems involving length,		
			smaller unit. Represent measurement quantities	operations to solve word problems showing	<b>Q3-Q4</b> Topic 14	mass, and capacity	Adopted Resources	
			using diagrams such as	measurements of different	Lessons: 14-8, 9, 10, & 11	, ,	Adopted Resources Assessment:	
			number line diagrams that	sizes.	Q4	Teacher Resources 4th	Focal Questions:	<b>Grade 4 Mathematics</b>
	Measurement		feature a measurement	I can show measurement	<u>Topic 15</u>	<u>Grade</u>	Writing to Explain: Quick	Module 5   EngageNY
4	& Data	2	scale.	quantities using diagrams.	Lessons: 15-2,3,5		Check 14-10	

Gr	Domain or Conceptual	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
	Theme	~ <i>"</i>					7.00000	7.0000
			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					Grade 4 Mathematics
			room given the area of the				Adopted Resources	Module 5   EngageNY
			flooring and the length, by				Assessment:	
			viewing the area formula as	I can solve real world	Q3-Q4	<b>Grade 4 Mathematics</b>	Focal Questions:	
	Measurement		a multiplication equation	problems using the rules for	<u>Topic 15</u>	Module 5   EngageNY	Writing to Explain: Quick	Inside Mathematics-MD3 &
4	& Data	3	with an unknown factor.	area and perimeter.	Lesson: 15-1		Check 15-1	<u>G3</u>

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

Gr	Domain or Conceptual	Stn d#	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 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.	Q3-Q4 Topic 16 Lessons: 16-3,4,5 & 6	Grade 4 Mathematics Module 5   EngageNY	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 16-3	Grade 4 Mathematics Module 5   EngageNY
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> <u>Topic 16</u> Lessons:16-5 & 6	Grade 4 Mathematics Module 5   EngageNY  *** Student Resources: mathplayground.com, mathchimp.com, playtopass.com, National Library of Virtual Manipulatives	Adopted Resources Assessment: Focal Questions: All questions on Quick Check 16-5	Grade 4 Mathematics Module 5   EngageNY

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
			GC.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	I can solve addition and subtraction real world and math problems to find unknown angles.				
4	Measurement & Data	7	diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	I can show my solution using an equation with a symbol for the unknown angle measure.	<b>Q3-Q4</b> <u>Topic 16</u> Lesson: 16-7	Grade 4 Mathematics Module 5   EngageNY	Adopted Resources Assessment: Focal Question: Writing to Explain: Quick Check 16-6	Grade 4 Mathematics Module 5   EngageNY
			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	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	<b>Q3-Q4</b> Topic 16	Grade 4 Mathematics Module 4   EngageNY https://www.khana cademy.org/math/basic- geo/basic-geo-angles/basic- geo-interpreting- angles/e/recognizing- parallel-and-perpendicular-	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick	Grade 4 Mathematics Module 4   EngageNY  Inside Mathematics- Quilt
4	Geometry	1	figures.	lines.	Lessons: 16-1,2,3,4,5 & 6	lines	Checks 16-1 & 16-2	

Gr	Domain or Conceptual	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
	Theme		00.4.0.0					
			CC.4. G.2					
			Draw and identify lines and					
			angles, and classify shapes					
			by properties of their lines					
			and angles. Classify two-			Crade 4 Methematics		
			dimensional figures based			Grade 4 Mathematics Module 4   EngageNY		
			on the presence or absence			Module 4   Engagent		Grade 4 Mathematics
			of parallel or perpendicular	I can classify 2D shapes		Teacher Resources 4th		Module 4   EngageNY
			lines, or the presence or	based on types of lines and				
			absence of angles of a	angles.		<u>Grade</u>	Adopted Resources:	
			specified size. Recognize	I I a second a second a second	Q3-Q4		Focal Question #8 & 9	Lead to Made a section O. Str.
	0		right triangles as a category,	I know and can identify	Topic 16		from Topic 16 Test- student	Inside Mathematics- Quilt
4	Geometry	2	and identify right triangles.	right triangles.	Lessons:16-7,8,9,10 & 11		book Page 449	
			CC.4. G.3					One to 4 Mod Lement's a
			Draw and identify lines and					Grade 4 Mathematics
			angles, and classify shapes					Module 4   EngageNY\
			by properties of their lines					
			and angles. Recognize a					Incide Methametics MD2
			line of symmetry for a two-			Crede 4 Methematics		Inside Mathematics-MD3
			dimensional figure as a line			Grade 4 Mathematics		<u>&amp; G3</u>
			across the figure such that			Module 4   EngageNY	Adouted	
			the figure can be folded			http://www.lc	Adopted	Incide Mathematics
			along the line into matching		Q3-Q4	http://www.k-	Resources Assessment:	Inside Mathematics-
			parts. Identify line-	Loop identify and draw lines		5mathteachingresources.co	Focal Question:	Symmetry
4	Coometry	2	symmetric figures and draw	I can identify and draw lines	Topic 16	m/support-files/symmetry-	Writing to Explain	
4	Geometry	3	lines of symmetry.	of symmetry.	Lesson: 16-11	in-regular-polygons.pdf	Quick Check 16-10	

# Quarterly Pacing Fourth Grade Quarter 4

Gr	Domain or Conceptual Theme	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
4	Measurement & Data	1	CC.4. MD.1 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),	I know and can show sizes of measurement units: km, m, cm, kg, g, lb., oz., I, mI, hr., min, sec	Topic 13-11 Topic 14- All	Grade 4 Mathematics Module 5   EngageNY  Teacher Resources 4th Grade	Adopted Resources Assessment:  Focal Questions: Writing to Explain: Quick Check 14-4 (mass), 14-5 (distance), 14-7 (capacity) & 14-11 (time)	Grade 4 Mathematics Module 5   EngageNY

Gr	Domain or Conceptual	Stn d#	Standard	I can Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
	Theme		00.4.140.00.1		20		Alexander	One le 4 Maril e maril e
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 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.	Q3 <u>Topic 13</u> Lessons: 13-10 & 11 Q3-Q4 <u>Topic 14</u> Lessons: 14-8, 9, 10, & 11 Q4 <u>Topic 15</u> Lessons: 15-2,3,5	Teacher Resources 4th Grade  Grade 4 Mathematics Module 5   EngageNY	Adopted Resources Assessment:  Focal Questions Writing to Explain: Quick Check 14-10	Grade 4 Mathematics Module 5   EngageNY
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.	Q3-Q4 <u>Topic 15</u> Lesson: 15-1	Grade 4 Mathematics Module 5   EngageNY	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick Check 15-1	Grade 4 Mathematics Module 5   EngageNY  Inside Mathematics-MD3 & G3

# Quarterly Pacing Fourth Grade Quarter 4

Gr	Domain or Conceptual Theme	Stn d#	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 (1/2, 1/4, 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 <u>Topic 15</u> Lesson: 15-4	Grade 4 Mathematics Module 5   EngageNY	Adopted Resources Assessment: Focal Questions: # 10-11 & 12 Topic 15-4 From Student Book Page 417	Grade 4 Mathematics Module 5   EngageNY

Gr		Stn d#	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 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.	Q3-Q4 Topic 16 Lessons: 16-3,4,5 & 6	Grade 4 Mathematics Module 5   EngageNY	Adopted Resources    Assessment:    Focal Question:    Writing to Explain: Quick    Check 16-3	Grade 4 Mathematics Module 5   EngageNY
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.	Q3-Q4 <u>Topic 16</u> Lessons:16-5 & 6	Student Resources: mathplayground.com, mathchimp.com, playtopass.com, National Library of Virtual Manipulatives  Grade 4 Mathematics Module 5   EngageNY	Adopted Resources Assessment: Focal Questions: All questions on Quick Check 16-5	Grade 4 Mathematics Module 5   EngageNY

Gr	Domain or Conceptual Theme	Stn d#	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 nonoverlapping 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.	Q3-Q4Topic 16Lesson: 16-7	Intel-Engage- Real Life Real Life Fractions  Grade 4 Mathematics Module 5   EngageNY	Adopted Resources    Assessment:    Focal Question:    Writing to Explain: Quick    Check 16-6	Grade 4 Mathematics Module 5   EngageNY
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.	Q1-Q4 <u>Topic 16</u> Lessons: 16-1,2,3,4,5 & 6	Grade 4 Mathematics Module 4   EngageNY Topic A: Line and Angels (4 lessons)  https://www.khanacademy.o	Adopted Resources Assessment: Focal Questions: Writing to Explain: Quick Checks 16-1 & 16-2	Grade 4 Mathematics Module 4   EngageNY  Inside Mathematics- Quilt

Gr	Domain or Conceptual Theme	Stn d#	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.	Q3-Q4 <u>Topic 16</u> Lessons:16-7,8,9,10 & 11	Grade 4 Mathematics Module 4   EngageNY Topic B: Angle Measurement (4 lessons) Topic C: Angle Measurement (3 lessons) Topic D: Two Dimensional Figures and Symmetry (5 lessons)  Teacher Resources 4th Grade	Adopted Resources Focal Question #8 & 9 from Topic 16 Test- student book Page 449	Grade 4 Mathematics Module 4   EngageNY  Inside Mathematics- Quilt
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 linesymmetric figures and draw lines of symmetry.	I can identify and draw lines of symmetry.	Q3-Q4 <u>Topic 16</u> Lesson: 16-11	Grade 4 Mathematics Module 4   EngageNY  Topic B: Angle Measurement (4 lessons) Topic C: Angle Measurement (3 lessons) Topic D: Two Dimensional Figures and Symmetry (5 lessons)  Teacher Resources 4th Grade	Adopted Resources Assessment: Focal Question: Writing to Explain Quick Check 16-10	Grade 4 Mathematics Module 4   EngageNY  Inside Mathematics-MD3 & G3  Inside Mathematics- Symmetry