## Priority Standards Updates

Current New 2022-2023

| 4.N.1.1 Multiplication Facts to 12 | 4.N.1.1 Multiplication Facts to 12 (Q1) |
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| 4.A.1.1. Input/Output | 4.A. 1.1 Input/Output (Q1) |
| 4.A.2.2 Number Sentences/Equations | 4.A.2.2 Number Sentences/Equations (Q1) |
| 4.N.1.3 Three-digit multiplication | 4.N.1.3 Three-digit multiplication (Q2) |
| 4.N.1.6 Division strategies | 4.N.1.6 Division strategies (Q2) |
| 4.N.2.7 Compare and order decimals on # line | 4.N.2.1 Represent equivalent fractions (Q3) |
| 4.N.2.4 Add and subtract fractions | 4.N.2.2 Benchmark Fractions on # line (Q3) |
| 4.N.2.2 Benchmark Fractions on # line | 4.N.2.7 Compare and order decimals on # line (Q3) |
| 4.N.2.1 Represent equivalent fractions | 4.N.2.4 Add and subtract fractions (Q3) |
| 4.GM.1.2 Quadrilaterals | 4.GM.1.2 Quadrilaterals (Q4) |
| 4.GM.2.2 Area | 4.GM.2.2 Area (Q4) |
| 4.D.1.3 Frequency Tables and Line Plots | 4.D.1.3 Frequency Tables and Line Plots (Q4) |

Standards are grouped as thematic units:

Unit 1: Number Relationships

Unit 2: Equal Partitioning

Unit 3: 2-Dimensional Forms

Unit 4: Patterns, Relationships, and Data

### **Resources for Any Unit**

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| [Virtual Manipulatives from Didax](https://www.didax.com/math/virtual-manipulatives.html) - No-cost, ad-free manipulatives to use in your browser. These are drag-and-drop and can also be embedded in Canvas. [Click here](https://www.didax.com/pub/media/pdf/Embed_Codes_for_Didax_Virtual_Manipulatives.pdf) for embed codes. | [Printable Manipulatives](https://hcpss.instructure.com/courses/106/pages/resource-bank) - These are non-editable pdfs of template resources that you can use with lessons, centers, or other instructional activities. | [Virtual Manipulative from Toy Theater](https://toytheater.com/category/teacher-tools/virtual-manipulatives/) - Can be made full screen, so useful for SmartBoards and TVs | [Manipulative Apps from The Math Learning Center](https://www.mathlearningcenter.org/apps) - Can be used as an iPad app or as a Chrome Extension | [Station Teaching Lesson Plan Template](https://www.modelteaching.com/education-resource-item/listing/station-teaching-lesson-plan-template) [Open Ended Math Activities for the Primary Classroom](https://www.modelteaching.com/education-resource-item/listing/open-ended-math-activities-for-the-primary-classroom) |
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### **By the end of the year, 4th graders will be able to:**

| **Math Strand** | **Specific Skill** |
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| Numbers and Operations | * Demonstrate fluency with multiplication facts to 12 * Multiply 3-digit by 1-digit or 2-digit by 2-digit numbers * Solve multi-step real world problems using addition, subtraction, and multiplication * Divide 3-digit by 1-digit numbers * Use benchmark fractions to locate other fractions on a number line * Use fraction models to add and subtract fractions with like denominators * Represent, read, and write decimals up to the hundredths place * Compare and order decimals and whole numbers * Find the amount of change required in problems involving money |
| Algebraic Reasoning | * Create input/output charts and describe single operation rules for patterns * Find values for unknowns represented by letters and symbols that make number sentences true * Solve basic equations using the four operations |
| Geometry and Measurement | * Describe, classify, and sketch quadrilaterals * Compare two 3D figures * Measure angles * Find the area of polygons and volume of rectangular prisms * Determine elapsed time |
| Data and Probability | * Represent data on a frequency table * Use tables, bar graphs, timelines, and Venn diagrams to display data sets * Solve one- and two-step problems using data from frequency tables and line plots |

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## Unit 1 - Number Relationships

| **Big Ideas:**   1. Decomposing and composing numbers allows for flexible methods of computation when multiplying large numbers. 2. Decomposing and composing numbers allows for flexible methods of computation when dividing large numbers. 3. We can use a letter or symbol to represent an unknown quantity and use knowledge of operations to solve for the unknown. | | |
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| **Standard** | **Key Understandings** | **Common Student Misconceptions** |
| [4.N.1.1](http://okmathframework.pbworks.com/w/page/112172257/4-N-1-1)  Fluency with Mult. Facts to 12 | * Application of the Commutative and Zero properties enables one to make connections between related facts and a deeper understanding of multiplication. * Fluent grasp of the basic multiplication and division facts forms an important foundation for multiplication of larger numbers. | * Multiplication and addition have the same function. For example, because 1 + 0 = 1 then 1 x 0 = 1. * 2 x 3 and 3 x 2 are two separate, unrelated facts. Students may not understand the commutative property. |
| [4.A.1.1](http://okmathframework.pbworks.com/w/page/112172326/4-A-1-1)  Input/  Output Tables | * Use a table to describe patterns of change. * Use rules with one or two operations to predict and generalize about real-world and mathematical problems. * Use rules with one or two operations to describe patterns of change. | * Solve problems from left to right no matter what the operations are. * Think that a variable can only stand for one particular number. * Think examining one set of input-output values is enough to describe a pattern or determine a rule. * Think the only way to describe a pattern is using the change between outputs rather than the change from an input to its corresponding output. * Think they cannot describe a pattern of change when input values are not consecutive. * Think rules describing patterns of change involve only addition and subtraction. |
| [4.A.2.2](http://okmathframework.pbworks.com/w/page/112172347/4-A-2-2)  Number Sentences | * Number sentences can be used to represent real-world situations involving all operations, using variables to represent unknown quantities. * Unknown values can be found using prior knowledge of operations and the relationships between them. | * Variables always have only one specific value. * There are rules that determine what the variable represents. * The commutative property applies to division. |
| [4.N.1.3](http://okmathframework.pbworks.com/w/page/112172266/4-N-1-3)  Multiply 3-digit Numbers | * Multi-digit multiplication equations can be solved using a variety of valid strategies. | * It is not important to find an estimate before doing the actual problem. * Place value is just used for naming numbers. * Only multiply the ones place by the ones place and the tens by the tens (as in addition). |
| [4.N.1.6](http://okmathframework.pbworks.com/w/page/112172275/4-N-1-6)  Division Strategies | * Division equations (3-digit dividends by 1-digit divisors) can be accurately solved using one of several different division strategies. * Prior knowledge of multiplication facts and an understanding of the properties of multiplication and division can be used to divide accurately and efficiently. * By using inverse operations, it is possible to verify the accuracy of a quotient. | * Division is commutative, as in 5 ÷ 3 = 3 ÷ 5 * Division makes the answer smaller.   + For example, when you divide, the answer (quotient) is smaller than the starting amount (dividend). While this is true when dividing a whole number by a smaller whole number, it is not true when the divisor is greater than the dividend. * The standard algorithm for division is a set of steps to be memorized. |
| Supporting Standards | [4.N.1.2](http://okmathframework.pbworks.com/w/page/112172263/4-N-1-2) Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.  [4.N.1.7](http://okmathframework.pbworks.com/w/page/112172284/4-N-1-7) Determine the unknown addend(s) or factor(s) in equivalent and non-equivalent expressions. (e.g., 5 + 6 = 4 + ☐ , 3 x 8 < 3 x ☐)  problems and find values for the unknowns represented by letters and symbols that make number sentences true  [4.A.1.2](http://okmathframework.pbworks.com/w/page/112172332/4-A-1-2) Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number  [4.A.2.1](http://okmathframework.pbworks.com/w/page/112172344/4-A-2-1) Use number sense, properties of multiplication and the relationship between multiplication and division to solve  [4.A.1.3](http://okmathframework.pbworks.com/w/page/112172335/4-A-1-3) Create growth patterns involving geometric shapes and define the single operation rule of the pattern | |
| **Item Specs**  **Strand 4.N.1** | **Emphasis:**  • Demonstrate fluency with multiplication and division facts.  • Use the concept of place value to multiply or divide.  • Multiply 3-digit by 1-digit or 2-digit by 2-digit whole numbers.  • Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers.  • Solve multi-step, real-world, and mathematical problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers.  • Divide 3-digit dividends by 1-digit whole number divisors.  • Determine the value of an unknown addend or factor in equivalent and non-equivalent expressions.  **Stimulus Attributes:**  • Test items may include tables, pictures, charts, counters, base-10 blocks, place value mats, and other manipulatives. | **Format:**  • Calculate the product of two whole numbers  • Calculate the quotient of two whole numbers  • Identify the missing fact from a fact family  • Multiply or divide a number by 10, 100, or 1,000  • Solve an application problem by estimating the product of 3-digit numbers  • Solve an application problem by calculating the product of 3-digit numbers  • Use technology to explore and investigate patterns with multiplication of larger numbers  • Solve a multi-step problem to find an unknown quantity  • Calculate quotients without remainders to solve real-world problems  • Solve an equivalent or non-equivalent expression for an unknown addend or factor  **Content Limits:**  • Limit numbers to whole numbers  • Limit numbers to six digits for addition and subtraction  • Limit items to up to 3-digit by 1-digit or 2-digit by 2-digit multiplication  • Limit operation to addition, subtraction, multiplication, or division  • Limit to 1-digit divisor and 3-digit dividend  • Limit to two operations in multi step problems |

**Quarter 1: 43 days (first 3 days only rules and procedures)**

| **Subject and Quarter:** Math - Quarter 1 - 15 days total | | **Grade:**  **4** |
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| **Standard** **SECOND: taught after place value - 10 Days** [4.N.1.1](http://okmathframework.pbworks.com/w/page/112172257/4-N-1-1) Demonstrate fluency with multiplication and division facts with factors up to 12. | | **Supporting Standards FIRST- 5 Days**  **Spiral in Place Value Review**   * Expanded Form, Word Form, Standard Form, Place Value vs. Value, Digit - through 100,000s |
| **Learning Goal** - Demonstrate fluency with multiplication and division facts up to 12x12 | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * How do mathematical operations relate to each other? |
| **Score**  **3.0** | Demonstrate fluency with multiplication and division facts with factors up to 12. Strategies may include:   * Use Add a Group (ex. 6 x 7 = 7 more than 5 x 7) * Use Doubling (ex. 6 x 7 = 3 x 7 is 21, double that to get 42) * Use Subtract a Group (6 x 7 = 7 less than 7 x 7) * Use Near Squares (ex. 6 x 6 is 36, 6 more is 42) * Use “Think Multiplication” to divide (ex. 36 9 = 4 x 9 is 36) * Apply Commutative and Zero Properties of Multiplication | **Assessments (Pre, Mid, Post)**  [Evidence 1](https://drive.google.com/file/d/1m4EESw8CzhRDFHuKvXmW4oTQ5eyxvOeI/view?usp=sharing)  [Evidence 2](https://drive.google.com/file/d/181ckheaOvqBo8MdoG-qNMZhRchAPYB8R/view?usp=sharing)  [Evidence 3](https://drive.google.com/file/d/1-4lJCK-IMBJBlluE8KcmuFLvO-hHexBL/view?usp=sharing)  [Math Facts Diagnostic (to 9s)](https://drive.google.com/file/d/13KMIzQxnClkbWeE9ZgHY9zY5pSE-4gOS/view?usp=sharing) - to identify which multiplication strategies from grade 3 struggling students need to work on; optional |
| **Score**  **2.0** | Demonstrate fluency of multiplication facts with factors up to 10.   * Multiplication of 1, 2, 5, and 10 facts * Multiplication of 3, 4, 6, 7, 8, 9 facts * Represent division facts by using a variety of approaches * Recall and use specific vocabulary, including factor, product, dividend, divisor, and quotient | **Lesson Resources**   * [Figuring Out Fluency - Strategy Resources](https://resources.corwin.com/part-2-strategy-modules-0) * [Multiple Representations](https://education.ky.gov/curriculum/conpro/Math/Documents/3_KDE_Multiplication_Version_2_Grade_3.pdf) * [Three-Corner Fact Family Flash Cards](https://teachbesideme.com/printable-math-fact-families-cards/) * [Mixed Facts Practice](https://achievethecore.org/page/841/multiplication-and-division-fluency-set-of-tasks) and pairs card game (click “View File”) * [Fact Families Sentences Worksheets](https://drive.google.com/file/d/1EDB5hrKbjrW3uopn69L1qNEg49T959cc/view?usp=sharing) * [Multiply with Missing Factors](https://www.k5learning.com/free-math-worksheets/fourth-grade-4/mental-multiplication/multiplication-table-2to12-missing-number) * [Math Facts Card Sort](https://drive.google.com/file/d/1hqYerrPKchxz9OWVS-OmUDNlVlv4iOow/view?usp=sharing) - can use with multiplication and division * [Xtramath](https://home.xtramath.org/index.html): Create class. Make sure to set program to go up to 12. * [Multiplying and Dividing Anchor Chart](https://www.pinterest.com/pin/57843176444587239/) * [NumberRock: Division as Repeated Subtraction](https://youtu.be/oF2fITujB4c) * [Multiplication 1-12 compilation](https://youtu.be/C3PojOwjHcc): Video has all tables to 12. Search within song for specific table if desired. * [Multiplication Games:](https://ok.mathgames.com/multiplication) A variety of multiplication games 2-8 grade. * [Division Games](https://ok.mathgames.com/division): A variety of division games 3-8 grade. * [Multiplication and Division Fact Worksheet Generators](https://www.homeschoolmath.net/worksheets/grade3/division_facts.php) * enVision2.0 (4.N.1.1): [OK pg 5-6](https://drive.google.com/file/d/1zh4H_sZW8VfXJKSCBjxgq2fRFkqJhfGy/view?usp=sharing), [OK pg 11-12](https://drive.google.com/file/d/1Va0g3qyZ9fJE5juvAZIyHQeErgBQeoVI/view?usp=sharing) * enVision2.0 (4.N.1.7): OK15 * enVision2.0 (4.A.2.1):Lesson 6-1 (p.327-332)\*w/multi-digit multiplication * Lesson * [Multiplication Strategies - 3 Ways](https://drive.google.com/file/d/1rL_XhGZxFnDcGT4IYH9fK2AS2pFNiHo2/view?usp=sharing) * [Strategies Graphic Organizer](https://drive.google.com/file/d/1x2NLOYWpnrovYCCZ9tn237LOEU2zIzEi/view?usp=sharing) * [Envision Practice Worksheets](https://drive.google.com/drive/folders/1sBw1KD4I48aQdVPvIdz6Imfp7UDNjoFs?usp=sharing) - from 3rd grade resources * IXL: D.4-D.8, E.3-E.5 |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  factor, product, dividend, divisor, and quotient, strategy |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Binder for Fact Fluency | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.2.2](http://okmathframework.pbworks.com/w/page/112827067/3-N-2-2) Demonstrate fluency of multiplication facts with factors up to 10 | **4th Grade**: [4.N.1.1](http://okmathframework.pbworks.com/w/page/112172257/4-N-1-1) Demonstrate fluency with multiplication and division facts with factors up to 12. | **5th Grade:** [5.N.1.4](http://okmathframework.pbworks.com/w/page/111920413/5-N-1-4) Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results. |

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| **Standard**- 5 days\*\*\*[4.N.1.2](http://okmathframework.pbworks.com/w/page/112172263/4-N-1-2) Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000. | | **Supporting Standards** |
| **Learning Goal** \*\*\*Not a reported standard (No common assessments) | | |
| **Lesson Resources**   * [Khan Academy](https://www.khanacademy.org/math/cc-fifth-grade-math/powers-of-ten/imp-powers-of-10/v/powers-of-10): Powers of 10 * [Place Value Song](https://youtu.be/gsvrhKka1nc): Includes decimal places. * [Power of 10 Song](https://youtu.be/X0Z3QMKI5Gg): Includes exponent, but explains place value and division by 10s. * [Multiplying and Dividing by 10 Worksheet](https://www.greatschools.org/library/cms/79/24979.pdf) * [Multiplying and Dividing by 10 Place Value Place Mat](http://www.greatmathsteachingideas.com/wp-content/uploads/2012/02/Multiplying-and-dividing-by-10-100-and-1000.pdf) * enVision2.0: OK7, Lessons 1-1, 1-2, 3-1, 4-1 (p.5-10, p.11-16, p.95-100, p.171-176)   **Academic Vocabulary**  digit, period, place value, value, ten times greater and ten times less, word form, expanded form, and standard form | | |
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| **Subject and Quarter:** Math - Quarter 1 - 10 days | | **Grade:**  **4** |
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| **Standard**[4.A.1.1](http://okmathframework.pbworks.com/w/page/112172326/4-A-1-1) Create an input/output chart or table to represent or extend a numerical pattern. | | **Supporting Standards**  [4.A.1.2](http://okmathframework.pbworks.com/w/page/112172332/4-A-1-2) Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number  [4.A.1.3](http://okmathframework.pbworks.com/w/page/112172335/4-A-1-3) Create growth patterns involving geometric shapes and define the single operation rule of the pattern |
| **Learning Goal** - Create an input/output chart to represent and extend a numerical pattern. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Use input/output tables to make connections to other grade level math concepts and solve one- and two-step problems | **Essential Question**   * How do we organize data to aid in identifying patterns? * How do we describe numerical patterns? |
| **Score**  **3.0** | Create an input/output chart or table to represent or extend a numerical pattern.   * Represent numerical patterns involving addition and subtraction. * Represent numerical patterns involving multiplication and division. * Extend a numerical pattern. * Describe the rule used to extend a given pattern. | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://drive.google.com/file/d/1H0gpYIDGgfB3jlr2EOcTgOAr5okUQVHq/view?usp=sharing) **(numbers 7-12 only)** Envision Vol. 2 p. 762 * [Evidence 2](https://docs.google.com/document/d/1xoRcD7gyp9iKKE8VPHQPOMLBaGjXrTtXzvKjRfVZNMM/edit?usp=sharing) * [Evidence 3](https://docs.google.com/document/d/15DQ58FSJSRBQ5xEIf81XOHuDTItvEoyHYWVlE8bLApY/edit?usp=sharing) |
| **Score**  **2.0** | Extend patterns involving addition and subtraction.   * Extend numeric patterns. * Extend patterns involving shapes. * Recall and use specific vocabulary, including function machine, sequence, term, rule, prediction, multiple, factor and reasonable. | **Lesson Resources**   * [Numberock](https://youtu.be/d1COIcRoSgo): Input/Output Tables * [Free Input Output Activity to Download and Print](https://www.teacherspayteachers.com/Product/Silly-Solutions-Input-Output-Tables-Activity-4559863?st=1f48998c03ff7def562cc5596ac3d9df) * [Function Table Online Game](https://www.mathplayground.com/functionmachine.html) * enVision2.0 (4.A.1.1): Lessons 14-1, 14-2 (p.733-738, p.739-744) * enVision2.0 (4.A.1.2 and 4.A.1.3): OK47 * enVision2.0 (4.A.1.3): Lessons 14-3, 14-4 (p.745-750, p.751-756) * enVision2.0 (4.A.2.2): OK15 |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  function machine, sequence, term, rule, expression |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.A.1.1](http://okmathframework.pbworks.com/w/page/112827280/3-A-1-1) Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts. | **4th Grade**: [4.A.1.1](http://okmathframework.pbworks.com/w/page/112172326/4-A-1-1) Create an input/output chart or table to represent or extend a numerical pattern. | **5th Grade:** [5.A.1.1](http://okmathframework.pbworks.com/w/page/112100629/5-A-1-1) Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems. |

| **Subject and Quarter:** Math - Quarter 1 - 10 days | | **Grade:**  **4** |
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| **Standard**[4.A.2.2](http://okmathframework.pbworks.com/w/page/112172347/4-A-2-2) Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. **Use real-world situations** to represent number sentences and vice versa. | | **Supporting Standards**  [4.N.1.7](http://okmathframework.pbworks.com/w/page/112172284/4-N-1-7) Determine the unknown addend(s) or factor(s) in equivalent and non-equivalent expressions. (e.g., 5 + 6 = 4 + ☐ , 3 x 8 < 3 x ☐)  [4.A.2.1](http://okmathframework.pbworks.com/w/page/112172344/4-A-2-1) Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true |
| **Learning Goal** - Solve for unknowns in equations and problems using the four basic operations | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Use problem solving strategies to solve for unknown values in extended real-world situations. | **Essential Question**   * How can we represent and solve real-world situations using unknowns and all operations? |
| **Score**  **3.0** | Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.   * Solve an equation involving a single operation for an unknown quantity (with word problem) * Use real-world situations to represent number sentences * Use number sentences to represent real-world situations * Determine unknown addend(s) or factor(s) in non-equivalent expressions | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://drive.google.com/file/d/15bSrXFsuXsyhJju3kYEaP5VDssdbHJk1/view?usp=sharing) * [Evidence 2](https://docs.google.com/document/d/1KTQsrB_O7HngYuE2CzPRgAdsehiTJm2mSVXbB2GtIn8/edit?usp=sharing)- Do [this activity](https://www.k-5mathteachingresources.com/support-files/word-problems-multiplicative-comparison-without-answer-key.pdf) first in pairs, then assess individually with Evidence 1 exit ticket * [Evidence 3](https://drive.google.com/file/d/1VC_kAKz9tZQKbG_KykiXjZB9CIhX-dSk/view?usp=sharing)   **Take the fluency pieces from 4.N.1.1 and use them with this standard. (missing products and addends)** |
| **Score**  **2.0** | Solve an equation involving a single operation for an unknown quantity   * Solve for unknown quantities in single operation equations (non-word problem) * Recall and use specific vocabulary, including: variable, equal, inverse operation | **Lesson Resources** |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Variable, equation, open sentence, inverse operation, equal, greater than, less than |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.A.2.1](http://okmathframework.pbworks.com/w/page/112827328/3-A-2-1) Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences. | **4th Grade**: [4.A.2.2](http://okmathframework.pbworks.com/w/page/112172347/4-A-2-2) Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. **Use real-world situations** to represent number sentences and vice versa. | **5th Grade:** [5.A.2.2](http://okmathframework.pbworks.com/w/page/112100641/5-A-2-2) Determine whether an equation or inequality involving a variable is true or false for a given value of the variable. |

**Note: Begin 4.N.1.3 before the end of Q1, not assessed until Q2. Should have 5 extra days to start 4.N.1.3**

**Quarter 2: 38 days**

| **Subject and Quarter:** Math - Quarter 2 - begin teaching at end of Q1 | | **Grade:**  **4** |
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| **Standard**[4.N.1.3](http://okmathframework.pbworks.com/w/page/112172266/4-N-1-3) Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms. | | **Supporting Standards**  [4.N.1.2](http://okmathframework.pbworks.com/w/page/112172263/4-N-1-2) Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000  [4.N.1.4](http://okmathframework.pbworks.com/w/page/112172269/4-N-1-4) Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns  [4.N.1.5](http://okmathframework.pbworks.com/w/page/112172272/4-N-1-5) Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results |
| **Learning Goal** - Solve multi-digit multiplication problems. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * How is understanding place value essential to solving multi digit multiplication problems? |
| **Score**  **3.0** | Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.   * Use Compensation to multiply * Use Break Apart to multiply (break apart addends and break apart factors) * Use Halve and Double to multiply * Use Partial Products * Matches problems with appropriate strategies | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://drive.google.com/file/d/1kLiOeXmc1YdQhBwtH4FHVVTigBkrgZJA/view?usp=sharing) * [Evidence 2](https://drive.google.com/file/d/1iwOp3ykb6r9vYEsdosYo0V1-DFCSozKD/view?usp=sharing) * [Evidence 3](https://drive.google.com/file/d/167Uo6Qyh1V4tPZXFjSVeAN_TCIru2GRD/view?usp=sharing)   [Math Facts Diagnostic](https://drive.google.com/file/d/13KMIzQxnClkbWeE9ZgHY9zY5pSE-4gOS/view) - administer at beginning of of this topic to identify specific fact strategies that students will need support on  [Exit Ticket](https://drive.google.com/file/d/167Uo6Qyh1V4tPZXFjSVeAN_TCIru2GRD/view?usp=sharing) - optional; will prep students for #7 on Evidence 3  Lattice method is a “nice to know” not a “must know.” It can be introduced, but should not be assessed. |
| **Score**  **2.0** | Demonstrate understanding of basic concepts that support fluency:   * Multiplying a 2 digit by 1 digit number. * Doubling a given number * Halving a given number * Multiply by a number ending in zero | **Lesson Resources**   * [Figuring Out Fluency - Strategy Resources](https://resources.corwin.com/part-2-strategy-modules-0) * [2 digit by 2 digit Strategies Printable](https://www.teacherspayteachers.com/Product/Multi-Digit-Multiplication-Strategy-Sampler-3754922?st=deb3ebe7bf446bbfda084f91dd58eb92) * [Numberock:](https://youtu.be/9dYXfZZsbzc) 2 digit by 2 digit multiplication. Standard strategy. * [Area Model Strategy Printable:](https://www.teacherspayteachers.com/Product/Multiplication-Strategies-1518527?st=deb3ebe7bf446bbfda084f91dd58eb92) 3 digit by 1 digit * [Lattice Strategy Printable](https://www.teacherspayteachers.com/Product/Guided-Practice-Worksheet-for-Lattice-Multiplication-3200135?st=a90229475b8965be3b7ab1fa1f7028b6): 2 digit by 2 digit * [Estimating Products Video](https://youtu.be/IYfegzp6iB8) * [Teaching videos](https://everydaymath.uchicago.edu/teaching-topics/computation/) for partial products and lattice method * enVision2.0 (4.N.1.3): Lessons 3-5, 3-7, 3-9, 4-6, 4-7, 4-8, 4-9, 4-10 (p.119-124, p.131-136, p.143-148, p.201-206, p.207-212, p.213-218, p.219-224, p.225-230) * enVision2.0 (4.N.1.4): Lessons 3-2, 4-3 (p.101-106, p.183-188) * enVision2.0 (4.N.1.5): Lessons 6-3, 6-4 (p.339-344, p.345-350) \*includes division & variables\* |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  product, factor, multiple, associative property, commutative property, distributive property, compensation, partial products |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Volume 6 - Module 3 - 8  Bridges in Mathematics - Volume 4 - Module 9  Volume 7 - Module 1 and 3 | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.2.8](http://okmathframework.pbworks.com/w/page/112827112/3-N-2-8) Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number. | **4th Grade**: [4.N.1.3](http://okmathframework.pbworks.com/w/page/112172266/4-N-1-3) Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms. | **5th Grade:** [5.N.1.4](http://okmathframework.pbworks.com/w/page/111920413/5-N-1-4) Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results. |

| **Subject and Quarter:** Math - Quarter 2 | | **Grade:**  **4** |
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| **Standard** [4.N.1.6](http://okmathframework.pbworks.com/w/page/112172275/4-N-1-6) Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividends by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties). | | **Supporting Standards**  [4.N.1.2](http://okmathframework.pbworks.com/w/page/112172263/4-N-1-2) Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000 |
| **Learning Goal** - Divide a 3-digit dividend by a 1-digit divisor. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * How is understanding place value essential to solving multi digit division problems? |
| **Score**  **3.0** | Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividends by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).   * Use Area Models * Use “Think Multiplication” | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://drive.google.com/file/d/14rM5PlNECuUBey0dvilcwl3nUuT1f1mF/view?usp=sharing) * [Evidence 2](https://drive.google.com/file/d/1wtOZnRVs2awgHQVi2rqJvrA8htKFHNKf/view?usp=sharing) * [Evidence 3](https://drive.google.com/file/d/1EBhKLVhciq5nD11qi4UYT-PvyOH5O9_Q/view?usp=sharing)   Partial quotients is a “nice to know” but not a “must know.” Can be introduced but not assessed. |
| **Score**  **2.0** | Perform basic processes such as:   * Understanding the relationship between multiplication and division using fact families. * Understanding equal grouping of a number under 144. * Recall multiples of 15 and 25 * Double or halve a given number   Recall/identify specific vocabulary such as:   * divisor, dividend, quotient, and inverse operation. | **Lesson Resources**   * [Figuring Out Fluency - Strategy Resources](https://resources.corwin.com/part-2-strategy-modules-0) * [Numberock](https://youtu.be/VvQelzRQe7k): Standard Strategy Video * [Area Method for Long Division](https://shelleygrayteaching.com/box-area-method-alternative-traditional-long-division/) * [Divide Pal](https://mrnussbaum.com/divide-pal-online-workshop): A long division game with various settings. * enVision2.0: Lessons 5-1, 5-4, 5-6, 5-7, 5-8 (p.253-258, p.271-276, p.283-288, p.289-294, p.295-300) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  divisor, dividend, quotient, and inverse operation |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Volume 6 - Module 9 - 11 | **Enrichment** |

**Note: Begin equivalent fractions at end of Q2, not assessed until Q3**

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.2.7](http://okmathframework.pbworks.com/w/page/112827103/3-N-2-7) Recognize the relationship between multiplication and division to represent and solve real-world problems. | **4th Grade**: [4.N.1.6](http://okmathframework.pbworks.com/w/page/112172275/4-N-1-6) Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividends by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties). | **5th Grade:** [5.N.1.2](http://okmathframework.pbworks.com/w/page/111920398/5-N-1-2) Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. |

## Unit 2 - Equal Partitioning

| **Big Ideas:**   1. Fractions are numbers representing parts of unit wholes and can be represented in a variety of ways. 2. We can evaluate the size of fractions using models, benchmarks, equivalent forms, and number lines. 3. Decimals are numbers representing parts of unit wholes and can be represented in a variety of ways. 4. We can evaluate the size of decimals using models, benchmarks, place value, and number lines. | | |
| --- | --- | --- |
| **Standard** | **Key Understandings** | **Common Student Misconceptions** |
| [4.N.2.1](http://okmathframework.pbworks.com/w/page/112172290/4-N-2-1)  Equivalent Fractions | * A variety of fraction models may be used to represent equivalent fractions. | * The numerator has to be less than the denominator. * Doubling the denominator doubles the size of the fraction. * Fractions with unlike denominators can't be equivalent (i.e., 2/3 cannot be equivalent to 4/6). |
| [4.N.2.2](http://okmathframework.pbworks.com/w/page/112172293/4-N-2-2)  Benchmark Fractions and the Number Line | * Because benchmark fractions are easily recognized, they can be used as points of reference to facilitate comparing and ordering other numbers, both whole numbers or fractions. * Comparisons of fractions and whole numbers can be appropriately expressed using both words and comparison symbols (<, >, =). * Whole numbers, fractions less than one, and fractions greater than one are all numbers which can be compared and ordered. The results of the comparison and ordering can be effectively represented using models or number lines. | * Fractions can’t be written to represent more than one whole. * Numerators have to be less than denominators. * Mixed numbers and fractions greater than one are not related. * Fractions having numerators greater than the denominators are written incorrectly ('improper'). |
| [4.N.2.7](http://okmathframework.pbworks.com/w/page/112172308/4-N-2-7)  Compare and Order Decimals and Whole Numbers | * Whole numbers and decimals can be compared and ordered based on the rules and patterns of the place value system. * Whole numbers and decimals can be compared and ordered using various representations (concrete models, number lines, symbols). | * A decimal number expressed as hundredths is greater than a decimal number expressed as tenths (.62 is greater than .8 because 62 is greater than 8). * The words tens and tenths, or hundreds and hundredths, are interchangeable. * The word ‘and’ can be used anywhere when saying a number and has no significance. The use of the word ‘and’ actually signifies the decimal point. |
| Supporting Standards | [4.N.2.5](http://okmathframework.pbworks.com/w/page/112172302/4-N-2-5) Represent tenths and hundredths with concrete models, making connections between fractions and decimals.  [4.N.2.6](http://okmathframework.pbworks.com/w/page/112172305/4-N-2-6) Represent, read and write decimals up to at least the hundredths place in a variety of contexts including money.  [4.N.2.8](http://okmathframework.pbworks.com/w/page/112172311/4-N-2-8) Compare benchmark fractions (1/4 , 1/3 , 1/2 , 2/3 , 3/4 ) and decimals (0.25, 0.50, 0.75) in real-world and mathematical situations. | |
| **Item Specs**  **Strand 4.N.2** | **Emphasis:**  • Translate between equivalent fractions and fraction models. • Demonstrate an ability to use benchmark fractions to estimate or locate additional fractions on a number line.  • Compare and order fractions using concrete and pictorial models.  • Decompose a fraction in more than one way into a sum of fractions with the same denominator.  • Use concrete models to add or subtract fractions in mathematical situations and real world contexts.  • Represent, read, and write decimals.  • Compare and order whole numbers and decimal numbers.  • Compare benchmark fractions and decimals in mathematical situations and in real world contexts.  **Stimulus Attributes:**  • Test items may include parts of a set, tables, models, area models, fraction circles, fraction strips, pictures, diagrams, egg cartons, circles, rectangles, counters, number lines, graphs, base-10 blocks, 10 × 10 grids, cubes, sticks, and other counting manipulatives.  **Format:**  • Use models to identify fractions  • Use models to compare fractions with like or unlike denominators  • Use models to calculate the sum or difference of fractions  • Determine which two benchmarks a given number lies between  • Use concrete and pictorial models to decompose a fraction | • Use fraction models for problems with addition and subtraction of fractions  • Identify connections among representations of fractions and decimals  • Organize representations of fractions and decimals  • Translate among representations of fractions and decimals  • Recognize and generate equivalent forms of fractions and decimals  • Read decimals in words  • Write decimals as words  • Write decimals as numerals  • Determine the relationship among whole numbers and decimal numbers as greater than (>), less than (<), or equal to (=)  • Identify the number with the greatest value  • Identify the number with the least value  • Identify numbers that are of equal value  • Compare benchmark fractions and decimals  **Content Limits:**  • Limit benchmarks to 0, ¼, ⅓, ½, ⅔, ¾, 1  • Limit fractions to halves, thirds, fourths, fifths, sixths, eighths, tenths, and twelfths  • Limit comparison items to two numbers  • Limit operations to simple addition or subtraction using models with the same denominator  • Limit fractions to values between 0 and 1  • Limit non-repeating decimals to the tenths and hundredths place  • Limit fractions to halves, fourths, and tenths in items that include both decimals and fractions  • Limit whole numbers to six digits  • Limit ordering to three numbers |

**Quarter 3: 45 Days**

| **Subject and Quarter:** Math - Quarter 3 | | **Grade:**  **4** |
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| **Standard** [4.N.2.1](http://okmathframework.pbworks.com/w/page/112172290/4-N-2-1) Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines). \*\*\*Note: Limit fractions to halves, thirds, fourths, fifths, sixths, eighths, tenths, and twelfths | | **Supporting Standards**  [4.N.2.3](http://okmathframework.pbworks.com/w/page/112172296/4-N-2-3) Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations. |
| **Learning Goal** - Represent and rename equivalent fractions | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * What are the different ways to represent a fraction? |
| **Score**  **3.0** | Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines).   * Explain why equivalent fractions must describe the same-size whole * Translate between equivalent fractions and fraction models * Identify a model that represents an equation with equivalent fractions * Demonstrate multiple ways to model the same fraction * Generate equivalent fractions using visual representations, including area models, number lines, and fraction strips | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://drive.google.com/file/d/1Jqetr1Wlt0IufiQlia7002EYjXgwajh0/view?usp=sharing) * [Evidence 2](https://drive.google.com/file/d/19yB11Lr-8gUHe04hnXPMjTHbbvdBopck/view?usp=sharing) * [Evidence 3](https://drive.google.com/file/d/18dwFZhAq56PgHSEOoI9gaIyckgA-sHwf/view?usp=sharing) |
| **Score**  **2.0** | Demonstrate conceptual understanding that the numerator represents the part of a whole, while the denominator represents the composition of the whole   * Equally partition a variety of lengths, sets, and areas * Recognize when partitions are equivalent of nonequivalent * Model fractions using area models, number lines, and fraction strips | **Lesson Resources** |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.3.2](http://okmathframework.pbworks.com/w/page/112827250/3-N-3-2) Construct fractions using length, set, and area models. | **4th Grade**: [4.N.2.1](http://okmathframework.pbworks.com/w/page/112172290/4-N-2-1) Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines). | **5th Grade:** [5.N.2.4](http://okmathframework.pbworks.com/w/page/112100602/5-N-2-4) Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts. |

| **Subject and Quarter:** Math - Quarter 3 | | **Grade:**  **4** |
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| **Standard** [4.N.2.2](http://okmathframework.pbworks.com/w/page/112172293/4-N-2-2) Use benchmark fractions to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols. | | **Supporting Standards**  [4.N.2.3](http://okmathframework.pbworks.com/w/page/112172296/4-N-2-3) Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations. |
| **Learning Goal** - Compare and order whole numbers and fractions using number lines and models. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Use real world problems to make and justify **conjectures** (form an opinion or conclusion) about equivalent fractions. | **Essential Question**   * What are the different ways to represent a fraction? * How do we judge the size of numbers that are not whole? |
| **Score**  **3.0** | Use benchmark fractions to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.   * Use benchmark fractions to locate other fractions on a number line. * Use models to order and compare whole numbers and fractions. * Use equivalent fractions to compare or order fractions. | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://docs.google.com/document/d/1pXZAMoGLq30G6M2TSUoLJCLMA8VcMdBQFiPcP2bRMvI/edit?usp=sharing) * [Evidence 2](https://docs.google.com/document/d/1sbTTpBWAcFPewgzM790U1Du-gMlkJrq3vPbFna0ZZec/edit?usp=sharing) * [Evidence 3](https://docs.google.com/document/d/12lLbK5dSwumotY-TO_oZp9STvf_zLsLdi1NGw9wUOWU/edit?usp=sharing) * [Level 4 Opportunity](https://drive.google.com/file/d/1WOeqFj53onyYkSnkxCkyYyLrps0fAoL_/view?usp=sharing) (Not given with Evidences, use as separate independent activity. Give at any time during the unit when students are ready, then hold onto them and add any level 4’s onto their Evidence 3 score so it is most recent in the gradebook)) |
| **Score**  **2.0** | Locate and order benchmark fractions on a number line  Recall/identify specific vocabulary such as:   * Numerator, denominator, benchmark fractions, whole, quarter, thirds, half, fourths, decompose, and unit fraction. | **Lesson Resources**   * [Printable Benchmark Fractions PDF. Also includes decimals.](https://www.theteacherscafe.com/Math/Math_Tools_Fraction_Bars.php) * [Compare Benchmark Fractions Activity](https://www.mathworksheets4kids.com/fractions/compare/bar-model-1.pdf) PDF * [Fractions on a number line Online Puzzle](https://www.mathplayground.com/puzzle_pics_fractions.html) * Video - [What is a Benchmark Fraction?](https://study.com/academy/lesson/what-is-a-benchmark-fraction-on-a-number-line.html#lesson) * [Fractions Sort](https://wordwall.net/resource/377129/benchmark-fractions) - Can be embedded in Canvas * enVision2.0 (4.N.2.2): OK19, Lessons 8-5, 8-6 (p.435-440, p.441-446) * enVision2.0 (4.N.2.1): Lessons 8-1, 8-2 (p.411-416, p.417-422) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  numerator, denominator, benchmark fractions, whole, quarter, thirds, half, fourths, decompose, and unit fraction |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Volume 8, Module 4,5 and 6 | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.3.4](http://okmathframework.pbworks.com/w/page/112827262/3-N-3-4) Use models and number lines to order and compare fractions that are related to the same whole. | **4th Grade**: [4.N.2.2](http://okmathframework.pbworks.com/w/page/112172293/4-N-2-2) Use benchmark fractions to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols. | **5th Grade:** [5.N.2.3](http://okmathframework.pbworks.com/w/page/112100593/5-N-2-3) Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line. |

| **Subject and Quarter:** Math - Quarter 3 | | **Grade:**  **4** |
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| **Standard** [4.N.2.7](http://okmathframework.pbworks.com/w/page/112172308/4-N-2-7) Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks. | | **Supporting Standards**  [4.N.2.5](http://okmathframework.pbworks.com/w/page/112172302/4-N-2-5) Represent tenths and hundredths with concrete models, making connections between fractions and decimals.  [4.N.2.6](http://okmathframework.pbworks.com/w/page/112172305/4-N-2-6) Represent, read and write decimals up to at least the hundredths place in a variety of contexts including money  [4.N.2.8](http://okmathframework.pbworks.com/w/page/112172311/4-N-2-8) Compare benchmark fractions and decimals in real-world and mathematical situations. |
| **Learning Goal** - Compare and order whole numbers and decimals using place value, a number line, and models. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Use decimals to classify and order a set of data. | **Essential Question**   * How can we model/represent numbers that are not whole? * What are the different ways to represent a decimal? |
| **Score**  **3.0** | Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.   * Compare and order whole numbers and decimals using place value, a number line, and models. | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://docs.google.com/document/d/1SGa_mmkz8QVUDuuYgqpwFqomx8hzy124HZwyKRwiANc/edit?usp=sharing) * [Evidence 2](https://docs.google.com/document/d/1-QPrEQHRptdE0GGgJvz1hidO8CJniIK5WI569UbWjIo/edit?usp=sharing) * [Evidence 3](https://drive.google.com/file/d/1bpdjpG8muqiJRoUPXtiPs8DBEMg2-6yN/view?usp=sharing) * [Level 4 Activity](https://drive.google.com/file/d/1wmxPf1VWqWoupq8DIc-lL6iRG2CtCfD-/view?usp=sharing) |
| **Score**  **2.0** | Perform basic processes such as:   * Comparing and ordering whole numbers up to 100,000.   Recall/identify specific vocabulary such as:   * tenth, hundredth, decimal, decimal point, compare, greater than, less than, equal. | **Lesson Resources**   * [Numberock](https://youtu.be/RHUl4kZDD6c): Comparing decimals. * [Comparing and Ordering Decimals Anchor Chart](https://images.app.goo.gl/tjrr4mgGJykg1Fjp8) * [Compare and Ordering Decimals Printable Game](https://www.teacherspayteachers.com/Product/Comparing-and-Ordering-Decimals-2-Games-in-1-355289?st=8d56d6d7d19ed07a6d099c6fecbdc023) * [Thinking about Decimals Activity](https://drive.google.com/file/d/12kZKlhJ127txQSbZKnoCRacOf69UAQfP/view?usp=sharing) * enVision2.0 (4.N.2.7): OK1,OK35, Lessons 1-3, 12-3 (p.17-22, p.639-644) * enVision2.0 (4.N.2.6): Lessons 12-1, 12-2 (p.627-632, p.633-638) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  tenth, hundredth, decimal, decimal point, compare, greater than, less than, equal |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.1.4](http://okmathframework.pbworks.com/w/page/112825834/3-N-1-4) Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols. | **4th Grade**: [4.N.2.7](http://okmathframework.pbworks.com/w/page/112172308/4-N-2-7) Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks. | **5th Grade:** [5.N.2.3](http://okmathframework.pbworks.com/w/page/112100593/5-N-2-3) Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line. |

| **Subject and Quarter:** Math - Quarter 3 | | **Grade:**  **4** |
| --- | --- | --- |
| **Standard** [4.N.2.4](http://okmathframework.pbworks.com/w/page/112172299/4-N-2-4) Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. | | **Supporting Standards**  [4.N.2.3](http://okmathframework.pbworks.com/w/page/112172296/4-N-2-3) Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations |
| **Learning Goal -** Add and subtract fractions with like denominators. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Create models to add and subtract fractions with like denominators in real-world and mathematical situations. | **Essential Question**   * How can non-unit fractions be decomposed? * How is operating with fractions different from operating with whole numbers? |
| **Score**  **3.0** | Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.   * Add and subtract fractions with like denominators using a model. * Solve real-world problems using addition and subtraction of fractions with like denominators. | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://docs.google.com/document/d/1NB1-fE7SP66nsVoHBUmHQKFyp7ck1Wje7T1HFHPjIi8/edit?usp=sharing) * [Evidence 2](https://docs.google.com/document/d/1E0PSVPF75JIxURuZgq8da9mICoxJRYSLX_8Isz_Q-jo/edit?usp=sharing) * [Evidence 3](https://drive.google.com/file/d/1yqSycr_MB7ivLTOWzNevO6ldiXJfs6TX/view?usp=sharing)   + [Level 4 Opportunity](https://docs.google.com/document/d/1oMYENyBk-DWYUmAWQirurqt2O_QWAJHYsHWXPIk2_XI/edit?usp=sharing) |
| **Score**  **2.0** | Perform basic processes such as:   * Adding and subtracting whole numbers using a model. * Using unit fractions to compose and decompose fractions that are related to the same whole.   Recall/identify specific vocabulary such as:   * Numerator and denominator. | **Lesson Resources**   * [Add and Subtract Fractions Crossword Puzzle](https://www.teacherspayteachers.com/Product/FREE-Fraction-Crossword-Puzzles-Adding-and-Subtracting-1152554?st=97791b39ac8472f5b2762143644534e3) * Worksheet Generator for Adding and Subtracting Fractions with Models.   + [Addition](https://www.math-aids.com/Fractions/Visually_Adding_Simple_Fractions.html)   + [Subtraction](https://www.math-aids.com/Fractions/Visually_Subtracting_Simple_Fractions.html) * [Addition and Subtracting Fraction Online Game](https://www.iknowit.com/lessons/d-adding-subtracting-fractions-like-denominators.html) * [Addition and Subtraction Fractions Video](https://youtu.be/rLCheqJh_rQ) * [Printable Board Games for Adding and Subtracting Fractions](https://edudingo.com/11-printable-board-games-for-adding-subtracting-fractions/) * [Fractions on a number line Activity](https://www.mathworksheets4kids.com/number-lines/fractions/missing-type1-proper-1.pdf) * enVision2.0 (4.N.2.4): Lessons 9-1, 9-3, 9-4, 9-5, 9-6, 9-8, 9-9, 9-10 (p.465-470, p.477-482, p.483-488, p.489-494, p.495-500, p.507-512, p.513-518, p.519-524) * enVision2.0 (4.N.2.3 and 4.N.2.4): Lesson 9-2 (p.471-476) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  numerator, denominator |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Volume 8 - Module 7, 8, and 9 | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.N.3.3](http://okmathframework.pbworks.com/w/page/112827256/3-N-3-3) Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions. | **4th Grade**:[4.N.2.4](http://okmathframework.pbworks.com/w/page/112172299/4-N-2-4) Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. | **5th Grade:** [5.N.3.2](http://okmathframework.pbworks.com/w/page/112100614/5-N-3-2) Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods). |

## 

## Unit 3 - 2-Dimensional Forms

| **Big Ideas:**  1. How are points related?  2. How can we use measurement to understand and compare angles?  3. How can we identify similarities and differences in geometric figures? | | |
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| **Standard** | **Key Understandings** | **Common Student Misconceptions** |
| [4.GM.1.2](http://okmathframework.pbworks.com/w/page/112172365/4-GM-1-2)  Classify Quads | * Quadrilaterals possess specific geometric attributes, and are compared and classified based on these attributes. * Analysis and description of quadrilaterals is based on prior understandings about angles and parallel and perpendicular lines. * Quadrilaterals are found in various contexts, including real-world and mathematical examples. | * Figures can be described by only one name and can only be classified one way. * If you change the orientation of the quadrilateral, its properties and name change. * Terms for 2-dimensional and 3-dimensional figures are interchangeable. |
| [4.GM.2.2](http://okmathframework.pbworks.com/w/page/112172377/4-GM-2-2)  Area of Polygons | * When a polygon can be decomposed into rectangles, it is possible to find the area of the polygon by finding the area of each rectangle, then adding the areas together. | * The area of a figure is related to, or is the same as, its perimeter. * Only squares can be labeled with "square units". * Adding the length of the sides of a figure is the way to find area. |
| Supporting Standards | [4.GM.1.1](http://okmathframework.pbworks.com/w/page/112172362/4-GM-1-1) Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.  [4.GM.1.3](http://okmathframework.pbworks.com/w/page/112172368/4-GM-1-3) Given two three-dimensional shapes, identify similarities, and differences.  [4.GM.2.1](http://okmathframework.pbworks.com/w/page/112172374/4-GM-2-1) Measure angles in geometric figures and real-world objects with a protractor or angle ruler.  [4.GM.2.3](http://okmathframework.pbworks.com/w/page/112172383/4-GM-2-3) Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements such as cm3.  [4.GM.2.4](http://okmathframework.pbworks.com/w/page/112172386/4-GM-2-4) Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.  [4.GM.2.5](http://okmathframework.pbworks.com/w/page/112172392/4-GM-2-5) Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric). | |
| **Item Specs**  **Strand 4.N.2** | **Emphasis:**  • Identify points, lines, line segments, rays, angles, endpoints, and pairs of parallel and perpendicular lines.  • Describe, classify, and sketch quadrilaterals.  • Recognize quadrilaterals in various contexts.  • Identify similarities and differences between two three-dimensional shapes  • Measure angles in geometric figures and real-world objects.  • Find the area of polygons that can be decomposed into rectangles.  • Demonstrate an understanding of the concept that the volume of rectangular prisms can be found by counting the total number of same-sized unit cubes that fill the shape.  • Choose an appropriate instrument and measure the length of an object.  • Solve problems that deal with measurements of length.  • Apply knowledge of measurement concepts to determine appropriate unit and measurement instrument for specific situations.  **Stimulus Attributes:**  • Test items may include diagrams, tables, grids, gridded figures, pattern blocks, and pictures.  • Test items may include any of the following terms or phrases: acute, right, obtuse, less than 90 degrees, equal to 90 degrees, or greater than 90 degrees.  • Test items may include coordinate graphs, three-dimensional geometric figures, geometric figures, protractors, geoboards, other geometric manipulatives, measuring instruments, tables, graphs, charts, pictures, diagrams, maps, scale drawings, circle graphs, other diagrams, diagrams of rectangles or squares, grids, gridded figures, dot grids, and geoboards. | **Format:**  • Identify examples or models of points, lines, line segments, rays, angles, endpoints, and pairs of parallel and perpendicular lines • Identify quadrilaterals in various contexts  • Sketch quadrilaterals • Classify quadrilaterals  • Name two three-dimensional figures with given characteristics  • Identify characteristics of two three-dimensional figures (e.g., edges, faces, vertices)  • Identify congruent three-dimensional figures  • Sort three-dimensional shapes to identify similarities and differences  • Identify and analyze angle measures in mathematical situations and in real-world contexts  • Use online protractor to find angle measures  • Use a formula to find the area of a rectangle  • Determine the number of square tiles that would be needed to build a rectangle of a certain area  • Find the area of polygons by decomposing the polygon into rectangles  • Calculate volume by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps  • Identify appropriate unit and instrument of measure needed to solve a length, liquid volume, mass, temperature, or money problem  • Measure the length of an object  • Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money  **Content Limits:**  • Limit items to pairs of lines  • Limit figures to quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites  • Limit plane figures (regular or irregular) to a maximum of five sides  • Limit solid figures to spheres, cylinders, rectangular or triangular prisms, and rectangular or triangular pyramids  • Limit angle measures to whole numbers no greater than 180 degrees  • Limit figures to squares and rectangles or figures that can be composed of squares and rectangles  • Limit solid figures to rectangular prisms  • Limit units of length to whole centimeter and quarter-inch  • Limit units of mass to gram, kilogram, ounce, or pound  • Limit temperatures to above zero |

**Quarter 4: 42 Days**

| **Subject and Quarter:** Math - Quarter 4 | | **Grade:**  **4** |
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| **Standard** [4.GM.1.2](http://okmathframework.pbworks.com/w/page/112172365/4-GM-1-2) Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts. | | **Supporting Standards**  [4.GM.1.1](http://okmathframework.pbworks.com/w/page/112172362/4-GM-1-1) Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.  [4.GM.1.3](http://okmathframework.pbworks.com/w/page/112172368/4-GM-1-3) Given two three-dimensional shapes, identify similarities, and differences  [4.GM.2.1](http://okmathframework.pbworks.com/w/page/112172374/4-GM-2-1) Measure angles in geometric figures and real-world objects with a protractor or angle ruler. |
| **Learning Goal** - Describe, classify, and sketch quadrilaterals. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * How can we identify similarities and differences when comparing quadrilaterals? |
| **Score**  **3.0** | Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts. | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://drive.google.com/file/d/1-X1au0Wgymnb_Hpx46HaqvS-1-B6_0ZG/view?usp=sharing) * [Evidence 2](https://docs.google.com/document/d/1iYdMUac1QGl28QkzocmYT4i8Dd6rE7CmsLmhJ-G6oPw/edit?usp=sharing) * [Evidence 3](https://docs.google.com/document/d/1NCbx1XfPqs2Qt4ZswMfjbWUo5843UG41mW4nEHP5xmg/edit?usp=sharing) |
| **Score**  **2.0** | Describe the attributes of geometric shapes.   * Identify points, lines, line segments, rays, angles, endpoints, parallel lines, and perpendicular lines * Use a protractor to determine the measure of an angle (with a two degree margin of error)   Recall/identify specific vocabulary such as:   * attributes, quadrilateral, polygon, square, parallelogram, trapezoid, rectangle, rhombus, and kite. | **Lesson Resources**   * Math Antics Video: [Quadrilaterals](https://youtu.be/yiREqzDsMP8) * [Quadrilaterals Online Game](https://www.iknowit.com/lessons/d-geometry-quadrilaterals.html) * [Quadrilaterals Hands On Activity](https://thisreadingmama.com/quadrilateral-activity-pages/) * Numberock: [Lines](https://youtu.be/P3AOoLbA3us) * enVision2.0 (4.GM.1.2): Lesson 16-3 (p.833-838), OK51 * enVision2.0 (4.GM.1.1): Lessons 15-1, 16-1 (p.771-776, p.821-826) * enVision2.0 (4.GM.1.3): OK51 |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  attributes, quadrilateral, polygon, square, parallelogram, trapezoid, rectangle, rhombus, and kite |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Set C4 - Activity 1, Set C1 - Activity 2 | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.GM.1.3](http://okmathframework.pbworks.com/w/page/112827346/3-GM-1-3) Classify angles as acute, right, obtuse, and straight. | **4th Grade**: [4.GM.1.2](http://okmathframework.pbworks.com/w/page/112172365/4-GM-1-2) Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts. | **5th Grade:** [5.GM.1.1](http://okmathframework.pbworks.com/w/page/112100650/5-GM-1-1) Describe, classify and construct triangles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts. |

| **Subject and Quarter:** Math - Quarter 4 | | **Grade:**  **4** |
| --- | --- | --- |
| **Standard** [4.GM.2.2](http://okmathframework.pbworks.com/w/page/112172377/4-GM-2-2) Find the area of polygons that can be decomposed into rectangles. | | **Supporting Standards**  [4.GM.2.3](http://okmathframework.pbworks.com/w/page/112172383/4-GM-2-3) Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements such as cm^3  [4.GM.2.4](http://okmathframework.pbworks.com/w/page/112172386/4-GM-2-4) Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.  [4.GM.2.5](http://okmathframework.pbworks.com/w/page/112172392/4-GM-2-5) Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric). |
| **Learning Goal** - Determine the area of polygons. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Create multiple rectangular polygons with equal areas, but different measurements. | **Essential Question**   * How can you use rectangles to form a polygon? |
| **Score**  **3.0** | Find the area of polygons that can be decomposed into rectangles   * Use the sum of the areas of smaller rectangles to find the total area of a larger shape * Use appropriate unit measurements such as cm^2 | **Assessments (Pre, Mid, Post)**   * [Evidence 1](https://docs.google.com/document/d/10pfH9ZY2j4LBP7GHUv8uT05srXe9zdtaa3LtrnY_owU/edit) * [Evidence 2](https://docs.google.com/document/d/1Avh4EhoqBSumuymAVkfvfsF4GyU6yh9cm8RUexC0qd4/edit?usp=sharing) * [Evidence 3](https://drive.google.com/file/d/1MHwvpIuh8TiN7vl1iuXmI_4NxkS_TTFQ/view?usp=sharing)   + [Level 4 Opportunity](https://drive.google.com/file/d/1JOcMjhMdYX7Cq06gg0qm9cwM2goxEzOe/view?usp=sharing) |
| **Score**  **2.0** | Find the area and perimeter of a rectangle.  Recall/identify specific vocabulary such as:   * Area, array, volume | **Lesson Resources**   * Mr. J Video: [Finding the Area of a Composite Figure](https://youtu.be/z4Lat1uOQI4) * [Finding Area of Irregular polygons Activity](https://drive.google.com/file/d/1xqh72jtAIV4w4HTO6GZXSu86gECMaS-5/view?usp=sharing) * [Area on a grid activity](https://www.k5learning.com/worksheets/math/grade-2-geometry-area-b.pdf): Students are given the area and have to create the polygon. * enVision2.0 (4.GM.2.2): OK43 * enVision2.0 (4.GM.2.3): OK53 |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  area, array, volume |
| **RtI Support** | **Interventions**  Bridges In Mathematics - Set D1 - Activity 1, Activity 4  Set D2 - Activity 1, Activity 2, | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.GM.2.2](http://okmathframework.pbworks.com/w/page/112827361/3-GM-2-2) Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns. | **4th Grade**: [4.GM.2.2](http://okmathframework.pbworks.com/w/page/112172377/4-GM-2-2) Find the area of polygons that can be decomposed into rectangles. | **5th Grade:** [5.GM.2.2](http://okmathframework.pbworks.com/w/page/112100683/5-GM-2-2) Recognize that the surface area of a three-dimensional figure with rectangular faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area. |

## Unit 4 - Patterns, Relationships, and Data

| **Big Ideas:**   1. How can we use data to represent and solve real-world situations? 2. Why is an accurate interpretation of data important in problem-solving? | | |
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| **Standard** | **Key Understandings** | **Common Student Misconceptions** |
| [4.D.1.3](http://okmathframework.pbworks.com/w/page/112172419/4-D-1-3)  Frequency Tables and Line Plots | * Data presented in frequency tables and line plots can be used to solve one- and two-step mathematical problems. * Whole numbers, decimal numbers, or fractions can all be used to display data on frequency tables and line plots. * Line plots and frequency tables may provide more information than necessary and must be accurately interpreted in order to solve mathematical problems. | * On a line plot, the data point with the most X’s is the largest, the one with the fewest X’s is the smallest. * All data displayed on a frequency table or line plot is important for solving the problem. |
| Supporting Standards | [4.D.1.1](http://okmathframework.pbworks.com/w/page/112172413/4-D-1-1) Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.  [4.D.1.2](http://okmathframework.pbworks.com/w/page/112172416/4-D-1-2) Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ( 1/4 , 1/3 , 1/2 , 2/3 , 3/4, 0.25, 0.50, 0.75). | |
| **Item Specs**  **Strand** | **Emphasis:**  • Represent data on a frequency table or line plot.  • Construct graphical displays of sets of data.  • Solve problems using data displayed in frequency tables and line plots.  **Stimulus Attributes:**  • Test items may include tables, pictures, charts, tallies, graphs, bar graphs, timelines, Venn diagrams, frequency tables, line plots, pictures, and counting manipulatives. | **Format:**  • Identify correct data set for display  • Identify correct representation of data  • Data set displayed correctly as a graph  • Graph representing a unique data set  • Identify correct labels and title for a graph or chart  • Answer questions involving how much, and how many more or less • Select a question that can be answered by the data  **Content Limits:**  • Limit data displays to frequency tables, line plots, tables, bar graphs, timelines, and Venn diagrams  • Limit data displays to four categories  • Limit scale on frequency tables to increments of 1, 2, 5, or 10, benchmark fractions or decimals ( , , , , , 0.25, 0.50, 0.75).  • Limit operations to addition and subtraction |

| **Subject and Quarter:** Math - Quarter 4 | | **Grade:**  **4** |
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| **Standard** [4.D.1.3](http://okmathframework.pbworks.com/w/page/112172419/4-D-1-3) Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot. | | **Supporting Standards**  [4.D.1.1](http://okmathframework.pbworks.com/w/page/112172413/4-D-1-1) Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units  [4.D.1.2](http://okmathframework.pbworks.com/w/page/112172416/4-D-1-2) Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals  [4.GM.3.1](http://okmathframework.pbworks.com/w/page/112172398/4-GM-3-1) Determine elapsed time.  [4.GM.3.2](http://okmathframework.pbworks.com/w/page/112172404/4-GM-3-2) Solve problems involving the conversion of one measure of time to another. |
| **Learning Goal** - Solve problems using data from frequency tables and line plots | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Critique the reasoning of others using knowledge of data displays. | **Essential Question**   * How can we use data to represent and solve real-world situations? |
| **Score**  **3.0** | Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.   * Read and represent given data, including whole numbers and fractions, using frequency tables * Read and represent given data, including whole numbers and fractions, using a line plot using * Solve one- and two-step problems using frequency tables * Solve one- and two-step problems using a line plot | **Assessments (Pre, Mid, Post)**   * Evidences Coming Soon! |
| **Score**  **2.0** | Use data displays to:   * Read and represent data using bar graphs * Read and represent data using a timeline * Read and represent data using Venn diagrams * Use appropriate titles, labels, and units when creating data displays | **Lesson Resources**   * [Make and Interpret Line Plots](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/666611/4.13.2020_4th_Grade_Math.pdf) - multiple worksheets with analysis questions |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** |
| **RtI Support** | **Interventions**  Bridges in Mathematics - Set E3 - Activity 1, Activity 2, Activity 3 | **Enrichment** |

| **Vertical Alignment** | | |
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| **3rd Grade:** [3.D.1.2](http://okmathframework.pbworks.com/w/page/112827454/3-D-1-2) Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals. | **4th Grade**: [4.D.1.3](http://okmathframework.pbworks.com/w/page/112172419/4-D-1-3) Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot. | **5th Grade:** [5.D.1.1](http://okmathframework.pbworks.com/w/page/112100716/5-D-1-1) Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data. |