

Great Western Fourth Grade Math Essential Standards Chart August - November 2019

Grade 4 Essential Standards Chart: What is it we expect students to learn?

Grade:	4	Subject:	Math	Trimester	1	Team Members:			
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards				
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?				
4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Students will be able to recognize, represent, and interpret multiplicative comparisons.	equation, product, comparison	Multiplication Pretest Multiplication Posttest	This standard will be taught throughout the year. EngageNY Math Module 1 Lesson 1-4, Module 3 Lessons 1-6, 12 & 13, Module 7 Lessons 1-5	Spiral this skill throughout the year				
4.NBT.A.1 Explain the value of each digit in a multi-digit whole number as ten times more than the digit to the right.	Students will be able to accurately explain orally and in writing place value up to 1,000,000 that a digit's value is ten times more than the digit to the right	multidigit numbers, place value, digit	Module 1 Mid-Module	EngageNY Math Module 1 Module 3, Module 6	Students will justify that a number to the right is 1/10 the value of a number to its left.				
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Students will be able to accurately & efficiently add and subtract whole numbers to one million using the standard algorithm.	multidigit numbers, place value, digit, Understanding of each step in the algorithm for addition and subtraction	Module 1 End of Module Test	EngageNY Math Module 1; Topics D, E, F; Lessons 11-19	Students will apply skills to solve word problems				
4.OA.4 Find all factor pairs for a whole number in the range 1-100.	Students will be able to find all factor pairs from 1-100. Determine	factor, prime, composite, multiple	Target B (Factors & Multiples)	EngageNY Module 3, Topic F: Lessons 22, 24	Students will find factor pairs for numbers beyond 100.				

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<p>Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p>	<p>if a given number from 1-100 is a multiple of a given number. Determine whether a number from 1-100 is prime or composite.</p>				
<p>CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>CCSS.MATH.CONTENT.4.NBT.B.6 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.</p>	<p>Students will multiply up to four digits by a one digit number/two two-digit numbers using various strategies (NO STANDARD ALGORITHM).</p> <p>Students will find whole-number quotients and remainders with up to four -digit dividends and one-digit divisors. using various strategies (NO STANDARD ALGORITHM).</p>	<p>area model, array, partial products, quotient, product, remainder, divisor, dividend</p>	<p>Target A & E Part 3 Assessment</p>	<p>EngageNY: Module 3 Topics B, C, D, E, G, H</p>	<p>Students will apply these skills in word problems.</p>
<p>CCSS.MATH.CONTENT.4.NF.A.1</p>	<p>Students will explain why a fraction is equivalent to another fraction by using</p>	<p>line plot, equivalent, fraction, part, whole, comparison</p>	<p>Module 5 Target F & J Assessment</p>	<p>EngageNY: Module 5, Topics B & E</p>	<p>Students will apply these skills in word problems.</p>

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<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. CCSS.MATH.CONTENT.4.MD.B.4</p> <p>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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>	<p>models, recognize and generate equivalent fractions...Students will make a line plot to display a data set of fractions and solve problems involving addition and subtraction of fractions by using information from the line plot.</p>				
<p>CCSS.MATH.CONTENT.4.NF.B.3</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>CCSS.MATH.CONTENT.4.NF.B.4</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<p>Students will add, subtract, and multiply fractions and mixed numbers.</p>	<p>mixed number, denominator, numerator, whole,</p>	<p>Module 5 Target G Assessment</p>	<p>EngageNY: Module 5, Topics D, E, F & G</p>	<p>Students will apply these skills in word problems.</p>
<p>Major Cluster 4.NF.C</p>	<p>Students will use and understand decimal notation for fractions</p>	<p>decimal, tenths, hundredths,</p>	<p>Module 6 Target H Assessment</p>	<p>EngageNY Module 6</p>	<p>Students will apply these skills in word problems.</p>

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<u>Understand decimal notation for fractions, and compare decimal fractions.</u>	and compare decimal fractions.				
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