

| Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5  | Unit 6  |
|--|--|--|--|---|---|
| <b>Place Value</b>   | <b>Addition/Subtraction</b>  | <b>Multiplication Strategies and Applications</b>  | <b>Division Strategies and Applications</b>  | <b>Generate and Analyze Patterns</b>  | <b>Understanding Fractions</b>  |
| Trimester 1  | Trimester 1  | Trimester 1  | Trimester 2  | Trimester 2   | Trimester 2   |
| I can explain why a digit in a multi-digit number is ten times what it represents in the place to its right.   | I can add and subtract multi-digit whole numbers without making mistakes   | I can show you that $5 \times 7 = 35$ means that 35 is 5 times as many as 7 and/or 7 times as many as 5. I can write out a multiplication problem using numbers and symbols to match a story I am told.  | I can use multiplication and division to solve word problems. I can use drawings and equations with symbols to solve the problems that I write.  | I can find all of the factor pairs for the whole numbers 1-100. I can explain that a whole number is a multiple of each of its factors. I can tell you if a number is a factor of a given whole number from 1-100. I can tell you if a whole number from 1-100 is prime or composite. | I can explain why a fraction is still the same size if I multiply both the numerator and denominator by the same number. I can use this understanding to make equivalent fractions.   |
| I can read and write multi-digit whole numbers. I can tell you what number each digit represents in a multi-digit whole number. I can write a multi-digit whole number in expanded form. I can compare two multi-digit whole numbers using the symbols $<$ , $>$ , and $=$ | I can multiply a number that is up to four digits by a one digit number. I can multiply a two-digit number by another two-digit number. I can show my work using numbers and symbols, and area models.   | I can use multiplication and division to solve word problems. I can use drawings and equations with symbols to solve the problems that I write.  | I can solve problems with more than one step using addition, subtraction, multiplication, and division. I can tell you what the remainders mean in my answers. I can use a letter to represent an unknown value in a math problem. I can tell you if my answer is reasonable and explain my reasoning. | I can create a number or shape pattern when I am given a specific rule.   | I can compare two fractions with different numerators and different denominators by creating common numerators and denominators. I can compare two fractions with different numerators and different denominators by using a benchmark fraction. I can write my answers to fraction comparison problems using the symbols $<$ , $>$ , and $=$ |
| I can use what I know about place value to round numbers.  | I can use what I know about the relationship between multiplication and division to solve multi-digit division problems with up to four digit dividends and one digit divisors. I can show my work using numbers and symbols, arrays, and area models. | I can solve problems with more than one step using addition, subtraction, multiplication, and division. I can tell you what the remainders mean in my answers. I can use a letter to represent an unknown value in a math problem. I can tell you if my answer is reasonable and explain my reasoning. |  |   |   |
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| <b>Major Clusters</b><br>Areas of intensive focus, where students need fluent understanding and application of the core concepts<br><br>Ratio and Proportional Reasoning (1, 2, 3)<br>The Number System (1, 2, 3)<br>Expressions and Equations (1, 2, 3, 4)                | <b>Supporting Clusters</b><br>Rethinking and linking- areas where some material is being covered, but in a way that applies core understandings<br><br>Statistics and Probability (1, 2, 5, 6, 7, 8)   | <b>Additional Clusters</b><br>Students will gain exposure to these topics, but not at the same depth as a major or supporting cluster<br><br>Geometry (1, 2, 3, 4, 5, 6)<br>Statistics and Probability (3, 4)  |  |   |   |
|  |  |  |  |   | <b><u>FOURTH GRADE</u></b>  |

| Unit 7   | Unit 8   | Unit 9   | Unit 10  |
|--|--|--|--|
| <b>Using Operations to Build Fractions</b>   | <b>Decimals</b>  | <b>Measurement and Data</b>  | <b>Geometry</b>  |
| Trimester 2/3  | Trimester 3  | Trimester 3  | Trimester 3  |
| I can use repeated addition to represent fractions with numerators that are bigger than 1. I can show that addition of fractions is the same as joining pieces of a whole. | I can rewrite a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100. I can use this strategy to add two fractions with the unlike denominators 10 and 100. | I can tell you about how big something would be within one system of units. I can change a measurement in a larger unit into a smaller unit within one system of units. I can record equivalent measurements on a table. | I can draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. I can explain that these are two-dimensional shapes.  |
| I can use what I already know about multiplication to multiply a fraction by a whole number.   | I can change fractions with denominators of 10 or 100 into decimals.   | I can use addition, subtraction, multiplication and division to solve problems involving distances, intervals of time, liquid volumes, masses of objects, and money.   | I can organize two-dimensional shapes into groups based on their characteristics. I can classify shapes that have parallel or perpendicular lines. I can classify shapes that have certain angle measures. |
|  | I can compare two decimals to the hundredths place using the symbols $<$ , $>$ , or $=$ . I can explain my comparison using a number line.   | I can solve real world problems involving area and perimeter.  | I can tell you if a two-dimensional shape has line symmetry. I can draw lines of symmetry.   |
|  |  | I can make a line plot to display data in fractions of a unit. I can solve problems with addition and subtraction of fractions using information presented in line plots.  |  |
|  |  | I can show you that an angle is formed by two rays with a common endpoint.   |  |
|  |  | I can measure an angle with a protractor. I can draw an angle with a given angle measure.  |  |
|  |  | I can add and subtract angles in order to solve real world problems.   |  |