4th Grade Mathematics Map/Pacing Guide
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Topics & Standards **Quarter 1** ***Time Frame 8-9 weeks***	**UNIT 1: 5 WEEKS** **NUMBER AND OPERATIONS IN BASE TEN** **Generalize place value understanding for multi-digit whole numbers.** • **4.NBT.1** 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. • **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. • **4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place. **Use place value understanding and properties of operations to perform multi-digit arithmetic.** • **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	UNIT 2: 4 WEEKS **OPERATIONS AND ALGEBRAIC THINKING** **Use the four operations with whole numbers to solve problems.** • **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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. • **4.OA.2** 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. **Gain familiarity with factors and multiples.** • **4.OA.4** 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. **Generate and analyze patterns.** • **4.OA.5** 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.*
	MATH PRACTICE STANDARDS • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics.

Revised 2019

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- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

MAJOR **SUPPORTING** **ADDITIONAL**

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Assessment (Evidence)	*Key Concepts and Skills*	*Curriculum & Textbook Resources*	*Key Concept tools & practices*
Ready Ohio Math Assessment Resources ● Lesson Quiz ● i-Ready Diagnostic (fall, winter, spring) ● Unit Interim Assessment or i-Ready Standards Mastery ● Unit Self-check **Performance Assessment** **Unit 1: Math in Action:**	➢ Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000 ➢ Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000. ○ Identify the place value of digits in multi-digit numbers. ○ Read and write whole numbers. ○ Compare numbers using a number line and a place value chart ➢ Use the four operations with	**Ready Ohio** **Unit 1 Number Operations in Base 10** ● Lesson 0: Lessons for the first 5 days ● ***Lesson 1: Understand Place Value*** **(**NBT.1, NBT.2) ● Compare Whole Numbers (NBT.2) ● Lesson 3: Add and Subtract Whole Numbers (NBT.4) ● Lesson 4: Round Whole Numbers (NBT.3) **Unit 2 Operations and**	**Available on Teacher Toolbox:** ● Interactive Tutorials ● Prerequisite Ready Lessons ● Tools for Instruction ● Math Center Activities ● Think-Share-Compare Routine (under Program Implementation) ● Ready-Central (Instructional Best Practices Videos ● http://readycentral.com/ ● Journals / Provisional Writing

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	Work with Whole Numbers	whole numbers to solve multi-step problems ➢ Gain familiarity with factors and multiples ➢ Generate and analyze patterns ➢ Relate a multiplication equation to a comparison statement ○ Represent those comparison statements as multiplication equations. ➢ Solve problems involving multiplicative comparison statements; use drawings and equations with a variable to represent thinking ➢ Interpret remainders in problems solved	**Algebraic Thinking** ● ***Lesson 5: Understand Multiplication (OA.1)*** ● Lesson 6: Multiplication and Division in Word Problems (OA.2) ● Lesson 7: Multiples and Factors (OA.4) ● Lesson 8: Number and Shape Patterns (OA.5) **Other Resources:** ● Achieve the Core https://achievethecore.org/category/854/mathematics-lessons ● ODE Model Curriculum Resources https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics	● Math Models ● Discourse Cards ● Non-linguistic representations ● Resource Selector Tool (under Program Implementation)
Topics & Standards **Quarter 2**	**UNIT 2 CONTINUED: 3 WEEKS** **OPERATIONS AND ALGEBRAIC THINKING** **Use the four operations with whole numbers to solve problems.** • **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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. • **4.OA.2** 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. • **4.OA.3** 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.			

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	Gain familiarity with factors and multiples. • **4.OA.4** 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. **NUMBER AND OPERATIONS IN BASE TEN** **Use place value understanding and properties of operations to perform multi-digit arithmetic.** • **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	UNIT 3: 3 WEEKS **NUMBER AND OPERATIONS IN BASE TEN** **Use place value understanding and properties of operations to perform multi-digit arithmetic.** • **4.NBT.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. • **4.NBT.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 model **OPERATIONS AND ALGEBRAIC THINKING** **Use the four operations with whole numbers to solve problems.** • **4.OA.3** 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.
	UNIT 4: 3 WEEKS **NUMBER AND OPERATIONS—FRACTIONS** **Extend understanding of fraction equivalence and ordering.** • **4.NF.1** 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. • **4.NF.2** 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 ½. 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. B**uild fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

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- **4.NF.3** Understand a fraction a/b with a > 1 as a sum of fractions 1/b.
  - **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
  - **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
  - **c.** 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.
  - **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

MATH PRACTICE STANDARDS

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

MAJOR **SUPPORTING** **ADDITIONAL**

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Assessment (Evidence)	*Key Concepts and Skills*	*Curriculum & Textbook Resources*	*Key Concept tools & practices*
Ready Ohio Math Assessment Resources	➢ Generalize place value understanding for multi-digit whole numbers less than or	**Ready Ohio** **Unit 2 Continued Operations**	**Available on Teacher Toolbox:** ● Interactive Tutorials

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	●Lesson Quiz ●i-Ready Diagnostic (fall, winter, spring) ● Unit Interim Assessment or i-Ready Standards Mastery ●Unit Self-check **Performance Assessment** **Unit 2: Math in Action:** Multiplication in Word Problems **Performance Assessment** **Unit 3: Math in Action:** Multiply and Divide Multi-Digit Numbers	equal to 1,000,000 ➢ Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000. ○ Identify the place value of digits in multi-digit numbers. ○ Read and write whole numbers. ○ Compare numbers using a number line and a place value chart ➢ Use the four operations with whole numbers to solve multi-step problems ➢ Gain familiarity with factors and multiples ➢ Generate and analyze patterns ➢ Relate a multiplication equation to a comparison statement ○ Represent those comparison statements as multiplication equations. ➢ Solve problems involving multiplicative comparison statements; use drawings and equations with a variable to represent thinking ➢ Represent processes in	**and Algebraic Thinking** ● Lesson 9: Model Multi-Step Problems (OA.3) ● Lesson 10: Solve Multi-Step Problems (OA.3) **Unit 3 Number Operations in Base Ten** ● Lesson 11: Multiply Whole Numbers s (NBT.5) ● Lesson 12: Divide Whole Numbers (NBT.6) **Unit 4 Number Operations – Fractions** ● Lesson 13: Understand Equivalent Fractions (NF.1) ● Lesson 14: Compare Fractions (NF.2) ● Lesson 15: Understand Fraction Addition and Subtraction (NF.3, NF.3a, NF.3b)	● Prerequisite Ready Lessons ● Tools for Instruction ● Math Center Activities ● Think-Share-Compare Routine (under Program Implementation) ● Ready-Central (Instructional Best Practices Videos ● http://readycentral.com/ ● Journals / Provisional Writing ● Math Models ● Discourse Cards ● Non-linguistic representations ● Resource Selector Tool (under Program Implementation)

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		multiplying multi-digit problems with illustrations, area models, and/or arrays ➢ Extend understanding of fraction equivalence and ordering limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. • ➢ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. (Fractions need not be simplified). ➢ Understand decimal notation for fractions, and compare decimal fractions limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 10 ➢ Understand that the numerator of a fraction represents the sum of unit fractions ➢ Understand adding/subtraction of fractions as combining/taking a part a whole ➢ Add/subtract mixed numbers with like denominators using models and equations	**Other Resources:** ● Achieve the Core https://achievethecore.org/category/854/mathematics-lessons ● ODE Model Curriculum Resources https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics	
Topic &	**UNIT 4 CONTINUED: 8 Weeks**			

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Standard *Quarter 3* *Time Frame Weeks 1-8*	**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** • **4.NF.3** Understand a fraction a/b with a > 1 as a sum of fractions 1/b. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **c.** 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. **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **Understand decimal notation for fractions, and compare decimal fractions.** • **4.NF.5** 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.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* • **4.NF.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* • **4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the 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.
	UNIT 5: 2 Weeks **MEASUREMENT AND DATA** **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** • **4.MD.1** 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), ...* • **4.MD.2** 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.
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Assessment (Evidence)	*Key Concepts and Skills*	*Curriculum & Textbook Resources*	*Key Concept tools & practices*
Ready Ohio Math Assessment Resources ● Lesson Quiz ● i-Ready Diagnostic (fall, winter, spring) ● Unit Interim Assessment or i-Ready Standards Mastery ● Unit Self-check	● Understand that in order to compare fractions they must be represented with the same denominator ● Explain the connection between equivalent fractions: halves, fourths, and eighths vs. thirds, sixths, and twelfths and multiples ● Know common factors and multiples to generate equivalent fractions; as well as other visual strategies ● Use visual models to	**Ready Ohio** **Unit 4 Continued Number Operations – Fractions** ● Lesson 16: Add and subtract Fractions (NF.1) ● Lesson 17: Add and Subtract Mixed Numbers (NF.3, NF.3b-d) ● ***Lesson 18: Understand Fraction Multiplication (NF.4, NF.4a-b)***	**Available on Teacher Toolbox:** ● Interactive Tutorials ● Prerequisite Ready Lessons ● Tools for Instruction ● Math Center Activities ● Think-Share-Compare Routine (under Program Implementation) ● Ready-Central (Instructional Best Practices Videos

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	Performance Assessment **Unit 4: Math in Action:** Use Fractions and Decimals	compare fractions ● Use understanding of unit fractions as a strategy to compare fractions ● Justify answers when comparing with fractional models	● Lesson 19: Multiply Fractions (NF.4, NF.4c) ● Lesson 20: Fractions as Tenths and Hundredths (NF.5) ● Lesson 21: Relate Decimals and Fractions (NF.6) ● Lesson 22: Compare Decimals (NF.7) **Unit 5 Measurement and Data** ● Lesson 23: Convert Measurements (MD.1) ● Lesson 24: Time and Money (MD.2, MD.2a-b) **Other Resources:** ● Achieve the Core https://achievethecore.org/category/854/mathematics-lessons ● ODE Model Curriculum Resources https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics	● http://readycentral.com/ ● Journals / Provisional Writing ● Math Models ● Discourse Cards ● Non-linguistic representations Resource Selector Tool (under Program Implementation)
Topic & Standard	**UNIT 5 CONTINUED: 6 Weeks** **MEASUREMENT AND DATA** **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**			

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Quarter 4 ***Time Frame Weeks 1-6***	• **4.MD.2** 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.** • **4.MD.3** 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.* **Represent and interpret data.** • **4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, 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.* **Geometric measurement: understand concepts of angle and measure angles.** • **4.MD.5** 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 *n* one-degree angles is said to have an angle measure of n degrees. • **4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. • **4.MD.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
	UNIT 6: 2 Weeks **<u>GEOMETRY</u>** **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** • **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. • **4.G.2** 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. **<u>MEASUREMENT AND DATA</u>** **Geometric measurement: understand concepts of angle and measure angles.** • **4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

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• **4.MD.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

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