_____Lincoln Elementary_____ School Curriculum Prioritization and Mapping

_____Reading - 4th Grade_____ (Content Area and Grade)

Timeline	Topic	Priority	Standard	Learning Targets
August (15 instructional Days)	Numbers and Base Ten Concepts	E	**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 = signs to record the results of the comparison.	I can compare two multi-digit whole numbers using place value, and record the comparison using symbols <, >, or =. I can read and write a multi-digit number in word form, base-ten numerals, and expanded form.
August	Numbers and Base Ten Concepts	E	**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 by applying the concepts of place value and division.	I can explain the value of each digit in a multi-digit number as ten times the digit to the right.
August	Numbers and Base Ten Concepts	E	**NBT 3** – Use place value understanding to round multi-digit whole numbers to any place.	I can explain how to use place value and what digits to look for in order to round a multi-digit number. I can use the value of the number to the right of the place to be rounded to determine whether to round up or down. I can write a multi-digit number rounded to any given place.
August	Numbers and Base Ten Concepts	E	**NBT 4** – Fluently add and subtract multi-digit whole number using the standard algorithm.	I can add multi-digit whole numbers with ease by using the standard algorithm. I can subtract multi-digit whole numbers with ease by using the standard algorithm.
August	Operations and Algebraic Thinking	E	**OA 3** – Solve multi-step 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.	I can use the correct operation to perform at each step of a multi-step word problem. I can interpret remainders in word problems. I can write equations using a variable to represent the unknown. I can use mental math or estimation strategies to check if my answer is reasonable.

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September (18 instructional days)	Numbers and Base Ten Concepts	E	**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.	I can multiply a multi-digit number by a one-digit whole number. I can show multiplication of two two-digit whole numbers using rectangular arrays, place value, and the area model. I can explain my chosen strategy using words or pictures.
September	Numbers and Base Ten Concepts	E	**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 models.	I can show division of a multi-digit number by a one-digit using place value, rectangular arrays, and the area model. I can solve division of a multi-digit number by a one-digit number using properties of operations and equations. I can explain my chosen strategy using words or pictures.
September	Operations and Algebraic Thinking	E	**OA 1 –** Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.	I can explain how a multiplication equation can be interpreted as a comparison. I can write an equation for a situation involving multiplicative comparison.
October (17 instructional days)	Operations and Algebraic Thinking	E	**OA2 –** Multiply or divide to solve word problems involving multiplicative comparison.	I can determine when to multiply and divide in a word problem.
October	Operations and Algebraic Thinking	E	**OA4 –** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	I can define factors and multiples. I can list all of the factor pairs for any whole number in the range 1-100. I can define prime and composite. I can determine if a number is prime or composite.
October	Operations and Algebraic Thinking	E	**OA5** – Generate a number or shape patter that follows a given rule. Identify apparent features of the patter that were not explicit in the rule itself.	I can make a pattern that follows a certain rule. I can identify and explain additional patters or special behaviors in a pattern that go beyond a given rule.

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November (17 instructional days)	Geometry	E	**G1 –** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.	I can draw an example of a point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines. I can look for and identify the following in a given 2-D figure: point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines.
November	Geometry	I	**G2 –** Classify 2-D figures based on the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	I can identify a right angle. I can classify 2-D shapes into the following categories: those with parallel lines, those with perpendicular lines, those with both parallel and perpendicular lines, and those with neither parallel nor perpendicular lines. I can classify 2-D shapes into categories based on the presence or absence of acute, obtuse, or right angles.
November	Geometry	I	**G3 –** Recognize a line of symmetry for a 2-D figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	I can identify line-symmetric figures. I can define line of symmetry, explain how to identify it in a 2-D figure, and explain how I can draw a line on a figure to create two symmetric figures.

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December (13 Instructional days)	Measurement and Data	E	**MD1 –** Know relative sizes of measurement units within one system of unites 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.	I can describe the relative size of measurement units. I can represent a larger unit as a multiple of smaller units within the same system of measurement and record the equivalent measures in a two-column table.
December	Measurement and Data	E	**MD2 –** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving	I can represent measurement using diagrams and correct measurement scale. I can use the four operations to solve measurement word problems. I can solve word problems involving various measurements expressed by whole numbers, fractions, and decimals. I can convert a measurement given in a larger unit into an equivalent measurement in smaller units in order to solve a problem.
December	Measurement and Data	I	**MD3 –** Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	I can explain the formulas for area and perimeter. I can use the formulas for area and perimeter to solve real world problems.
January (19 Instructional days)	Measurement and Data	E	**MD4 –** Make a line plot to display a data set of measurement in fractions of a unit (1/2, ¼, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	I can create a line plot with a given data set of measurements using fractions as a unit. I can use the information on the line plot to solve addition and subtraction problems.
January	Measurement and Data	E	**MD5 –** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement 1. 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. 2. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	I can identify the parts of an angle (vertex, common endpoint, rays) and define an angle. I can explain that an angle is measured in degrees related to the 360 degrees in a circle.

January	Measurement and Data	E	**MD6 –** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	I can measure an angle using a protractor in whole-number degrees. I can sketch angles with a given measurement. I can use a protractor to create a given angle measurement.
January	Measurement and Data	E	**MD7 –** 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 by using an equation with a symbol for the unknown angle measure.	I can explain that the angle measurement of a larger angle is the sum of the angle measures of its decomposed parts. I can write an equation with an unknown angle measurement. I can use addition and subtraction to solve for the missing angle measurements. I can solve word problems involving unknown angles.
February (19 Instructional days)	Fractions	E	**NF1 –** Explain why a fraction a/b is equivalent to fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even through the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	I can explain why fractions are equivalent using models. I can generate equivalent fractions by multiplying or dividing the numerator and denominator by the same number. I can use visual models to justify why multiplying or dividing the numerator and denominator by the same number generates equivalent fractions.
February	Fractions	E	**NF2 –** Compare two fractions with different numerators and different denominators by creating common denominators or numerator, 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 by using a visual fraction model.	I can explain that comparing two fractions is valid only when they refer to the same whole. I can compare two given fractions by generating equivalent fractions with common denominators. I can compare two given fractions by reasoning about their size or their location on a number line, or comparing them to a benchmark fraction. I can record the comparison using symbols and justify each comparison.

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February	Fractions	E	**NF3 –** Understand a fraction a/b with a>1 as a sum of fractions 1/b. 1. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 2. 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 by using visual fraction model. 3. Add and subtract mixed numbers with like denominators by replacing each mixed number with a equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 4. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem.	I can use visual models to add and subtract fractions within the same whole. I can use visual models to decompose a fraction in more than one way, including decomposing a fraction into a sum of its unit fraction. I can record decomposition in an equation. I can add or subtract a mixed fraction using equivalent fractions, properties of operations, or the relationship between addition and subtraction. I can solve addition an subtraction word problems using drawings, pictures, and equations.
March (21 Instructional days)	Fractions	E	**NF4 -** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 1. Understand a fraction a/b as a multiple of 1/b. 2. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. 3. Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.	I can explain why a/b=a x 1/b by using visual models to show how to decompose fractions into unit fractions and represent it as a multiple of unit fractions. I can decompose a fraction (a/b) into a multiple of unit fractions (a x 1/b) in order to show why multiplying a whole number by a fraction (n x (a/b)) results in (n x a)/b. I can solve word problems that involve multiplying a whole number and fraction with visual models and equations.
March	Fractions	E	**NF5 –** 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.	I can rewrite a fraction with denominator 10 as an equivalent fraction with denominator 100. I can add two fractions with denominators 10 and 100.

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March	Fractions	E	**NF6 –** Use decimal notation for fractions with denominators 10 or 100.	I can explain the relationship between a fraction and the decimal representation. I can represent fractions with denominators of 10 and 100 as a decimal. I can identify the tenths and hundredths place of a decimal. I can show the placement of a decimal on a number line.
March	Fractions	E	**NF7 –** 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 by using a visual mode.	I can explain that comparing two decimals is valid only when they refer to the same whole. I can justify the comparison by reasoning about the size of the decimals and by using a visual model. I can compare two decimals to the hundredths place and record the comparison using symbols <, >, or =.

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