



TERM 1	
Term 1 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 1 Week 1 Aug. 10-14 Topic 1 Generalize Place Value Understanding Lessons 1-5	Lesson 1-1: Numbers Through One Million 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. Lesson 1-2: Place Value Relationships 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. Lesson 1-3: Compare Whole Numbers 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. Lesson 1-4: Round Whole Numbers 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Lesson 1-5: Problem Solving – Construct Arguments 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. 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.
Term 1 Week 2 Aug. 17-21 Topic 1 Review & Assess Topic 2 Fluently Add and Subtract Multi- Digit Whole Numbers Lessons 1-3	Lesson 2-1: Finding Sums and Differences with Mental Math 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. Lesson 2-2: Estimate Sums and Differences 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. 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. Lesson 2-3: Add Whole Numbers 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. 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.
Term 1 Week 3 Aug 24-28	Lesson 2-4: Add Greater Numbers 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.



Topic 2 Fluently Add and Subtract Multi-Digit Whole Numbers Lessons 4-8	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. Lesson 2-5: Subtract Whole Numbers 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. 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. Lesson 2-6: Subtract Greater Numbers 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. 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. Lesson 2-7: Subtract Across Zeros 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. 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. Lesson 2-8: Problem Solving – Reasoning 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. 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.
Term 1 Week 4 Aug 31-Sept 4 Topic 2 Review & Assess Topic 3 Use Strategies and Properties to Multiply 1-Digit Numbers Lessons 1-3	Lesson 3-1: Multiply by Multiples of 10, 100, and 1,000 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. Lesson 3-2: Estimate Products 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. Lesson 3-3: Use Arrays and Partial Products to Multiply 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.
Term 1 Week 5 Sept 8-11 Topic 3	Lesson 3-5: More Use Area Models and Partial Products to Multiply 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. 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. Lesson 3-6: Mental Math Strategies for Multiplication



Use Strategies and Properties to Multiply by 1-Digit Numbers Lessons 5-8	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. Lesson 3-7: Choose a Strategy to Multiply 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. 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. Lesson 3-8: Problem Solving – Model with Math 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. 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.
Term 1 Week 6 Sept 14-18 Topic 3 Review & Assess Topic 4 Use Strategies and Properties to Multiply by 2-Digit Numbers Lessons 1 & 2	Lesson 4-1: Multiply Multiples of 10 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. Lesson 4-2: Use Models to Multiply 2-Digit Numbers by Multiples of 10 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.
Term 1 Week 7 Sept 21-25 Topic 4 Use Strategies and Properties to Multiply by 2-Digit Numbers Lessons 3-7	Lesson 4-3: Estimate: Use Rounding or Compatible Numbers 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. 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. Lesson 4-4: Arrays and Partial Products 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. 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. Lesson 4-5: Area Models and Partial Products



	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. Lesson 4-6: Use Partial Products to Multiply by 2-Digit Numbers 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. 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. Lesson 4-7: Problem Solving – Make Sense and Persevere 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.
Term 1 Week 8 Sept 28-Oct 2 Topic 4 Review & Assess Topic 5 Use Strategies and Properties to Divide by 1-Digit Numbers Lessons 1-3	Lesson 5-1: Mental Math: Find Quotients 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, properties of operations, and/or the relationship between multiplication and division. Lesson 5-2: Mental Math: Estimate Quotients 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, properties of operations, and/or the relationship between multiplication and division. Lesson 5-3: Mental Math: Estimate Quotients for Greater Dividends 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, properties of operations, and/or the relationship between multiplication and division.
Term 1 Week 9 October 5-9	Term 1 Review & Benchmark Assessment



TERM 2

MS College and Career Readiness Standards

Term 2 Dates/
Envision Topics

Term 2 Week 1 Oct 13-16 Topic 5 Use Strategies and Properties to Divide by 1-Digit NumbersDivide by 1- Digit Numbers Lessons 4-7	Lesson 5-4: Interpret Remainders 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. 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 models. Lesson 5-5: Use Partial Quotients to Divide 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 models. Lesson 5-6: Use Partial Quotients to Divide: Greater Dividends 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 models. Lesson 5-7: Use Sharing to Divide 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 models. 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.
Term 2 Week 2 Oct 20-23 Topic 5 Use Strategies and Properties to Divide by 1-Digit Numbers	Lesson 5-8: Continue Sharing to Divide 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 models. 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.



Lessons 8-10 Review & Assess	Lesson 5-9: Choosing a Strategy to Divide 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 models. Lesson 5-10: Problem Solving – Model with Math 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.
Term 2 Week 3 Oct 26-30 Topic 6 Use Operations with Whole Numbers to Solve Problems Lessons 1-5	Lesson 6-1: Solve Comparison Problems 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison. 4.OA.1 Interpret a multiplication equation as a comparison. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. Lesson 6-2: Continue to Solve Comparison Problems 4.OA.1 Interpret a multiplication equation as a comparison. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. Lesson 6-3: Model Multi-Step 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. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. 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 models. Lesson 6-4: More Model Multi-Step 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. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. 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 models. Lesson 6-5: Solve Multi-Step 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. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. 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 models.
Term 2 Week 4 Nov 2-6 Topic 6 Use Operations with Whole Numbers to Solve Problems Lesson 6 Review & Assess Topic 7/Lessons 1-2	Lesson 6-6: Problem Solving – Make Sense and Persevere 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, 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. 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 models. Lesson 7-1: Understand Factors 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. 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. Lesson 7-2: Factors 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.
Term 2 Week 5 Nov 9-13 Topic 7 Factors & Multiples Lessons 3-5 Review & Assess	Lesson 7-3: 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. 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. Lesson 7-4: Prime and Composite Numbers 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. 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. Lesson 7-5: Problem Solving – Repeated Reasoning 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. 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.



Term 2 Week 6 Nov 16-20 Topic 8 Fraction Equivalence and Ordering Lessons 1-5	Lesson 8-1: Equivalent Fractions: Area Models 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. Lesson 8-2: Equivalent Fractions: Number Lines 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. Lesson 8-3: Generate Equivalent Fractions: Multiplication 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.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. Lesson 8-4: Generate Equivalent Fractions: Division 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.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. 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 models. Lesson 8-5: Use Benchmarks to Compare Fractions 4.NF.2 Compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole.
Term 2 Week 7 Nov 30-Dec 4 Topic 8 Fraction Equivalence and Ordering	Lesson 8-6: Compare Fractions 4.NF.2 Compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. 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.



Lessons 6-7 Review & Assess Topic 9 Addition & Subtraction of Fractions Lesson 1	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. Lesson 8-7: Problem Solving – Construct Arguments 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 by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Lesson 9-1: Model Addition of Fractions 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
Term 2 Week 8 Dec 7-11 Topic 9 Addition & Subtraction of Fractions Lessons 2-6	Lesson 9-1: Model Addition of Fractions 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-2: Decompose Fractions 4.NF.3b 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 using a visual fraction model. Lesson 9-3: Add Fractions with Like Denominators 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-4: Model Subtraction of Fractions 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-5: Subtract Fractions with Like Denominators 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-6: Add and Subtract Fractions with Like Denominators 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3d Solve word problems involving ad



	addition and subtraction of fractions referring to the same whole and having like denominators.
Term 2 Week 9 Dec 14-18	Term 2 Review & Benchmark Assessments



TERM 3	
Term 3 Dates/ Envision Units	MS College and Career Readiness Standards
Term 3 Week 1 Jan 5-8 Topic 9 Addition & Subtraction of Fractions Lessons 7-10	Lesson 9-7: Model Addition and Subtraction of Mixed Numbers 4.NF.3c Add and subtract mixed numbers with like denominators. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-8: Add Mixed Numbers 4.NF.3c Add and subtract mixed numbers with like denominators. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-9: Subtract Mixed Numbers 4.NF.3c Add and subtract mixed numbers with like denominators. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Lesson 9-10: Problem Solving – Model with Math 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3c Add and subtract mixed numbers with like denominators. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
Term 3 Week 2 Jan 11-15 Topic 9 Review & Assess Addition & Subtraction of Fractions Lesson 10 Review & Assess Topic 10 Lessons 1-3	Lesson 10-1: Fractions as Multiples of Unit Fractions 4.NF.4a Understand a fraction a/b as a multiple of a unit fraction $1/b$. Lesson 10-2: Multiply a Fraction by a Whole Number: Use Models 4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. 4.NF.4a Understand a fraction a/b as a multiple of a unit fraction $1/b$. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. Lesson 10-3: Multiply a Fraction by a Whole Number: Use Symbols 4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. 4.NF.4a Understand a fraction a/b as a multiple of a unit fraction $1/b$. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number.



Term 3 Week 3 Jan 19-22 Topic 10 Extend Multiplication Concepts to Fractions Lessons 4-5 Review & Asses	Lesson 10-4: Solve Time Problems 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. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. 4.MD.1 Know relative sizes of measurement units within one system of units and express measurements in a larger unit in terms of a smaller unit. Lesson 10-5: Problem Solving – Model with Math 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. 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.
Term 3 Week 4 Jan 25-29 Topic 11 Represent and Interpret Data on Line Plots Lessons 1-4 Review	Lesson 11-1: Read Line Plots 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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. 4.NF.3d 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. Lesson 11-2: Make Line Plots 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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. 4.NF.1 Recognizing that the value of "n" cannot be 0, explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ 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 $\frac{1}{2}$. 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. 4.NF.3d 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.



	Lesson 11-3: Use Line Plots to Solve Problems 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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. 4.NF.3d 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. Lesson 11-4: Problem Solving – Critique Reasoning 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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. 4.NF.3c 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. 4.NF.3d 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.
Term 3 Week 5 Feb 1-5 Topic 11 Represent and Interpret Data on Line Plots Assess Topic 12 Understand and Compare Decimals Lessons 1-4	Lesson 12-1: Fractions and Decimals 4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. Lesson 12-2: Fractions and Decimals on the Number Line 4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, 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. Lesson 12-3: Compare Decimals 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. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, 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. Lesson 12-4: Add Fractions with Denominators of 10 and 100 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. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
Term 3	Lesson 12-5: Solve Word Problems Involving Money



Week 6 Feb 8-12 Topic 12 Understand and Compare Decimals Lessons 5-6 Review & Assess	4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, 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. Lesson 12-6: Problem Solving – Look For and Use Structure 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. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, 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.
Term 3 Week 7 Feb 16-19 Topic 13 Measurement: Find equivalence in Units of Measure Lessons 1-4	Lesson 13-1: Equivalence with Customary Units of Length 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; 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 intervals of time, money, distances, liquid volumes, and masses of objects, 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.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. 4.NF.3d 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. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. Lesson 13-2: Equivalence with Customary Units of Capacity 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; 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. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit.



	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. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. Lesson 13-3: Equivalence with Customary Units of Weight 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; 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. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. 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. 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. Lesson 13-4: Equivalence with Metric Units of Length 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; 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. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. 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. 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.
Term 3 Week 8 Feb 22-26 Topic 13 Measurement: Find equivalence	Lesson 13-5: Equivalence with Metric Units of Capacity and Mass 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; 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. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit.



in Units of Measure Lessons 5-7 Review & Assess	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. Lesson 13-6: Solve Perimeter and Area Problems 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. 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. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Lesson 13-7: Problem Solving – Precision 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical 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. 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number. 4.MD.2 Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, and masses of objects, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
Term 3, Week 9	Term 3 Review & Benchmark Assessments



TERM 4

Term 4 Dates/ myView Units	MS College and Career Readiness Standards **Term 4 pacing subject to adjustment following determination of MAAP testing window.**
Term 4 Week 1 March 15-19 Topic 14 Algebra: Generate and Analyze Patterns Lessons 1-4 Review	Lesson 14-1: Number Sequences 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. 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. 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. Lesson 14-2: Patterns: Number Rules 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. 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. 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 models. Lesson 14-3: Patterns: Repeating Shapes 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. 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. 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 models. Lesson 14-4: Problem Solving – Look For and Use Structure 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.



Term 4 Week 2 March 22-25 Topic 14 Assess Topic 15 Geometric Measurement: Understand Concepts of Angles and Angle Measurement Lessons 1-4	Lesson 15-1: Line, Rays, 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.MD.5a Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 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. Lesson 15-2: Understand Angles and Unit Angles 4.MD.5a Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 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. 4.NF.1 Recognizing that the value of "n" cannot be 0, 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.3b 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 a visual fraction model. Lesson 15-3: Measure with Unit Angles 4.MD.5b Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 4.MD.5a Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays. Lesson 15-4: Measure and Draw Angles 4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.5b Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
Term 4 Week 3 Mar 30-Apr 2 Topic 14 Assess Topic 15 Geometric Measurement: Understand	Lesson 15-5: Add and Subtract Angle Measures 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. 4.NBT.4 Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm. Lesson 15-6: Problem Solving – Use Appropriate Tools 4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 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.



Concepts of Angles and Angle Measurement Lessons 5-6 Review & Assess	4.NF.3c 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. 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement. 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.
Term 4 Week 4 April 5-9 Topic 16 Lines, Angles, & Shapes Lessons 1-5	Lesson 16-1: Lines 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Lesson 16-2: Classify Triangles 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. 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. 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement. 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Lesson 16-3: Classify Quadrilaterals 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. 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Lesson 16-4: Line Symmetry 4.G.3 Recognize a line of symmetry for a two-dimensional 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. Lesson 16-5: Draw Shapes with Line Symmetry 4.G.3 Recognize a line of symmetry for a two-dimensional 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.
Term 4 Week 5 April 12-16 Topic 16	Lesson 16-6: Problem Solving – Critique Reasoning 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. 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.



Lines, Angles, & Shapes Lesson 6 Review & Assess	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Term 4 Week 6 April 19-23	Data Based MAAP Review & Reinforcement
Term 4 Week 7 April 26-30	
Term 4 Week 8 May 3-7	Envision Math Step-Up Lessons
Term 4 Week 9 May 10-14	