

SCS Curriculum Road Map as of 6-1-23

4th Grade Math			
District Approved Resource and Timeframe for Teaching: [5 days] → Lesson 0 [daily embedded in class] → rituals/routines in general	iReady Classroom Curriculum (Whole Group): [50 minutes]	Intervention (Small Group): [35 minutes]	Reflex/Fluency: [15 minutes] → Reflex [2-3 minutes, as needed] → Number Talks/Mental Math Strategies
Rituals and Routines For Math class/iReady Classroom Lessons: Lesson 0: Try It, Discuss It, Connect It Routine iReady Classroom: only found in Teacher Toolbox (Please Note: Not in Student or Teacher edition books) Critical Areas of Focus: (Problem Solving Routine) Try it, Discuss It, Connect It Routine → This problem solving routine (strategy) is embedded in <u>ALL</u> iReady classroom math lessons in class.	Standards: *prerequisite for Lesson 0* 3.NR.1 Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000. 3.PAR.2 Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers within 10,000. (*pre-requisite standard)	Standards: *prerequisite for Lesson 0* 3.NR.1 Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000. 3.PAR.2 Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers within 10,000	 ExploreLearning + - × ÷ STUDENTS <u>MUST</u> COMPLETE Initial Assessment: Monitor the report to see the percentage of the student's initial fluency assessment as] completed.  Reflex: Check-in on daily fluency → Goal: Attain the green light (green light indicates that a student has met the daily usage requirement by answering a certain number of math facts correctly) Critical Areas of Focus: (Mental Math Strategies for Fluency Growth) So that students understand what the program does through practice with fidelity → Explain the importance of using reflex to enhance fact family fluency knowledge & how these facts relate TO ALL OTHER MATH

			<i>SKILLS.</i> ● Number Talk/Mental Math Strategies (as needed based on your student reflex data) Target Strategies: Number Talks/Mental Math Research Based Strategies
Unit 1: Making Relevant Connections with Place Value Understanding, Addition and Subtraction of Whole Numbers/ Numerical Reasoning: Lessons #1-5 iReady Classroom: <i>Teacher Toolbox or Pgs. #3-91</i> Timeframe: <i>(25 days 8/07/23-9/08/23)</i> *Include time for teaching Classroom/Hallway Transition Rituals and Routines, in general* → <i>(EXPLICITLY MODEL Daily for 1st 2 weeks of school)</i> & <i>DAILY throughout class & transitions in classroom and IN HALLWAY (*PLEASE NOTE: new 3rd graders need tour of</i>	Standards: 4.NR.1 Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place. 4.NR.1.1 Read and write multi-digit whole numbers to the hundred-thousands place using base ten numerals and expanded form 4.NR.1.2 Recognize and show that a digit in one place has a value ten times greater than what it represents in the place to its right and extend this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division. 4.NR.1.3 Use place value reasoning to represent, compare, and order	Standards: 4.NR.1 Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place. Critical Areas of Focus Place Value Rounding whole numbers Operations of Whole numbers Specific vocabulary words: Patterns, Place Value, Rounding	Standards for Fluency: 2.NR.2.1 Fluently add and subtract within 20 using a variety of mental, part-whole strategies. 3.PAR.3.2 Represent single digit multiplication and division facts using a variety of strategies. 4.NR.2.1: Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.

<i>school & modeled behavior based on SCIS BEHAVIOR MATRIX detailing behavior expectations for each location on campus → crucial for 1st week of school)</i>	multi-digit whole numbers, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4.NR.1.4 Use place value understanding to round multi-digit whole number 4.NR.2.1 Fluently add and subtract multi-digit numbers to solve real-life, mathematical problems using place value understanding, properties of operations, and relationships between operations. Critical Areas of Focus. ● Place Value understanding (<i>base ten patterns; reading & writing whole numbers to hundred thousands place</i>) ● Rounding whole numbers (<i>based on place value understanding</i>) ● Operations <i>Whole numbers (Focus: addition and subtraction)</i> ● Comparison <i>whole numbers <u>using place value reasoning</u></i> ● Ordering <i>Whole Numbers <u>using place value reasoning</u></i>		
---	---	--	--

	Specific vocabulary words: <i>Partial sum, Place Value, Rounding, Difference, Digits, Estimate, Expanded Form, Base Ten Numerals, Period, Standard Form, Sum, Comparisons $< > =$, Inequality Statement, Multi-digit Whole Numbers, Addition, Subtraction,</i>		
Unit 2: Exploring Real-Life Phenomena through Patterning and Algebraic Reasoning: iReady Classroom: <i>Teacher Toolbox or Pgs. #106-190</i> Timeframe: <i>(20 days 9/11/23-10/6/23)</i>	Standards: 4.NR.2.2 Interpret, model, and solve problems involving multiplicative comparison. 4.NR.2.4 Solve real-life division problems involving up to 4-digit dividends and 1-digit divisors (including whole number quotients with remainders) using strategies based on place-value understanding, properties of operations, and the relationships between operations. 4.NR.2.5 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions. Critical Areas of Focus: • Understanding	Standards: 4.NR.2.2 Interpret, model, and solve problems involving multiplicative comparison 4.NR.2.5 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions. Critical Areas of Focus: • Multiplication/Division Facts • Addition/Subtraction Facts • Strategies to attain Fact Families of the 4 operations • Estimation to check for reasonableness of answer obtained un multi-step word problems	Standards for Fluency: 2.NR.2.1 Fluently add and subtract within 20 using a variety of mental, part-whole strategies. 3.PAR.3.2 Represent single digit multiplication and division facts using a variety of strategies. 4.NR.2.1: Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations. Critical Areas of Focus: Fact families Multiplication facts Mental math/Fluency strategies

	<i>relationship among 4 operations (for multiplicative & additive comparisons)</i> • <i>Use mental computation and estimation strategies</i> Specific Vocabulary Words: <i>Multiplicative Comparisons, Multiplication, Division, Multi-digit Whole Numbers, Additive Comparison, Addition, Subtraction</i>	Specific vocabulary words: Multiplicative Comparison, Additive Comparison, Multiples, Factors, Product, Quotient, Dividend, Divisor	Specific vocabulary words: Addend, Difference, Sum, Total, Fact family