## 23-24 Grade 4 Math Pacing Guide

| 4.0 Target | 3.0 Target | T1 | T2 | T3 |
| :---: | :---: | :---: | :---: | :---: |
| Operations and Algebraic Thinking |  |  |  |  |
| Does Not Extend | 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. | X |  |  |
| Does Not Extend | Solve multi-step story problems involving only whole numbers, using all four operations, including division with remainders. Select or write equations with a letter standing for an unknown quantity to represent a multi-step story problem. |  |  | X |
| Does Not Extend | Find all factor pairs for a whole number between 1 and 100; demonstrate an understanding that a whole number is a multiple of each of its factors. | X |  |  |
| Does Not Extend | Determine whether a whole number between 1 and 100 is prime or composite. | X |  |  |
| Number and Operations in Base Ten |  |  |  |  |
| Does Not Extend | 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 $\div \mathbf{7 0}=10$ by applying concepts of place value and division. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | 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. |  | X |  |
| Does Not Extend | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Multiplies 2-digit and 3-digit numbers by 1-digit numbers, and 2-digit numbers by 2-digit numbers using strategies based on place value and properties of operations; uses equations or labeled sketches to explain strategies. |  |  | X |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Divides multi-digit numbers by 1-digit numbers using strategies based on place value and the relationship between multiplication and division; uses equations or labeled sketches to explain strategies. |  |  | X |

## Number and Operations: Fractions

| Does Not Extend |
| :---: |
| Does Not Extend |
| Does Not Extend |
| Students have multiple ways to demonstrate extension. For more <br> information or to see a scoring rubric, contact your child's teacher. |


| Compare two fractions with different numerators and different denominators, understanding that such comparisons are only valid when the two fractions refer to the same whole; record the results of comparisons with symbols $>,=$, or $<$, and justify the conclusions. | x |  |
| :---: | :---: | :---: |
| Solve story problems involving addition or subtraction of fractions referring to the same whole and with like denominators (including mixed numbers). | x |  |
| 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. For example, if each person at a party will eat $3 / 8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? | x |  |
| Compare two decimal numbers with digits to the hundredths place, understanding that such comparisons are only valid when the two decimals refer to the same whole; record the results of comparisons with symbols >, =, or <, and justify the conclusions. | x | x |

## Measurement and Data

|  |
| :---: |
|  |
|  |
|  |
| Does Not Extend |
| Students have multiple ways to demonstrate extension. For more <br> information or to see a scoring rubric, contact your child's teacher. |
| $\quad$ Does Not Extend |
| Students have multiple ways to demonstrate extension. For more <br> information or to see a scoring rubric, contact your child's teacher. |


| 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 $(1,12)$, $(2,24),(3,36), \ldots$ | X |  |
| :---: | :---: | :---: |
| 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. | X |  |
| Apply the area or perimeter formulas for rectangles to solve problems . |  | x |
| Use a protractor to measure angles in whole degrees; sketch an angle of a specified measure. |  | X |
| Decompose an angle into non-overlapping parts; express the measure of an angle as the sum of the angle measures of the non-overlapping parts into which it has been decomposed. |  | X |

## Geometry

| Does Not Extend | Classify two-dimensional figures based on the presence or absence of parallel or <br> perpendicular lines, or the presence or absence of a specified size; identify right <br> triangles. | $\mathbf{x}$ |
| :---: | :--- | :--- | :--- |

