



4th Grade Bridges Math Pacing Guide 18-19

4.0 Target	3.0 Target	2.0 Target	Trimester & Unit
Operations and Algebraic Thinking			
Does Not Extend	4.OA.1 Make a comparison statement to match a multiplication equation; write a multiplication equation to represent a verbal statement of a multiplicative comparison	Inconsistently makes a comparison statement to match a multiplication equation; write a multiplication equation to represent a verbal statement of a multiplicative comparison	Trimester 1 Unit 2
Apply understanding of quantities and relationships in multi-step word problems	4.OA.3 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	Solve multi-step story problems involving one digit whole numbers, using all four operations, including division with remainders; or select or write equations with a letter standing for an unknown quantity to represent a multi-step story problem.	Trimester 3 Unit 7
Does Not Extend	4.OA.4.1 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	Identify if a number is a factor of another number; Determine whether a whole number is a multiple of 2, 5, or 10.	Trimester 1 Unit 1
Does Not Extend	4.OA.4.2 Determine whether a whole number between 1 and 100 is prime or composite	Inconsistently determine whether a whole number between 1 and 100 is prime or composite	Trimester 1 Unit 1
Number and Operations in Base Ten			
Solve multi-step problems to compare whole numbers up to 1,000,000 in digits using base-ten numerals, number names, and expanded form. Develop a logical argument to justify the selection of the best response	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	Read, write, or compare multi-digit whole numbers using base ten numerals, number names, or expanded form.	Trimester 2 Unit 4
Does Not Extend	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place	Inconsistently use place value understanding to round multi-digit whole numbers to any place	Trimester 2 Unit 4
Does Not Extend	4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm	Inconsistently add and subtract multi-digit whole numbers using the standard algorithm	Trimester 2 Unit 4
Given a set of parameters, create and solve an original multiplication problem with two two-digit numbers. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	4.NBT.5 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	Multiplies 2-digit and 3-digit numbers by 1-digit numbers, or 2-digit numbers by 2-digit numbers using strategies based on place value and properties of operations	Trimester 3 Unit 7
Demonstrate understanding of the relationship between dividends, divisors, quotients and/or remainders	4.NBT.6 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.	Inconsistently divides multi-digit numbers by 1-digit numbers using strategies based on place value and the relationship between multiplication and division	Trimester 3 Unit 6
Number and Operations: Fractions			
Formulate and solve an original problem using equivalent fractions and visual fraction models	4.NF.1 Uses a visual model to explain why one fraction is equivalent to another. Recognizes and generates equivalent fractions. Understand that multiplying the numerator and denominator by the same number (non-zero) will generate an equivalent fraction	Inconsistently uses a visual model to explain why one fraction is equivalent to another. Inconsistently recognizes and generates equivalent fractions.	Trimester 2 Unit 3
Does Not Extend	4.NF.2 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	Compare two fractions with like numerators or like denominators. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions	Trimester 2 Unit 3
Add and subtract fractions and mixed numbers with unlike denominators	4.NF.3c Add and subtract fractions and mixed numbers with like denominators	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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.	Trimester 2 Unit 3
Does Not Extend	4.NF.3d Solve story problems involving addition or subtraction of fractions referring to the same whole and with like denominators	Inconsistently solve story problems involving addition or subtraction of fractions referring to the same whole and with like denominators	Trimester 2 Unit 3
Apply and extend previous understandings of multiplication to multiply a mixed number by a whole number, show thinking using a visual fraction model	4.NF.4 Apply and extend previous understanding of multiplication to multiply a fraction by a whole number	Multiply a whole number by a unit fraction	Trimester 3 March Number Corner
Identify and clarify errors in a given explanation converting fractions with denominators of 10 and 100 to decimals	4.NF.6 Write fractions with denominator 10 or 100 in decimal notation	Inconsistently write fractions with denominator 10 or 100 in decimal notation	Trimester 2 Unit 3
Using the symbols $>$, $<$, or $=$, create a number sentence comparing two decimals from a visual model	4.NF.7 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	Compare two decimal numbers when both numbers have the same place value. (tenths to tenths, hundredths to hundredths)	Trimester 2 Unit 3
Measurement and Data			
Apply the area and perimeter formulas for rectangles in multi-step problems using real word and mathematical problems	4.MD.3 Apply the area or perimeter formulas for rectangles to solve problems	Inconsistently applies the area or perimeter formulas for rectangles to solve problems	Trimester 3 Unit 6
Does Not Extend	4.MD.6 Use a protractor to measure angles in whole degrees; sketch an angle of a specified measure	Use a protractor to measure angles in whole degrees	Trimester 2 Unit 5
Decompose and solve for multiple missing angles within a polygon	4.MD.7 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	Understand a straight angle measures 180 degrees and a right angle measures 90 degrees; Know the range for an acute angle and an obtuse angle.	Trimester 2 Unit 5
Geometry			
Does Not Extend	4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of a specified size; identify right triangles	Identify attributes of two-dimensional figures	Trimester 2 Unit 5
Does Not Extend	4.G.3 Identify and draw lines of symmetry; identify figures with line symmetry	Identify lines of symmetry	Trimester 2 Unit 5