

**School District U-46
Fourth Grade Mathematics**

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
401	I can read, write, and compare whole numbers, fractions, decimals, and percents.	6.A Demonstrate knowledge and use of numbers and their many representations in theoretical and practical settings. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>3.Speaking 1-5</i> <i>3.Listening 1-5</i> <i>3. Reading 1-5</i> <i>3. Writing 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • represent, order, and compare decimals to demonstrate understanding of the place value structure in the base-ten number system through hundredths, • determine if a number is prime, through 100, • recognize equivalent representations for decimals and generate them, • represent fractions as parts of unit wholes (e.g., 4/5 of a pie), as parts of a set (e.g., 4/5 of ten objects), as locations on a number line, and as divisions of whole numbers (e.g., how many 1/2's are in 5?), and • explore numbers less than zero by extending a number line and through familiar applications. 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p>	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Number Sense & Numeration	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
402	I can solve number problems using whole numbers and fractions with like denominators.	6.B Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. Speaking 1-5 3. Listening 1-5 3. Reading 1-5 3. Writing 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • explore classes of numbers (e.g., prime numbers, multiples that end in 0...) according to characteristics such as factors and multiples, • solve addition or subtraction number sentences and word problems using fractions with like denominators, • solve multi-step (two or three step) number sentences and word problems using whole numbers and the four basic operations, • select and use one of various algorithms to multiply and divide, and • describe classes of numbers according to characteristics such as factors and multiples. 	1 2 1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Computation	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •
403	I can use estimation strategies to determine a reasonable solution using mental math, paper and pencil, and calculator or a computer.	6.C Compute and estimate using mental mathematics, paper-pencil methods, calculators and computers. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. Reading 1-5 3. Writing 1-5 3. Speaking 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • develop and use strategies (e.g., compatible numbers, front-end estimation) to estimate the results of whole-number computations and to judge the reasonableness of such results, and • develop and use a variety of strategies to estimate the sum or difference of a number sentence containing decimals. 	1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Computation	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
406	I can closely estimate measurements.	7.B Estimate measurements and determine acceptable levels of accuracy. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3. <i>Reading 1-5</i> 3. <i>Writing 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • develop and discuss strategies for estimating the perimeters, areas, and volumes of regular and non-regular shapes, and • develop and use common referents for volume, weight/mass, capacity, area, and angle measures to make comparisons and estimates. 	2 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Measurement	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • Integrate with FOSS Measurement unit
407	I can use the proper tool to solve a problem.	7.C Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3. <i>Reading 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • select and apply appropriate standard units and tools to measure the size of angles, • solve problems using money and time, and • determine the volume of a cube or rectangular prism using concrete materials. 	2 1 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Measurement	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • Integrate with FOSS Measurement unit

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
408	I can recognize and describe patterns. I can solve problems with patterns. I can find the rule about a pattern.	8.A Describe numerical relationships using variables and patterns. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3. Speaking 4</i> <i>3. Reading 1-5</i> <i>3. Writing 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • identify a number pattern, both increasing and decreasing, and extend the number sequence, • show the missing number(s) in a complex repeating pattern, • construct and solve simple number sentences using a symbol for a variable, • make generalizations given a specific pattern, • create, describe, and extend patterns, and • describe a pattern with one operation verbally and symbolically given a table of input/output numbers. 	1 1 1 1 1 1	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Algebraic Concepts	Staff Development Everyday Mathematics Professional Development When Strategies/Resources • To be Added •
409	I can use tables, graphs, and symbols to solve problems.	8.B Interpret and describe numerical relationships using tables, graphs, and symbols. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3. Speaking 1-5</i> <i>3. Writing 1-5</i> <i>3. Reading 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • create a table that describes a function rule for a single operation (ex., “What’s my rule?”), • demonstrate, in simple situations, how a change in one quantity results in a change in another quantity (e.g., increase the measure of the side of a square and the perimeter increases), and • identify situations with varying rates of change using words, tables, and graphs (e.g., growth of a plant). 	1 2 3	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Algebraic Concepts	Staff Development Everyday Mathematics Professional Development When Strategies/Resources • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
410	I can use the properties of whole numbers to solve problems.	8.C Solve problems using systems of numbers and their properties. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3. Speaking 1-5</i> <i>3. Reading 1-5</i>	I model and provide students with the opportunity to: • solve problems with whole numbers using appropriate number properties (commutative, associative, distributive, zero in addition, one in multiplication).	1	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Computation	Staff Development Everyday Mathematics Professional Development When Strategies/Resources • To be Added •
411	I can solve an equation with one missing value.	8.D Use algebraic concepts and procedures to represent and solve problems. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3. Reading</i>	I model and provide students with the opportunity to: • solve one-step linear equations with one missing value in isolation and in problem solving situations (7 bags of marbles cost 56 dollars; how much does each bag cost?).	1	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Algebraic Concepts MAP – Problem Solving	Staff Development Everyday Mathematics Professional Development When Strategies/Resources • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
412	I can demonstrate and apply geometric concepts.	9.A Demonstrate and apply geometric concepts involving points, lines, and planes. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. Listening 2-3 3. Reading 1-5 3. Writing 1-5 3. Speaking 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • identify, draw, and build regular, irregular, convex, and concave polygons, • read and plot ordered pairs of numbers in the positive quadrant of the Cartesian plane, • describe paths and movement using coordinate systems, • differentiate between polygons and non-polygons, • identify and label radius, diameter, chord, and circumference of a circle, • explore and describe rotational (turning) symmetry of two and three dimensional shapes (e.g., squares, circles, cubes, spheres, ... with some as non-examples), and • construct a circle with a specified radius or diameter using a compass. 	1 1 1 1 3 3 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Geometry	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
413	I can identify, describe, classify, and compare geometric relationships.	9.B Identify, describe, classify and compare relationships. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. <i>Listening 3</i> 3. <i>Speaking 1-5</i> 3. <i>Writing 1-5</i> 3. <i>Reading 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • determine congruence and similarity of given shapes, and • explore polyhedra (3D objects) using concrete models. 	3 3	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Geometry	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •
414	I can explain any thinking when I solve problems.	9.C Construct convincing arguments and proofs to solve problems. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. <i>Listening 1-5</i> 3. <i>Speaking 1-5</i> 3. <i>Writing 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • make and test conjectures about mathematical properties and relationships and justify the conclusions (e.g., “Can you make a triangle from any three line segments or pieces of straw? Show and tell why or why not.”). 	1	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Problem Solving	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
415	I can create and compare a variety of graphs or tables to make predictions and solve problems.	10.A Organize, describe and make predictions from existing data. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3. Writing 1-5 3. Speaking 1-5 3. Reading 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • represent data using tables and graphs such as line plots and line graphs, • describe the shape and important features of a set of data and compare related data sets, • arrange given data in order, least to greatest or greatest to least, and determine minimum value, maximum value, range, mode, and median for an odd number of data points, • compare different representations of the same data and evaluate how well each representation shows important aspects of the data, and • propose and justify conclusions and predictions that are based on data. 	1 / 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Statistics, Probability, and Graphing	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •
416	I can collect, organize, display, and analyze data and	10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3. Speaking 1-5 3. Reading 1-5 3. Writing 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • collect data using observations and experiments, and • propose a further investigation to verify or refute a prediction. 	1 / 2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Statistics, Probability, and Graphing	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
417	I can create and perform a probability experiment and predict the outcome.	10.C Determine, describe, and apply the probabilities of events. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. Writing 1-5 3. Reading 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • list all possible outcomes of a single event and tell whether an outcome is certain, impossible, likely, or unlikely. 	2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Statistics, Probability, and Graphing	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •