4th Grade Priority Instructional Content

Addressing Unfinished Learning after COVID School Closures

Scope and Sequence

3rd Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 25 Days	M1. Properties of Multiplication and Division and Solving Problems with Units 2-5 and 10	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6 3.OA.7, 3.OA.8, 3.OA.9
	1st Trimester – 25 Days	M2. Place Value and Problem Solving with Units of Measure	3.NBT.1, 3.NBT.2 3.MD.1,3.MD.2
2nd TRIMESTER	1st & 2nd Trimester – 25 Days	M3. Multiplication and Division with Units of 0, 6-9 and Multiples of 10	3.OA.3,3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8,3.OA.9 3.NBT.3
	2nd Trimester – 20 Days	M4. Multiplication and Area	3.MD.5,3.MD.6 3.MD.7
	2nd & 3rd Trimester – 35 Days	M5. Fractions as Numbers on the Number Line	3.G.2, 3.MD.4 3.NF.1, 3.NF.2,3.NF.3
3rd TRIMESTER	3rd Trimester – 10 Days	M6. Collecting and Displaying Data	3.MD.3, 3.MD.4
	3rd Trimester – 40 Days	M7. Geometry and Measurement Word Problems	3.OA.8 3.G.1, 3.MD.4 3.MD.8

4th Grade

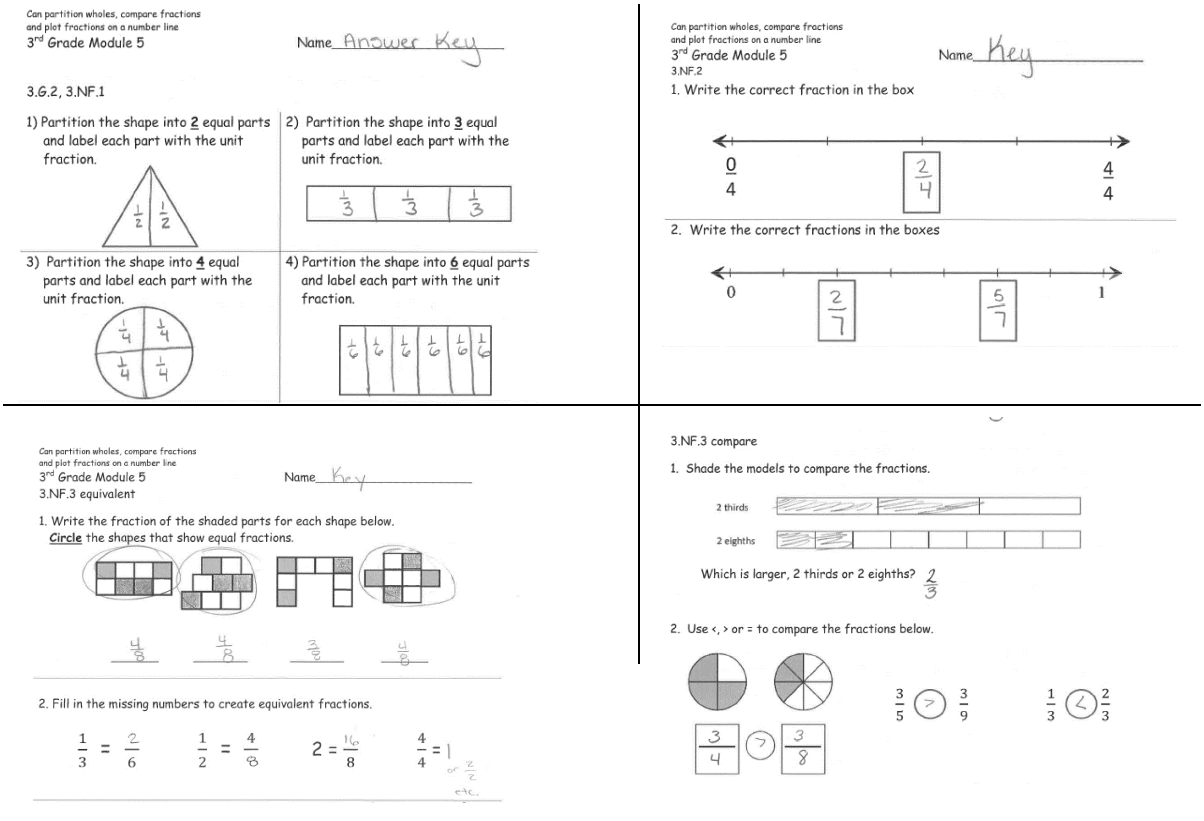
Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 25 Days	M1. Place Value, Rounding and Algorithms for Addition and Subtraction	4.NBT.1,4.NBT.2, 4.NBT.3 4.NBT.4, 4.OA.3
	1st Trimester – 7 Days	M2. Unit Conversions and Problem Solving with Metric Measurement	4.MD.1, 4.MD.2
2nd TRIMESTER	1st & 2nd Trimester – 43 Days	M3. Multi-Digit Multiplication and Division	4.NBT.5,4.NBT.6, 4.OA.1 4.OA.2, 4.OA.3, 4.OA.4 4.MD.3
	2nd Trimester – 20 Days	M4. Angle Measure and Plane Figures	4.G.1, 4.G.2, 4.G.3, 4.MD.5 4.MD.6, 4.MD.7
3rd TRIMESTER	2nd & 3rd Trimester – 45 Days	M5. Fraction Equivalence, Ordering, and Operations	4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4 4.MD.4, 4.OA.5
	3rd Trimester – 20 Days	M6. Decimal Fractions	4.MD.2, 4.NF.5, 4.NF.6, 4.NF.7
	3rd Trimester – 20 Days	M7. Exploring Measurement with Multiplication	4.MD.1, 4.MD.2, 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5,

Classroom Implications:

Students may have had limited practice with fractions, data and geometry

Before Module 5, Formatively Diagnostic Assess 3.NF Standards



Can partition wholes, compare fractions and plot fractions on a number line
3rd Grade Module 5 Name Answer Key

3.G.2, 3.NF.1

1) Partition the shape into 2 equal parts and label each part with the unit fraction.

2) Partition the shape into 3 equal parts and label each part with the unit fraction.

3) Partition the shape into 4 equal parts and label each part with the unit fraction.

4) Partition the shape into 6 equal parts and label each part with the unit fraction.

Can partition wholes, compare fractions and plot fractions on a number line
3rd Grade Module 5 Name Key
3.NF.2

1. Write the correct fraction in the box

2. Write the correct fractions in the boxes

Can partition wholes, compare fractions and plot fractions on a number line
3rd Grade Module 5 Name Key
3.NF.3 equivalent

1. Write the fraction of the shaded parts for each shape below. Circle the shapes that show equal fractions.

2. Fill in the missing numbers to create equivalent fractions.

$\frac{1}{3} = \frac{2}{6}$ $\frac{1}{2} = \frac{4}{8}$ $2 = \frac{16}{8}$ $\frac{4}{4} = 1$ etc.

3.NF.3 compare

1. Shade the models to compare the fractions.

2 thirds

2 eighths

Which is larger, 2 thirds or 2 eighths? $\frac{2}{3}$

2. Use <, > or = to compare the fractions below.

$\frac{3}{5} > \frac{3}{9}$ $\frac{1}{3} < \frac{2}{3}$ $\frac{3}{4} > \frac{3}{8}$

Considerations for Addressing PRIORITY Grade-Level Content	
The clusters and standards listed in this table name the priority instructional content for grade 4. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
4.OA.A	Analyzing and solving multi-step word problems with the four operations (4.OA.3), and extending multiplicative thinking beyond grade 3 to solve problems involving comparison and the idea of times-as-many/times-as-much (4.OA.2).
4.NBT.A	Generalizing place value understanding. Time spent on instruction and practice should NOT be reduced.
4.NF.A	Fraction equivalence and ordering, as detailed in this cluster. *Incorporate* some foundational work on simple equivalent fractions (3.NF.A.3). Time spent on instruction and practice should NOT be reduced.
4.NF.C	Decimal fractions. Time spent on instruction and practice should NOT be reduced.

Considerations for Addressing REMAINING Grade-Level Content	
The clusters and standards listed in this table represent the remainder of grade 4 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
4.OA.B	*Incorporate* opportunities to solidify the fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work of gaining familiarity with factors and multiples.
4.OA.C	Eliminate lessons on generating and analyzing patterns.
4.NBT.B*	In relation to fluency expectations for subtracting multi-digit numbers, emphasize problems with only one regrouping step (4.NBT.B.4), in order to reduce algorithmic complexity. Incorporate fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work on multi-digit multiplication and division (4.NBT.5 & 6). (Note that there are no fluency expectations for multi-digit multiplication or division in grade 4; repetitive fluency exercises are not required.)
4.NF.B*	Emphasize reasoning with unit fractions to determine sums and products, not committing calculation rules to memory or engaging in repetitive fluency exercises. Incorporate some foundational work on the meaning of the unit fraction (3.NF.A.1 & 2), especially through partitioning the whole on a number line diagram.
4.MD.A.1	Measurement conversion. Time spent on instruction and practice should not exceed what would be spent in a typical year.
4.MD.A.2 4.MD.A.3	Combine lessons on problems involving measurement, except for those on measurement conversion (see 4.MD.A.1). Limit the amount of required student practice.

4.MD.B	Eliminate lessons and problems that do not strongly reinforce the fraction work of this grade (4.NF).
4.MD.C.5 4.MD.C.6	Emphasize the foundational understanding of a one-degree angle as a unit of measure (4.MD.C.5a) and use that as the basis for measuring and drawing angles with protractors (4.MD.C.6).
4.MD.C.7	Eliminate lessons on recognizing angle measure as additive.
4.G.A	Combine lessons on drawing and identifying lines and angles and classifying shapes by properties. Limit the amount of required student practice.