	Common Formative Assessment Plan											
Assessment #	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	What is needed for assessment?						
1	MA	I can identify the place value of individual digits up to one million. [4.NBT.2]	Exit Slip after lesson 4	4	3 out of 4 correct on the assessment							
2	MA	I can identify the place value of individual digits up to one million. [4.NBT.2] I can compare two multi-digit numbers up to one million and identify whether they are less than, greater than, or equal to another. [4.NBT.2]	Modify exit slip from lesson 5 with additional questions similar to assessment #1		#3 - 3 out of 4 correct #1 and #2 -							
3	Μ	I can round the numbers up to one million, to any place value. [4.NBT.3]	Exit Slip after lesson 10 Students will be given two numbers and round them to different places.	7	5 out of 7							
4	Μ	I can add and subract numbers up to a million [4.NBT.4]	Exit Slip after lesson 12	1	1 out of 1							
5	Μ	I can add and subract numbers up to a million [4.NBT.4]	Exit Slip after lesson 16	3	2 out of 3							
6	Μ	I can add and subract numbers up to a million [4.NBT.4]	Exit Slip after lesson 19	2	1 out of 2							

С	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative	Standards @ = powered		Topics and Objectives	Dates	Days	Resources on Hand	Resources Needed	Revision Notes
<u>Place Value</u>	MA	CF #1 given after lesson 4	@ 4.NBT.2 4.NBT.1 @4.0A.1	A	Place Value of Multi-Digit Whole Numbers Lesson 1: Interpret a multiplication equation as a comparison.	8/19/2013 Cycle 1 Week 1		<ul> <li>Lesson 1:</li> <li>(S) Multiply and Divide by 10 Sprint</li> <li>(S) Personal white boards place value chart</li> <li>(T) Base ten disks: ones, tens, hundreds, and thousands</li> <li>(S) Personal white boards</li> </ul>		Day 1 lesson is taking more time than expected. Students need background knowledge in place value. Goal is for all teachers to be done with lesson 3 or 4 by Wednesday of week 2
					Lesson 2: Recognize a digit represents 10 times the value of what it represents in the place to its right.	8/26/2013 Cycle 1 Week 2	2.5	Lesson 2: (S) Personal white boards with a place value chart to thousands (S) Personal white boards (S) Personal white boards		
					Lesson 3: Name numbers within 1 million by building understanding of the place value cart and placement of commas for naming base thousand units.	8/28/2013 5 Cycle 1 Week 2	2.5	i Lesson 3: (S) Multiply by 3 Sprint (S) Personal white boards with million- place value chart outline template		
					Lesson 4: Read and write multi-digit numbers using base ten numerals, number names, and expanded form.	9/3/2013 Cycle 1 Week 3	1	<ul> <li>Lesson 4:</li> <li>(S) Personal white boards place value chart to the hundred thousands</li> <li>place value chart to the millions</li> <li>(S) Personal white boards</li> </ul>		
Reteaching and en	richme	nt activities						(,)		
<u>Place Value</u>		CF #2 given after lesson 6	4.NBT.2	В	Comparing Multi-Digit Whole Numbers Lesson 5: Compare numbers based on meanings of the digits, using >,<, or = to record the comparison.	9/5/2013 Cycle 1 Week 3	2	<ul> <li>Lesson 5:</li> <li>(S) Multiply by 4 Sprint</li> <li>(S) Personal white boards place value chart</li> <li>(S) Place value boards and markers (or place value disks)</li> </ul>		
					Lesson 6: Find 1, 10, and 100 thousand more and less than a given number.	9/9/2013 Cycle 1 Week 4	2	<ul> <li>Lesson 6:</li> <li>Fluency Practice</li> <li>(S) Personal white boards</li> <li>(T) Base ten disks: ones, tens, hundreds, and thousands</li> <li>(S) Personal white boards</li> </ul>		
<u>Place Value</u>	м	CF #3 given after lesson 10	@4.NBT.3	С	Rounding Multi-Digit Whole Numbers Lesson 7: Round multi-digit numbers to the thousands place using the vertical number line.	9/12/13 Cycle 1 Week 4		<ul> <li>B Lesson 7:</li> <li>(S) Personal white boards, place value chart to the millions</li> </ul>		
					Lesson 8: Round multi- digit numbers to any place using the vertical number line.	9/13/2013 Cycle 1 Week 4	2	2 Lesson 8: (S) Find the Midpoint Sprint (S) Personal white boards		
					Lesson 9: Use place value understanding to round multi-digit numbers to any place value.	9/17/13 Cycle 1 Week 5		(5) Personal white boards		
Potosching and Evi	tonsion	activition	Tuclo 1 Wook	6	numbers to any place value using real world applications	Cycle 1 Week 5		(S) Round to the Nearest 10,000 Sprint S) Personal white boards		
	cension	activities c	JULE I WEEK	U	//2//13					
Mid-Module Assess	ment: 1	opics A-C (review	content 1 da	y, a	ssessment 1/2 day, return 1/2 day, remediation or further applica	itions 1 day	Cycle	e 1 Week 6 9/23/13		
Addition and Subtraction	Μ	CF #4 given after lesson 12	<ul> <li>@ 4.0A.3</li> <li>@ 4.NBT.4</li> <li>4.NBT.1</li> <li>@ 4.NBT.2</li> </ul>	D	Multi-Digit Whole Number Addition Lesson 11: Use place value understanding to fluently add multi- digit whole numbers using the standrd addition algorith and apply the algorithm to solve word problems using tape diagrams	9/30/13 Cycle 2 Week 1	1	2 Lesson 11 (S) Personal white boards		
					Lesson 12: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams and assess the reasonableness of answers using roinding	10/2/13 Cycle 2 Week 1	2	Lesson 12 (S) Personal white boards		

C	Level	Assessment Type I=Informal formative	Standards	Topics and Objectives	Dates	Days	Resources on Hand	Resources Needed	Revision Notes
		CF=Common Formative S=Summative *=record in Skyward	@ = powered						
Place Value	M	CF #5 given after lesson 16	@4.NBT.4 4.NBT.1 4.NBT.2 @4.0A.3	E Multi-Digit Whole Number Subtraction Lesson 13: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm and apply the algorithm to solve word problems using tape diagrams.	10/7/13 Cycle 2 Week 2	2.5	Lesson 13: (S) Personal white boards (T) Place value chart, disks (S) Personal white board, place value charts, disks Exit Ticket		
				Lesson 14: Use place value understanding to decompose to smaller units up to 3 times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.	10/9/13 Cycle 2 Week 2	2.5	Lesson 14: (5) Personal white boards (T) Place value chart, disks (5) Personal white board, place value charts, disks Exit Ticket		
Addition and Subtraction				Lesson 15: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.	e 10/15/13 Cycle 2 Week 3	2	Lesson 15: (5) Personal white boards (T) Place value chart, disks (5) Personal white board, place value charts, disks Exit Ticket		
				Lesson 16: Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams and assess the reasonableness of answers using rounding.	10/17/13 Cycle 2 Week 3	2	Lesson 16: (S) Personal white boards (T) Place value chart, disks (S) Personal white board, place value charts, disks Exit Ticket		
Addition and Subraction	Μ		<ul> <li>4.0A.3</li> <li>4.NBT.1</li> <li>4.NBT.2</li> <li>4.NBT.4</li> </ul>	F Addition and Subtraction Word Problems Lesson 17: Solve additive compare word problems modeled with tape diagrams.	10/21/2013 Cycle 2 Week 4	2.5	Lesson 17: (S) Personal white board, place value chart to the millions (S) Problem Set		
				Lesson 18: Solve multi-step word problems modeled with tape diagrams and assess the readonable	10/23/2013 Cycle 2 Week 4	2.5	Lesson 18: (S) Personal white board, place value chart to the millions (S) Problem Set		
				Lesson 19: Create and solve multi-step word problems from given tape diagrams and equations.	10/28/13 Cycle 2 Week 5	2	Lesson 19: (S) Personal white board, place value chart to the millions (S) Problem Set		
Reteaching and enri	chmer	t review activities	s Cycle 2 Wee	k 5 (last 3 days)					
End-of-Module Asses	sment ek 6 11	: Topics A through /4/13	n F (review co	ntent 1-day, assessment 1/2 day, return 1/2 day, remediation or fur	ther application	on 1 day	/)		

	Common Formative Assessment Plan														
Assessment	Assessment		Level of	Measurement Topic			<b>Criteria Indicating</b>								
#	Name	Lesson Number	Understanding	Proficiency Scale	Type of Assessment Item	#?s	success for level	Assessment Created?							
1															

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative	Standards @ = powered		Topics and Objectives	Date	Days	Resources	Resources Needed	Revision Notes
		*=record in Skyward								
Measurement - Not	MA		4.MD.1	A	Metric Unit Conversions		3			
Powered	M		4.MD.2		Lesson 1: Express metric length measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric length.					
					Lesson 2: Express metric mass measurements in terms of a		-			
					smaller unit; model and solve addition and subtraction word problems involving metric mass.					
					Lesson 3: Express metric capacity measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric capacity.					
Measurement - Not Powered	MA M		4.MD.1 4.MD.2	В	Application of Metric Unit Conversions Lesson 4: Know and relate metric units to place value units in order to express measurements in different units.		2			
					Lesson 5: Use addition and subtraction to solve multi-step word problems involving length, mass, and capacity.					
End-of-Module Assessment: Topics A-B (assessment ½ day, re					$1\frac{1}{2}$ day, remediation or further applications 1 day)					

Common Formative Assessment Plan												
Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?				
			<b></b>	I can apply the area formulas for rectangles in real world and word problems. [4.MD.3]								
				I can apply the perimeter formulas for rectangles in real world and mathematical problems. [4.MD.3]								
1	Topic A	Lessons 1, 2, 3	3	I can solve perimeter problems when there is an unknown factor. [4. MD.3]	Exit Slip after lesson 3 (Numbers Changed)	8	6 out of 8	3.M3.Topic A CFA				
				I can multiply or divide to solve word problems involving multiplicative comparison. [4.OA.2]								
2	Торіс В	Lessons 4, 5, 6	3	I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4.NBT. 5]	Exit Slip after lesson 6(Numbers Changed)	5	3 out of 5	3.M3.TopicB.CFA				
				I can multiply or divide to solve word problems involving multiplicative comparison. [4.OA.2]								
				I can explain my calculations using strategies based on place value, properties	Frit Stin often Jacob 44 (2 guardian							
3	Topic C	Lessons 7, 8, 9-10, 11	3	of operations, equations and/or models. [4.NBT. 5]	from Lessons 7 &8, 2 from Lessons 9- 10 and 2 questions from Lessons 11)	6	4 out of 6	3.M3.TopicC CFA				

				Common Formative	e Assessment Plan				
Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?	
4	Topics A-C	Lessons 1-11	4	I can apply the area formulas for rectangles in real world and word problems. [4.MD.3] I can apply the perimeter formulas for rectangles in real world and mathematical problems. [4.MD.3] I can solve perimeter problems when there is an unknown factor. [4. MD.3] I can multiply or divide to solve word problems involving multiplicative comparison. [4.OA.2] I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4.NBT. 5]	CFA Cycle 2 Test Variety of 2, 3, 4 level questions covering topics A-C	ТВА	ТВА		
<b>BEGIN</b> (	CYCLE 4								
1	Topic D	Lesson 12 13	2	I can multiply or divide to solve word problems involving multiplicative comparison. [4.OA.2] I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4.NBT.5] I can solve multistep word problems posed with whole numbers using the four operations. [4.OA.3] I can use estimation, rounding or mental math strategies to check my answer. [4.OA.3] I can interpret remainders in word problems. [4.OA.3]	Mid Module Assessment + add a level	13	depends based on questions answered correctly. See rubric		

Common Formative Assessment Plan													
							Criteria						
Assessment	Assessment	Lesson	Level of	Measurement Topic		110	Indicating	Assessment					
#	Name	Number	Understanding	Proficiency Scale	Type of Assessment Item	#?s	success for level	Created?					
				calculations using strategies based on									
				place value, properties of operations, equations and/or models. [4.NBT.									
				5]									
				word problems posed with whole numbers				modify numbers					
2	<b>-</b> · -	Lesson 14 tt	2	using the four	Exit slip after lesson 15 (Numbers			from Exit slip 14 &					
Ζ	I ODIC E	15	3	operations. [4 OA.3]	Changed)	5	3 out of 5	15					
				word problems posed with whole numbers using the four operations. [4 OA.3]									
				I can use estimation, rounding or mental math strategies to check my answer. [4 OA.3]									
				I can interpret remainders in word problems. [4 OA.3]									
				I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT	Exit Slip after lesson 19, add a level 4 guestion for the students to create		7 out of 9 including						
3	Topic E	Lessons 16-19	4	5]	a word problem from a given model.	9	correct						
				I can solve multistep word problems posed with whole numbers using the four operations. [4 OA.3]									
				I can use estimation, rounding or mental math strategies to check my answer. [4 OA.3]									
				I can interpret									
4	Topic G	Lessons 26-29	4	remainders in word problems. [4 OA.3]	CFA Cycle 4	TBA	Rubric						
<b>BEGIN</b>	CYCLE 5												

Common Formative Assessment Plan													
Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?					
*	name	Number	Understanding	I can solve multistep word problems posed with whole numbers using the four operations. [4 OA.3] I can use estimation, rounding or mental math strategies to check my answer. [4 OA.3]	Type of Assessment item	#13		Created					
1	Topic G	Lesson 30-33	3	remainders in word problems. [4 OA.3]	Exit Ticket (Numbers Changed) Lessons 30-33	7	5 out of 7						
	Topic H	Lesson 34	3	I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT. 5]	Exit Ticket after 34 add 1 word	3	2 out of 3						
3		Lesson 35	3	<ul> <li>I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT.</li> <li>I can solve multistep word problems posed with whole numbers using the four operations. [4 OA.3]</li> </ul>	Exit Ticket after 35 add 1 word problem	3	2 out of 3						
				I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT. 5] I can solve multistep word problems posed with whole numbers									
		Lesson 36	3	using the four operations, [4 OA 3]	Exit Ticket after 36 add 1 word	3	2 out of 3						
End of Mar		Lesson 37-38		nont 1/ day, return 1/	py remediation or further explicition of		A Cyclo E-week of	2/24/14					

<u>.;/</u>	Level	Assessment Type	Standards		Topics and Objectives	Dates	Days	Resources	Revision
		CF=Common Formative S=Summative *=record in Sloward	@ = powered						NOTES
Multiplication and	MA	CF # 1 given	4.0A.1	A	Multiplicative Comparison Word Problems	11/11/13	2		
Division	M M M	after Lesson 3	@4.OA.2 @4.MD.3 @4.OA.3		Lesson 1: Investigate and use the formulas for area and perimeter of rectangles.	C3W1			
<u>Area</u>	-				Lesson 2: Solve multiplicative comparison word problems by applying the area and perimeter formulas.	11/13/2013 C3W1	2		
					Lesson 3: Demonstrate understanding of area and perimeter formulas by solving multi-step real world	11/18/13 C3W2	2		
<u>Multiplication and</u> <u>Division</u>	M MA M	CF #2 given after lesson 6	@4.NBT.5 4.OA.1 @4.OA.2 4.NBT.1	В	Multiplication by 10, 100, and 1,000 Lesson 4: Interpret and represent patterns when multiplying by 10, 100, and 1,000 in arrays and numerically.	11/20/13 C3W2	2		
					Lesson 5: Multiply multiples of 10, 100, and 1,000 by single digits, recognizing patterns.	12/2/13 C3W3	2		
					Lesson 6: Multiply two-digit multiples of 10 by two- digit multiples of 10 with the area model.	12/4/13 C3W3	2		
CFA: Topics A-C (	1 Dav Re	view. Assessment	t 1 day Cycle	3 W	eek 6 12/18/13 Use CFA's A-C change numbers				
Multiplication and Division	M M	CF#3 Given after lesson 11	@4.NBT.5 @4.OA.2 4.NBT.1	С	Multiplication of up to Four Digits by Single-Digit Numbers Lesson 7: Use place value disks to represent two-digit by one-digit multiplication.	1/8/14 C4W1	2		
					Lesson 8: Extend the use of place value disks to represent three, and four-digit by one-digit multiplication	1/10/14 C4W1	1		
					Lessons 9-10: Multiply three- and four-digit numbers by one-digit numbers applying the standard algorithm.	1/13/14 C4W2	2		
					Lesson 11: Connect the area model and the partial products method to the standard algorithm.	1/16/14 C4W2	2		
<u>Multiplication and</u> <u>Division</u>	MA M M M		4.OA.1 @4.OA.2 @4.OA.3 @4.NBT.5	D	Multiplication Word Problems Lesson 12: Solve two-step word problems, including multiplicative comparison.	1/21/14 C4W3	2		
					Lesson 13: Use multiplication, addition, or subtraction to solve multi-step word problems.	1/23/14 C4W3	2		
Mid-Module Assessm	nent: To	pics A-D (review 1	day, assessmen	t ½	day, return ½ day) C4W4 1 day to review concepts learned b	oefore winter	break	1/28/14	
Multiplication and Division	M		4.NBT.6 @4.OA.3	E	Division of Tens and Ones with Successive Remainders Lesson 14 Solve division word problems with remainders.	1/29/14 C4W4	2		
Expressions and Equations	Μ	-			Lesson 15: Understand and solve division problems with a remainder using the array and area models.	1/31/14 C4W4	2		

<u>.;/</u>	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward	Standards @ = powered		Topics and Objectives	Dates	Days	Resources	Revision Notes
					Lesson 16: Understand and solve two-digit dividend division problems with a remainder in the ones place by using number disks	2/3/14 C4W5	2		
					Lesson 17: Represent and solve division problems requiring decomposing a remainder in the tens.	2/5/14 C4W5	2		
					Lesson 18: Find whole number quotients and remainders.		2		
					Lesson 19: Explain remainders by using place value understanding and models.		2		
					Lesson 20: Solve division problems without remainders using the area model.	NA	0		
-				-	using the area model.		0		
<u>Factors and</u> <u>Multiples - Not</u> <u>Powered</u>			4.0A.4	F	Lesson 22: Find factor pairs for numbers to 100 and use understanding of factors to define prime and composite.	NA	0		
					Lesson 23: Use division and the associative property to test for factors and observe patterns.	NA	0		
					Lesson 24: Determine whether a whole number is a multiple of another number.	NA	0		
					Lesson 25: Explore properties of prime and composite numbers to 100 by using multiples.	NA	0		
<u>Multiplication and</u> <u>Division</u>	Μ		@4.OA.3 4.NBT.6 4.NBT.1	G	Division of Thousands, Hundreds, Tens, and Ones Lesson 26: Divide multiples of 10, 100, and 1,000 by single-digit numbers.		2		
Expressions and Equations	M	-			Lesson 27: Represent and solve division problems with up to a three-digit dividend numerically and with number disks requiring decomposing a remainder in the hundreds place.		2		
					Lesson 28 & 29: Represent and solve three-digit & four-digit dividend division with divisors of 2, 3, 4, and 5		2		
					CFA Cycle 4, 1 day review 1 day re-t	each 1	day a	ssess Teachei	r
					created assessment 2/14/14				
					Lesson 30: Solve division problems with a zero in the dividend or with a zero in the quotient.		2		
					Lesson 31: Interpret division word problems as either number of groups unknown or group size unknown.		2		
					Lesson 32: Interpret and find whole number quotients and remainders to solve one-step division word problems with larger divisors of 6, 7, 8, and 9.		2		
					Lesson 33: Explain the connection of the area model of division to the long division algorithm for three- and four-digit dividends.		2		

<u>.;/</u>	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward	Standards @ = powered	Topics and Objectives	Dates	Days	Resources	Revision Notes
Multiplication and Division	M		@4.NBT.5 @4.OA.3 @4.MD.3	<ul> <li>Multiplication of Two-Digit by Two-Digit Numbers</li> <li>Lesson 34: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart.</li> </ul>		4 (ISAT)		
Expressions and Equations	Μ			Lesson 35: Multiply two-digit multiples of 10 by two- digit numbers using the area model.		4 (ISAT)		
<u>Area</u>	Μ			Lesson 36: Multiply two-digit by two-digit numbers using four partial products.		5		
				Lessons 37-38: Transition from four partial products to the standard algorithm for two-digit by two-digit multiplication.		5		
End-of-Module Asse	ssment:	Topics A-H (review	1 day, assessn	hent $\frac{1}{2}$ day, return $\frac{1}{2}$ day, remediation or further application 1 day	y) CFA Cycl	e 5 week	of 3/24/14	
End-of-Module Asse	ssment:	Topics A-H (review	/ 1 day, assessn	nent $\frac{1}{2}$ day, return $\frac{1}{2}$ day, remediation or further application 1 da	ıy) CFA Cycl	le 5 week	of 3/24/14	

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward	Standards @ = powered	Topics and Objectives Dates Days Resources on Han	d Revision Notes
Lines and Symmetry	2 3		@4.G.1	A Lines and Angles Lesson 1: Identify and draw points, lines, line segments, rays, and angles and recognize them in various contexts and familiar figures. Lesson 2: Use right angles to determine whether angles are equal to, greater than, or less than right angles. Draw right, obtuse, and acute angles. Lesson 3: Identify, define, and draw perpendicular lines. Lesson 4: Identify, define, and draw parallel lines.	
			4.MD.5 4.MD.6	B       Angle Measurement         Lesson 5:       Use a circular protractor to understand a 1-degree angle as 1/360 of a         turn. Explore benchmark angles using the protractor.         Lesson 6:       Use varied protractors to distinguish angle measure from length         measurement.         Lesson 7:       Measure and draw angles. Sketch given angle measures and verify with a protractor.         Lesson 8:       Identify and measure angles as turns and recognize them in various contexts.	
			4.MD.7	C Problem Solving with the Addition of Angle Measures Lesson 9: Decompose angles using pattern blocks.	
Lines and Symmetry			@4.G.1 4.G.2 @4.G.3	D Two-Dimensional Figures and Symmetry Lesson 12: Recognize lines of symmetry for given two-dimensional figures; identify line-symmetric figures and draw lines of symmetry.	
				Lesson 13:       Analyze and classify triangles based on side length, angle measure, or both.         Lesson 14:       Define and construct triangles from given criteria. Explore symmetry in triangles.         Lesson 15:       Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.	
				Lesson 16: Reason about attributes to construct quadrilaterals on square or triangular grid paper.	

Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?
1	Topic A	Lesson 1 & 2, 3, 4, 5,	n	* recognize and generate	Exit Slip after Lesson 6	2	1 out of 0	Provided in
I		0	Z	* recognize and generate	Exit Slip after Lesson 11	Ζ	1 out of 2	Provided in
2	Topic B	Lesson 7, 8, 9, 10, 11	2	equivalent fractions [4.NF.A.1]	CFA	2	1 out of 2	Module
				* recognize and generate	Exit Slip After Lesson 13			Provided in
3	Topic C	Lesson 12 & 13	2	equivalent fractions [4.NF.A.1]	CFA	2	1 out of 2	Module
	Common	Review/Common		equivalent fractions [4.NF.A.1]			questions answered correctly See	
4	Assessment	Assessment	3		Common Assessment CFA	25	rubric	Yes
_				* recognize and generate	Exit Slip after lesson 15			Provided in
5	Topic C	Lesson 14, 15	2	* recognize and generate	CFA	2	1 out of 2	Module
				equivalent fractions [4.NF.A.1] I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations.	Exit slip after lesson 21			Provided in
6	Topic D	Lesson 16, 17, 20-21	2	[4 NF.3d]	CFA	2	1 out of 2	Module
7	Τορίς Ε	Lesson 22, 24, 25, 26, 28	2	equivalent fractions [4.NF.A.1] I can compare two fractions with different numerators and different denominators by using <, >, and =, and justify the comparison. [4 NF.2] * describe addition and subtraction of fractions as joining and seperating parts of the same whole. [4.NF.3a] * decompose a fraction into a sum of fractions with the same denominator. [4.NF.3b] I can add and subtract mixed numbers with like denominators. [4 NF.3c] I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations. [4 NF.3d]	Exit slip after lesson 28 CFA	2	1 out of 2	Provided in Module
		Lesson 29, 30, 31, 32,	2	I can add and subtract mixed numbers with like denominators. [4 NF.3c] I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations. [4 NF.3d] * make a line plot of measurement data in fractions of a unit (1/2, 1/4, 1/2) [4 MD P c]	Exit slip after lesson 34	2	1 out of 2	Provided in
0	Topic I	JT	3	a umi (1/2, 1/4, 1/0) [4.191D.D.4]		Δ		module

ç	) Topics A-F	End of Module Assessment	3	* recognize and generate equivalent fractions [4.NF.A.1] I can compare two fractions with different numerators and different denominators by using <, >, and =, and justify the comparison. [4 NF.2] * describe addition and subtraction of fractions as joining and seperating parts of the same whole. [4.NF.3a]	End of Module Assessment CFA	15-16	depends based on questions answered correctly. See rubric	Yes
				* decompose a fraction into a sum of fractions with the same				
				denominator. [4.NF.3b]				
				numbers with like denominators. [4 NF.3c]				
				I can solve word problems				
				subtraction of fractions using				
				drawings, pictures and				
				equations. [4 NF.3d]				

Des Carlos Carlos		Standards	Topics and		Days	Revisio	
Proficiency Scale	Level	@ = powered	Objectives	Decemberities and Exaction Equivalence	Needed	Notes	
Adding and	2	@4.NF.3D	Α	Decomposition and Fraction Equivalence			
Subtracting	2	@4.NF.4a					
Fractions	2	@4.NF.Jd					
				Lessons 1-2: Decompose fractions as a sum of unit fractions using tape diagrams			
				Lesson 3: Decompose non-unit fractions and represent them as a whole number times a			
				unit fraction using tape diagrams.			
Multiplying and				Lesson 4: Decompose fractions into sums of smaller unit fractions using tape diagrams.			
Dividing Fractions							
				Lesson 5: Decompose unit fractions using area models to show equivalence.			
				Lesson 6: Decompose fractions using area models to show equivalence.			
Fractions	2	@4.NF.1 @4.NF.3b	В	Fraction Equivalence Using Multiplication and Division			
	_						
				Lessons 7-8: Use the area model and multiplication to show the equivalence of two fractions			
Adding and				Lessons 9-10: Use the area model and division to show the equivalence of two fractions.			
Subtracting							
Fractions							
				Lesson 11: Explain fraction equivalence using a tape diagram and the number line, and relate that to the use of multiplication and division.			
Fractions	3	@4.NF.2	C	Fraction Comparison			
				Lessons 12-13: Reason using benchmarks to compare two fractions on the number line.			
				Lessons 14-15: Find common units or number of units to compare two fractions.			
Adding and	2	@4.NF.3a	D	Fraction Addition and Subtraction			
Subtracting	3	@4.NF.3d					
Fractions	2	@4.NF.1					
	na	4.MD.2					
				Lesson 16: Use visual models to add and subtract two fractions with the same units.			
				Lesson 17: Use visual models to add and subtract two fractions with the same units,			
Fractions				Including Subtracting from one whole.			
TTACTIONS				Lesson 10: Add and subtract more than two fractions.			
				Lesson 19. Solve word problems involving addition and subtraction of matching.			
measurement (not				denominators 2 3 4 5 6 8 10 and 12			
Eractions	2	@4 NF 1	F	Extending Fraction Equivalence to Fractions Greater than 1			
Tractions	3	@4.NF.2	-				
	2,3	@4.NF.3					
	ź	4.NBT.6					
	2	@4.NF.4a					
	na	4.MD.4					
				Lesson 22: Add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models.			
Multiplying and				Lesson 23: Add and multiply unit fractions to build fractions greater than 1 using visual			
Dividing Fractions				models.			
				Lessons 24-25: Decompose and compose fractions greater than 1 to express them in			
				Various forms.			
				Lesson 20. Compare fractions greater than 1 by reasoning using benchmark inductions.			
				denominators.			
				Lesson 28: Solve word problems with line plots.			

Adding and Subtracting Fractions	3 3 na na	@4.NF.3c @4.NF.3d 4.MD.4 4.MD.2	F	Addition and Subtraction of Fractions by Decomposition	
				Lesson 29: Estimate sums and differences using benchmark numbers.	
				Lesson 30: Add a mixed number and a fraction.	
				Lesson 31: Add mixed numbers.	
Measurement, Represent and Interpret Data (not powered)				Lesson 32: Subtract a fraction from a mixed number	
·/				Lesson 33: Subtract a mixed number from a mixed number.	
				Lesson 34: Subtract mixed numbers.	
Multiplying and Dividing Fractions	2,3 na 3 na	@4.NF.4 4.MD.4 @4.OA.2 4.MD.2	G	Repeated Addition of Fractions as Multiplication	
				Lessons 35-36: Represent the multiplication of n times $a/b$ as $(n \times a)/b$ using the associative property and visual models.	
				Lessons 37-38: Find the product of a whole number and a mixed number using the distributive property.	
Multiplication and Division				Lesson 39: Solve multiplicative comparison word problems involving fractions.	
				Lesson 40: Solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.	
Patterns (not powered)	na	4.0A.5	Н	Exploration	
				Lesson 41: Find and use a pattern to calculate the sum of all fractional parts between 0 and 1. Share and critique peer strategies.	

				Common Fo	rmative Assessment Plan			
Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?
				I can add two fractions with denominators 10 and 100 by making the denominators equivalent. [4.NF.5] * rename and recognize a fraction with denominator 10 as a fraction with a denominator of 100. [4.NF.5] * Use decimal notation for fractions with				
1	Topic B	Lesson 4, 5, 6	3	100 [4.NF.C.6]	Exit Slip after Lesson 6 CFA	4	3 out of 4 correct	Provided in Module
2	Topic C	Lesson 9, 10, 11	3	I can compare two decimals to the hundredths and justify my answer. [4 NF.7]	Exit Slip after Lesson 11 CFA	6	4 out of 6 correct	Provided in Module
	Common	Review/Common		I can add two fractions with denominators 10 and 100 by making the denominators equivalent. [4.NF.5] * rename and recognize a fraction with denominator 10 as a fraction with a denominator of 100. [4.NF.5] * Use decimal notation for fractions with denominators of 10 or 100 [4.NF.C.6] I can compare two decimals to the hundredths and justify			depends based on questions answered	
3	Assessment	Assessment	4	my answer. [4 NF.7]	Common Assessment Cycle 6 CFA	?	correctly. See rubric	to be created

Proficiency Scale	l ovol	Standards	Topics and		Days Needed	Revisi	
Decimal Concepts	2	@4.NF.6		Exploration of Tenths	Needed	NOLES	
	2	4.NBT.1					
	na	4.MD.1					
				Lesson 1. Les matris managurament to model the desembosition of one whole into teathe			
Dia sa Valua				Lesson 1: Use metric measurement and area models to represent tonths as fractions.			
Place value				greater than 1 and decimal numbers.			
Measurement (not				Lesson 3: Represent mixed numbers with units of tens, ones, and tenths with number			
powered)				disks, on the number line, and in expanded form.			
Decimal Concepts	na	4.NF.5	В	Tenths and Hundredths			
	2	@4.NF.6					
	2	4.NDT.1 4 NF 1					
	3	@4.NF.7					
	na	4.MD.1					
				Lesson 4: Use meters to model the decomposition of one whole into hundredths. Represent and count hundredths			
				Lesson 5: Model the equivalence of tenths and hundredths using the area model and			
				number disks.			
Place Value				Lesson 6: Use the area model and number line to represent mixed numbers with units of			
				Lesson 7: Model mixed numbers with units of hundreds, tens, ones, tenths, and			
				hundredths in expanded form and on the place value chart.			
				Lesson 8: Use understanding of fraction equivalence to investigate decimal numbers on			
Decimal Concepts	3	@4.NF.7	С	Decimal Comparison			
	na	4.MD.1					
	na	4.MD.2					
				Lesson 0. Use the place value short and matrix measurement to sempare desimals and			
				answer comparison questions.			
Measurement (not				Lesson 10: Use area models and the number line to compare decimal numbers, and record			
powered)				comparisons using <, >, and =.			
				Lesson 11: Compare and order mixed numbers in various forms.			
Decimal Concepts	na	4.NF.5	D	Addition with Tenths and Hundredths			
	2	@4.NF.0 @4.NF.3c					
	na	4.MD.1					
				Lesson 12: Apply understanding of fraction equivalence to add tenths and hundredths.			
Adding and				Lesson 13: Add decimal numbers by converting to fraction form.			
Subtracting							
Measurement (not				Lesson 14: Solve word problems involving the addition of measurements in decimal form.			
powered)							
<u> </u>							
Decimal Concepts	na	4.MD.2	E	Money Amounts as Decimal Numbers			
	na 2	4.NF.5					
	2	4.111.0					
				Lesson 15: Express money amounts given in various forms as decimal numbers.			
Adding and				Lesson 16: Solve word problems involving money.			
Subtracting							
Fractions							
measurement (not							
poncica/							

		Standards	Topics and				
Proficiency Scale	Level	@ = powered	Objectives		Days Needed	Revision Notes	
Multiplication and	2	4.0A.1	A	Measurement Conversion Tables			
Division	3	@4.0A.2					
	na	4.MD.1					
	3	@4.NBT.5					
	na	4.MD.Z					
				Lessons 1-2: Create conversion tables for length weight and canacity units using			
				measurement tools, and use the tables to solve problems.			
Measurement (not				Lesson 3: Create conversion tables for units of time, and use the tables to solve			
powered)				problems.			
				Lesson 4: Solve multiplicative comparison word problems using measurement conversion tables.			
				Lesson 5: Share and critique peer strategies.			
Multiplication and	3	@4.0A.2	В	Problem Solving with Measurement			
Division	3	@4.OA.3					
	na	4.MD.1					
	na	4.MD.2					
	3	@4.NBT.5					
	2	4.NB1.6					
				Lesson 6: Solve Problems involving mixed units of capacity.			
				Lesson 7: Solve problems involving mixed units of length.			
Measurement (not				Lesson 8: Solve problems involving mixed units of weight.			
powered)							
· · · · · ·							
				Lesson 9: Solve problem involving mixed units of time.			
				Lessons 10-11: Solve multi-step measurement word problems.			
Multiplication and	3	@4.OA.3	c	Investigation of Measurements Expressed as Mixed Numbers			
Division	na	4.MD.1					
	na	4.MD.2					
	3	@4.NBT.5					
	2	4.NB1.0					
				Lessons 12-13: Use measurement tools to convert mixed number measurements to			
				smaller units.			
Measurement (not				Lesson 14: Solve multi-step word problems involving converting mixed number			
powered)				measurements to a single unit.			

Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	Lesson 20	Lesson 20	Lesson 26	Lesson 26	Assess Division	
February 3-7	€4₩6	Topic G Lesson 27 Objective: Represent and solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three-digit dividend division- with divisors of 2, 3, 4, and 5- numerically. Lesson 29: Represent- numerically four- digit dividend- division with- divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of- division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.

February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective: Transition from- four partial- products to the- standard algorithm- for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	I opic E Lesson 20 & 21	Lesson 20	Lesson 26	Lesson 26	Assess Division	

Echruory 2,7	CAWG	Topic G Lesson 27 Objective:- Represent and- solve division problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a- remainder in the- hundreds place.	Topic G Lesson 28Objective:Represent andsolve three-digitdividend divisionwith divisors of 2,3, 4, and 5numerically.Lesson 29:Representnumerically four-digit dividenddivision withdivisors of 2, 3, 4,and 5,decomposing aremainder up to-three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10,- 100, and 1,000 by- single-digit- numbers.
February 10-14	C4W6	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial- products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Deter			Davi 0	Day 2	Davi 4		Qaal
Dates	VVEEK	Day 1	Day 2 <del>Topic D</del>	Day 3	Day 4	Day 5 Topic E Lesson 15	Goal
January 20-24	<del>C4W3</del>	<del>No school</del>	Lesson 12 Objective: Solve- two-step word- problems,- including- multiplicative- comparison.	Lesson 13 Objective: Use- multiplication,- addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>

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	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	Topic E Lesson 20 & 21	Topic E Lesson 20 & 21	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three digit dividend division- with divisors of 2, 3, 4, and 5 numerically. Lesson 29: Represent- numerically four- digit dividend- division with- divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve division problems- with a zero in the dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.
February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common- Assessment</del>	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal

<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	10  pic = Lesson 20 & 21	10  pic = Lesson 20	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and- solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5- numerically. Lesson 29: Represent numerically four- digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of- division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.

February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective: Transition from- four partial- products to the- standard algorithm- for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	I opic E Lesson 20 & 21	Lesson 20	Lesson 26	Lesson 26	Assess Division	

Echruory 2,7	CAWG	Topic G Lesson 27 Objective:- Represent and- solve division problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a- remainder in the- hundreds place.	Topic G Lesson 28Objective:Represent andsolve three-digitdividend divisionwith divisors of 2,3, 4, and 5numerically.Lesson 29:Representnumerically four-digit dividenddivision withdivisors of 2, 3, 4,and 5,decomposing aremainder up to-three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10,- 100, and 1,000 by- single-digit- numbers.
February 10-14	C4W6	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial- products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Deter			Davi 0	Day 2	Davi 4		Qaal
Dates	VVEEK	Day 1	Day 2 <del>Topic D</del>	Day 3	Day 4	Day 5 Topic E Lesson 15	Goal
January 20-24	<del>C4W3</del>	<del>No school</del>	Lesson 12 Objective: Solve- two-step word- problems,- including- multiplicative- comparison.	Lesson 13 Objective: Use- multiplication,- addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>

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	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	Topic E Lesson 20 & 21	Topic E Lesson 20 & 21	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three digit dividend division- with divisors of 2, 3, 4, and 5 numerically. Lesson 29: Represent- numerically four- digit dividend- division with- divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve division problems- with a zero in the dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.
February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common- Assessment</del>	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal

<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	10  pic = Lesson 20 & 21	10  pic = Lesson 20	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and- solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5- numerically. Lesson 29: Represent numerically four- digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of- division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.

February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective: Transition from- four partial- products to the- standard algorithm- for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	I opic E Lesson 20 & 21	Lesson 20	Lesson 26	Lesson 26	Assess Division	

Echruory 2,7	CAWG	Topic G Lesson 27 Objective:- Represent and- solve division problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a- remainder in the- hundreds place.	Topic G Lesson 28Objective:Represent andsolve three-digitdividend divisionwith divisors of 2,3, 4, and 5numerically.Lesson 29:Representnumerically four-digit dividenddivision withdivisors of 2, 3, 4,and 5,decomposing aremainder up to-three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10,- 100, and 1,000 by- single-digit- numbers.
February 10-14	C4W6	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial- products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Deter			Davi 0	Day 2	Davi 4		Qaal
Dates	VVEEK	Day 1	Day 2 <del>Topic D</del>	Day 3	Day 4	Day 5 Topic E Lesson 15	Goal
January 20-24	<del>C4W3</del>	<del>No school</del>	Lesson 12 Objective: Solve- two-step word- problems,- including- multiplicative- comparison.	Lesson 13 Objective: Use- multiplication,- addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>

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	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	Topic E Lesson 20 & 21	Topic E Lesson 20 & 21	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three digit dividend division- with divisors of 2, 3, 4, and 5 numerically. Lesson 29: Represent- numerically four- digit dividend- division with- divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve division problems- with a zero in the dividend or with a- zero in the quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.
February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common- Assessment</del>	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal

<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	10  pic = Lesson 20 & 21	10  pic = Lesson 20 & 21	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and- solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5- numerically. Lesson 29: Represent numerically four- digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of- division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.

February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective: Transition from- four partial- products to the- standard algorithm- for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	I opic E Lesson 20 & 21	Lesson 20	Lesson 26	Lesson 26	Assess Division	

Echruory 2,7	CAWG	Topic G Lesson 27 Objective:- Represent and- solve division problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a- remainder in the- hundreds place.	Topic G Lesson 28Objective:Represent andsolve three-digitdividend divisionwith divisors of 2,3, 4, and 5numerically.Lesson 29:Representnumerically four-digit dividenddivision withdivisors of 2, 3, 4,and 5,decomposing aremainder up to-three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10,- 100, and 1,000 by- single-digit- numbers.
February 10-14	C4W6	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial- products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Deter			Davi 0	Day 2	Davi 4		Qaal
Dates	VVEEK	Day 1	Day 2 <del>Topic D</del>	Day 3	Day 4	Day 5 Topic E Lesson 15	Goal
January 20-24	<del>C4W3</del>	<del>No school</del>	Lesson 12 Objective: Solve- two-step word- problems,- including- multiplicative- comparison.	Lesson 13 Objective: Use- multiplication,- addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>

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	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	Topic E Lesson 20 & 21	Topic E Lesson 20 & 21	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three digit dividend division- with divisors of 2, 3, 4, and 5 numerically. Lesson 29: Represent- numerically four- digit dividend- division with- divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve division problems- with a zero in the dividend or with a- zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.
February 10-14	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the- area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial products to the- standard algorithm for two-digit by- two-digit- multiplication.	<del>Common- Assessment</del>	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal

<del>January 20-24</del>	<del>C4W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	10  pic = Lesson 20 & 21	10  pic = Lesson 20 & 21	Lesson 26	Lesson 26	Assess Division	
February 3-7	C4W6	Topic G Lesson 27 Objective:- Represent and- solve division- problems with up- to a three-digit- dividend- numerically and- with number disks- requiring- decomposing a remainder in the- hundreds place.	Topic G Lesson 28 Objective: Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5- numerically. Lesson 29: Represent numerically four- digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to- three times.	Topic G Lesson 30 Objective: Solve- division problems- with a zero in the- dividend or with a zero in the- quotient.	Topic G Lesson 33 Objective: Explain- the connection of- the area model of- division to the long- division algorithm- for three- and four- digit dividends.	Topic H Lesson 34 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using a- place value chart.	Topic G Lesson 26 Objective: Divide- multiples of 10, 100, and 1,000 by- single-digit- numbers.

<del>February 10-14</del>	<del>C4W6</del>	Topic H Lesson 35 Objective: Multiply- two-digit multiples- of 10 by two-digit- numbers using the area model.	Topic H Lesson 36 Objective: Multiply- two-digit by two- digit numbers- using four partial- products.		Topic H Lesson 38 Objective:- Transition from- four partial- products to the- standard algorithm- for two-digit by- two-digit- multiplication.	<del>Common-</del> Assessment	<del>M3: 31 38</del>
Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
<del>January 20-24</del>	<del>C</del> 4 <del>W3</del>	No school	Topic D Lesson 12 Objective: Solve- two-step word- problems, including- multiplicative- comparison.	Topic D Lesson 13 Objective: Use- multiplication, addition, or- subtraction to- solve multi-step- word problems.	Topic E Lesson 14 Objective: Solve- division word- problems with- remainders.	Topic E Lesson 15 Objective:- Understand and- solve division- problems with a- remainder using- the array and area- models.	<del>M3: 11 - 16</del>
	C4W5	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Topic E Lesson 18 Objective: Find whole number quotients and remainders.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Lesson 19 Objective: Explain remainders by using place value understanding and models.	Topic E Lesson 20 & 21	
	C4W6	I OPIC E Lesson 20 & 21	Lesson 20	Lesson 26	Lesson 26	Assess Division	

			Topic G Lesson 28				
			Objective:				
			Represent and				
			solve three-digit				
			dividend division				
		Topic G Lesson 27	with divisors of 2,				
		Objective:	<del>3, 4, and 5</del>				
		Represent and	numerically.				
		solve division	Lesson 29:				
		problems with up	Represent				
		to a three-digit	numerically four-		Topic G Lesson 33		
		dividend	digit dividend	Topic G Lesson 30	Objective: Explain		Topic G
		numerically and	division with	Objective: Solve	the connection of	Topic H Lesson 34	Lesson 26
		with number disks	divisors of 2, 3, 4,	division problems	the area model of	Objective: Multiply	Objective: Divide
		requiring	and 5,	with a zero in the	division to the long	two-digit multiples	multiples of 10,
		decomposing a	aecomposing a	dividend or with a		OF TU DY TWO-DIGIT	100, and 1,000 by
		remainder in the	three times	zero in the	digit dividende	numbers using a	single-algit
February 27	CANNE	nunureus place.	three times.	<del>quotient.</del>	aigh aiviaenas.	place value chart.	numbers.
rebluary 3-1	6400				Topic H Losson 38		
					Objective:		
					Transition from		
			Topic H Lesson 36		four partial		
		Topic H Lesson 35	Objective: Multiply		products to the		
		Objective: Multiply	two-digit by two-		standard algorithm		
		two-digit multiples	digit numbers		for two-digit by		
		of 10 by two-digit	using four partial		two-digit		
		numbers using the	products.		multiplication.	Common-	
February 10-14	<del>C4₩6</del>	area model.				Assessment	<del>M3: 31 38</del>

Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
			Lesson 26		Lesson 27 & 28	Lesson 27 & 28	
February 17-21	C5W1	No School	Sevova	Lesson 26	Add Zeros Cole	Add Zeros	
February 24-28	C5W2	Shapes	Angles	NO School	Fractions	Adding Decimals	
March 3-7	ISAT C5W3	Money	Addition/Subtraction	Time	Probability	Multiplication/Divsic	
March 10-14	C5W4	M5L1&2-Cole	M5L3-Sevova	M5L4-Cole	M5L5-Sevova	M5L6-Cole	Fractions
March 17-21	C5W5	M5L7 Sevova	Institute	M5L8 Sevova	M5L9 Cole	M5L10 Cole	Fractions
March 24-28	C5W6	M5L11 Sevova	M5L12 & 13-Cole	M5L12 & 13	Review-Both	Assessment-Both	Fractions
Spring Break							

Dates	Week	Day 1	Day 2	Day 3	Day 4	Day 5	Goal
April 7-11	C6W1	M5L14 & 15 Cole	M5L14 & 15-Cole	M5L 16&17- Sevova	M5L 16&17- Sevova	M5 L20&21-Cole	Skip 20/21 and continue 16/17 on Day 5
April 14-18	C6W2	M5L22 Sevova	M5L24 Cole	M5L25 Sevova	M5L26 Cole	M5L28 Sevova	
April 21-25	C6W3	M5L29 Cole	M5 30 & 32 Sevova	M5 L31 & 34 Cole	Review	Asses	
April 28-May 2	C6W4 Module 6- Decimals	M6 L4	M6L5	M6L6	M6 L9	M6 L10	
	C6W5 Module 6-	Decimals		HALF DAY BOB	Review and Add		Symmetry CFA
May 5-May 9	Decimals	Brookfield Zoo	M6L11	@am	Symmetry	CA Cycle 6	again
May 12-16	C6W6	Wrap Up & Assess	Wrap Up & Assess	Wrap Up & Assess	Wrap Up & Assess	Wrap Up & Assess	