

## Pacing Guides for Acuity Readiness Form C Grade 4 - Math

Grade	Domain	Cluster	Cluster	Standard	DOK
Grade 04	4.G Geometry	Draw and identify lines and angles, and classify shapes by properties of their lines and angles	Draw and identify lines and angles, and classify shapes by properties of their lines and angles	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Level 1 - Recognizing and Recalling
Grade 04	4.G Geometry	Draw and identify lines and angles, and classify shapes by properties of their lines and angles	Draw and identify lines and angles, and classify shapes by properties of their lines and angles	4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.MD Measurement and Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Level 1 - Recall
Grade 04	4.MD Measurement and Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Level 2 - Using Fundamental Concepts and Procedures

Grade 04	4.MD Measurement and Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.MD Measurement and Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.MD Measurement and Data	Geometric measurement: understand concepts of angle and measure angles	Geometric measurement: understand concepts of angle and measure angles	4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.NBT Number and Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers	Generalize place value understanding for multi-digit whole numbers	4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Level 1 - Recognizing and Recalling
Grade 04	4.NBT Number and Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers	Generalize place value understanding for multi-digit whole numbers	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.NBT Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Level 1 - Recall

Grade 04	4.NBT Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Level 1 - Recall
Grade 04	4.NF Number and Operations - Fractions	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	4.NF.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ .	4.NF.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.NF Number and Operations - Fractions	Understand decimal notation for fractions, and compare decimal fractions	Understand decimal notation for fractions, and compare decimal fractions	4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$ , and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$ .	Level 1 - Recall
Grade 04	4.NF Number and Operations - Fractions	Understand decimal notation for fractions, and compare decimal fractions	Understand decimal notation for fractions, and compare decimal fractions	4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	Level 3 - Concluding and Explaining
Grade 04	4.OA Operations and Algebraic Thinking	Use the four operations with whole numbers to solve problems	Use the four operations with whole numbers to solve problems	4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.OA Operations and Algebraic Thinking	Use the four operations with whole numbers to solve problems	Use the four operations with whole numbers to solve problems	4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Level 2 - Using Fundamental Concepts and Procedures

Grade 04	4.OA Operations and Algebraic Thinking	Use the four operations with whole numbers to solve problems	Use the four operations with whole numbers to solve problems	4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Level 2 - Using Fundamental Concepts and Procedures
Grade 04	4.OA Operations and Algebraic Thinking	Gain familiarity with factors and multiples	Gain familiarity with factors and multiples	4.OA.4 Find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 - 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 - 100 is prime or composite.	Level 1 - Recognizing and Recalling
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Grade 04	4.OA Operations and Algebraic Thinking	Generate and analyze patterns	Generate and analyze patterns	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule Add 3 and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Level 1 - Recognizing and Recalling

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