

4th Grade Unpacking Document

MP 1 -Essential Standard	MP 2 - Essential Standard	MP 3- Essential Standard
4.OA.A.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.	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. *Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.	4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. 4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. 4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

		4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
Proficiency Scale 4.OA.A.3 Sample Tasks 1 and 2 Sample in Quizizz	Proficiency Scale 4.NBT.B.5 Task in IXL 4.NBT.B.5 Sample Tasks	Proficiency Scale 4.NF.B.3 Sample Task1 4.NF.B.3 Sample Task 2
Student-Friendly Version	Student-Friendly Version	Student-Friendly Version
I can solve multistep word problems using the four operations. I can use a letter to stand for an unknown number. I can decide if an answer makes sense.	I can multiply a whole number up to four digits by a 4.NBT.5 one-digit whole number. I can multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties.	I can compose or decompose a fraction from its unit fraction. I can add and subtract fractions with the same denominators, including fractions that are larger than one whole. I can solve story problems involving fractions with visual models and/or equations.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary

remainder, estimate, round a whole number, variable, how many/how much, expression, equation	partial products, multiply, product, and factor.	unit fraction, compose, decompose, model, equation.
Learning Targets	Learning Targets	Learning Targets
I can identify what operation to use in the first step of a multi-step word problem. I can identify what operation to use in the second step of a multi-step word problem. I can identify what operation to use in the third step of a multi-step word problem. I can interpret and represent the remainder of a multi-step word problem as a fraction and/or a whole number. I can use estimation strategies to check if my answer makes sense.	I can multiply a whole number up to four digits by a 4.NBT.5 one-digit whole number. I can multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties.	I can compose a fraction by counting unit fractions. I can decompose a fraction by breaking it apart by unit fractions. I can add or subtract two fractions, including fractions larger than one whole. I can solve story problems involving fractions with visual models and/or equations.

Major Standard	Major Standard	Major Standard
4.OA.A.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.	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.B.4a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$. 4.F.4.B.4b Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.) 4.NF.4.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? [Grade 4 expectations in this domain are limited to

		denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]
Proficiency Scale 4.OA.A.2 Sample Task 1 4.OA.A.2 Sample Task 2	Proficiency Scale 4.NF.A.2 Sample Task 1 4.NF.A.2 Sample Task 2 Sample in Quizizz	Proficiency Scale 4.NF.B.4 Sample Task 1 4.NF.B.4 Sample Task 2
Student-Friendly Version	Student-Friendly Version	Student-Friendly Version
I can multiply or divide to solve word problems that involve comparisons through multiplication. I can use drawings and equations with symbols for the unknown number to represent the word problem. I can tell the difference between multiplicative comparisons and additive comparisons.	I can compare two fractions of the same whole by creating common denominators or by comparing them with benchmark fractions using symbols $>$, $=$, or $<$.	I can apply what I know about multiplication of whole numbers to multiply a fraction by a whole number. I can solve a word problem using a visual fraction model and an equation to represent the problem.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
compare, multiplicative comparison, additive comparison, symbol, variable.	Compare, numerator, denominator, benchmark fraction.	product, multiple, equation, visual fraction model, bar model, tape diagram, number line
Learning Targets	Learning Targets	Learning Targets
I can multiply to solve word problems that involve comparisons through multiplication.	I can represent two fractions of the same whole with visual fractional models.	I understand a fraction as a multiple of a unit fraction.

I can divide to solve word problems that involve comparisons through multiplication. I can apply different strategies (using drawings and equations) with a symbol to represent the problem. I can identify the key differences between multiplicative and additive comparisons.	I can compare one fraction to benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1) I can compare two fractions of the same whole by finding common denominators.	I recognize a fraction times a whole number as the fraction the whole number times ($\frac{1}{2} \times 6$ means 6 of $\frac{1}{2}$ or 6 halves or 3 wholes).
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