

Curriculum Guide Common Core Grade 4

Our goal is to follow the NYSED Curriculum Map as outlined in “A Story of Units”.

This document references *Investigations 2* lessons, EngageNY Common Core Modules, and Additional Resources to help you meet your students’ needs.

Module	Days	Month	Standards
Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction	25	September 6 – October 11	4.OA.3, 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4 ^F F= required fluency for grade 4
Module 2: Unit Conversions	6	October 15 – October 22	4.MD.1, 4.MD.2
Module 3: Using Place Value Understanding and Properties of Operations to Perform Multi-Digit Multiplication and Division	38	October 23 – December 20	4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4, 4.NBT.5, 4.NBT.6, 4.MD.3
Module 4: Addition and Subtraction of Angle Measurements of Planar Figures	16	January 2 – January 24	4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3
Module 5: Order and Operations with Fractions	40	January 27 – March 31	4.OA.5, 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.MD.2, 4.MD.4
Assessment Review		April	
Module 6: Decimal Fractions	17	May 5 – June 2	4.NF.5, 4.NF.6, 4.NF.7, 4.MD.2
Module 7: Exploring Multiplication	18	June 3 – June 26	4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5, 4.MD1, 4.MD.2

Understanding the Codes

INV = Investigations	IM = Illustrative Mathematics	Examples: <i>INV: SAB: Unit 1: pp. 15</i> <i>INV: CCAI: Unit 2: 1.6A</i> <i>DIG: Unit 6, Inv3, ppp.74-76, & pp. RM51</i>
TG = Teacher’s Guide	LZ = LearnZillion	
SAB = Student Activity Book	CCAI = Common Core Additional Investigation	
PSN = PearsonSuccessNet	DIG = Differentiation and Intervention Guide <i>Download from PearsonSuccessNet.com</i>	
RM = Resource Master	SMH = Student Math Handbook	
M = Major Cluster	S = Supporting Cluster	F = Required Fluency in Grade 4
		A = Additional Cluster

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Module 2: Unit Conversions and Problem Solving with Metric System

Suggested Days: 6

The algorithms continue to play a part in Module 2 on unit conversions. Repetitive by design, this module helps students draw similarities between:

10 ones = 1 ten
100 ones = 1 hundred
100 cm = 1 m
1000 ones = 1 thousand
1000 m = 1 km
1000 g = 1 kg
1000 mL = 1 L

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems.

Customary units are used as a context for fractions in Module 5.

Vocabulary			
• kilometer	• mass	• milliliter	• mixed units
• meter	• centimeter	• metric units	•

Notes:

- LearnZillion is a data base of video resources that is continually updated; there may be additional activities that will meet the needs of your students.
- The focus of this unit is to explore the process of working with metric units. Module 2 focuses on length, mass, and capacity in the metric system, where the place value serves as a natural guide for moving between larger and smaller units.
- Even though these are Post Standards, they are taught now so that they can be used as a form of application for computational skills and place value throughout the course of the year. These standards will be taught again in an upcoming module to ensure student mastery.

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Module 2: U Unit Conversions and Problem Solving with Metric System Unit Conversions

Suggested Days: 6

Common Core Standards Addressed in this Module		
S	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. <i>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), ...</i>
S	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.

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Module 2: Unit Conversions and Problem Solving with Metric System

Suggested Days: 6

Standards	<i>Investigations 2 Pathway</i>	EngageNY Common Core Module 2	Additional Resources	Days
4.MD.1	Moving Between Solids and Silhouettes INV Unit 7 PDF CCAI: 3.5A (pp. CC73-CC77) 3.5B (pp. CC78-CC81)	Topic A Metric Unit Conversions Lesson 1- Lesson 3 (pp. 2.A.3- 2.A.43)	<u>4.MD.1</u> • IXL.com Compare and Convert Metric Units	5
4.MD.2		Topic B Application of Metric Unit Conversions Lesson 4- Lesson 5 (pp. 2.B.3- 2.B.31)	Choose appropriate metric unit of measure <u>4.MD.2</u> • K-5mathteachingresources.com Measurement Conversion Problems	
End-of-Module Assessment (<i>assessment 1 day</i>)				1

*To meet the rigorous demands of the CCLS, you must supplement these resources from Module 2 in the *Investigations 2 Pathway*.

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**Module 3: Multi-Digit Multiplication and Division
Suggested Days: 43**

In Module 3, measurements provide the concrete foundation behind the distributive property in the multiplication algorithm: $4 \times (1 \text{ m } 2 \text{ cm})$ can be made physical using ribbon, where it is easy to see the 4 copies of 1 m and the 4 copies of 2 cm. Likewise, $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$. Students then turn to the place value table with number disks to develop efficient procedures for multiplying and dividing one-digit whole numbers and use the table with number disks to understand and explain why the procedures work. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use the procedures they are learning to compute products and quotients.

Vocabulary			
• area	• dividend	• multiplicative comparison	• quotient
• area model	• divisible	• multiple	• remainder
• array	• divisor	• multiply	• sequence
• base	• fact family	• pattern	• square unit
• benchmark	• factor	• perimeter	• width
• composite number	• factor pairs	• prime number	•
• divide	• height	• product	•
Notes:			
• LearnZillion is a data base of video resources that is continually updated; there may be additional activities that will meet the needs of your students.			

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**Module 3: Multi-Digit Multiplication and Division
Suggested Days: 43**

Common Core Standards Addressed in this Module		
M	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.
M	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.
M	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.
S	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.
M	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.
M	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.
S	4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>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.</i>

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Module 3: Using Place Value Understanding and Properties of Operations to Perform Multi-Digit Multiplication and Division

Suggested Days: 43

Standards	<i>Investigations 2 Pathway</i>	EngageNY Common Core Module 3	Additional Resources	Days
4.OA.1	Factors, Multiples, and Arrays INV Unit 1 PDF CCAI: 1.6 A (ppcc3-ppcc7)		<u>4.OA.3</u> LZ Videos: <ul style="list-style-type: none"> • http://learnzillion.com/lessons/1718-solve-multistep-word-problems-by-organizing-the-data • http://learnzillion.com/lessons/1719-solve-multistep-word-problems-by-rounding-on-a-number-line • http://learnzillion.com/lessons/1723-solve-multistep-word-problems-by-creating-an-equation • http://learnzillion.com/lessons/1726-solve-multistep-word-problems-by-drawing-a-picture 	
4.OA.2				
4.OA.3 4.OA.4 4.NBT.5 4.NBT.6 4.MD.3		How Many Packages? How Many Groups? INV Unit 8 PDF CCAI: 2.4A (ppcc 85-ppcc89) 3.5A (ppcc90-ppcc94)		
Mid-Module Assessment (<i>review content 1 day, assessment 1 day, and remediation 1 day</i>)				3
			<u>Standard</u>	

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			•	
End-of-Module Assessment (<i>review content 1 day, assessment 1 day, and remediation 1 day</i>)				

*To meet the rigorous demands of the CCLS, you must supplement these resources from Module 3 in the *Investigations 2 Pathway*.

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Module 4: Angle Measure and Plane Figures

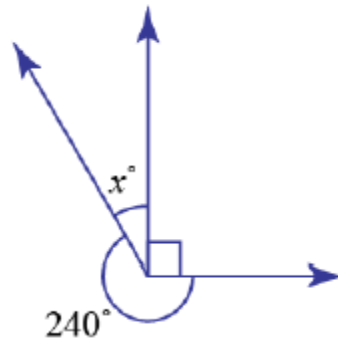
Suggested Days: 20

Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. Vertical angles are equal.
2. The sum of angle measurements on a line is 180 degrees.
3. The sum of angle measurements around a point is 360 degrees.

Armed only with these three facts (and the two facts used to justify them), students are able to generate and solve equations that make sense, as in the following problem:

Find the unknown angle x .



$$X + 240 + 90 = 360$$

$$X + 330 = 360$$

$$X = 30$$

Unknown angle problems help to unlock algebraic concepts for students *because such problems are visual*. The x clearly stands for a specific number: If a student wished, he could place a protractor down on that angle and measure it to find x . But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

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Module 4: Angle Measure and Plane Figures

Suggested Days: 20

Vocabulary			
• acute angle	• angle	• angle measure	• congruent
• degree	• endpoint	• estimate	• hexagon
• intersecting lines	• line	• line segment	• line of symmetry
• obtuse angle	• parallel lines	• parallelogram	• perpendicular lines
• point	• polygon	• protractor	• ray
• rectangle	• right angle	• right triangle	• square
• trapezoid	• two-dimensional	• vertex (<i>plural – vertices</i>)	• quadrilateral
• attribute	• classify	• diagonal	• horizontal
• plane figure	• regular polygon	• rhombus	• straight angle
• triangle	• vertical	•	•
Notes:			
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Module 4: Angle Measure and Plane Figures

Suggested Days: 20

Common Core Standards Addressed in this Module		
A	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
A	4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
A	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.
A	4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
A	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.
A	4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Module 4: Angle Measure and Plane Figures

Suggested Days: 20

Standards	<i>Investigations 2 Pathway</i>	EngageNY Common Core Module 4	Additional Resources	Days
4.MD.5	Size, Shape, and Symmetry INV Unit 4 PDF CCAI: 3.4A (ppcc21- ppcc25)		<u>Standard</u>	
4.MD.6			•	
4.MD.7			<u>Standard</u> •	
<i>Mid-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				3
4.G.1	Size, Shape, and Symmetry INV Unit 4 PDF CCAI: 2.3A (ppcc16-ppcc20)		<u>Standard</u>	
4.G.2			•	
4.G.3				
<i>End-of-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				

*To meet the rigorous demands of the CCLS, you must supplement these resources from Module 4 in the *Investigations 2 Pathway*.

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Module 5: Fractions Equivalence, Ordering, and Operations

Suggested Days: 45

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in 1 complete turn
100 cm in 1 meter
1000 g in 1 kilogram
1000 mL in 1 liter

The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- “3 fourths + 5 fourths = 8 fourths” like “3 apples + 5 apples = 8 apples”
- “3 fourths \times 4 = 12 fourths” like “3 apples \times 4 = 12 apples”

This module also includes measuring and plotting fractional numbers and adding/subtracting those measurements. In Grade 2, fractions were mostly used as adjectives (for example, half cup, third of an hour, etc.). As students do basic fraction arithmetic in Grade 4, they gradually come to understand fractions as numbers.

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Module 5: Fractions Equivalence, Ordering, and Operations

Suggested Days: 45

Vocabulary			
• add	• benchmark fractions	• common denominator	• compare
• denominator	• difference	• equivalent fractions	• fraction
• greater than (>)	• less than (<)	• like denominators	• lowest terms
• mixed number	• numerator	• simplest form	• simplify
• subtract	• sum	• unlike denominators	• whole numbers
• like numerators	• unlike numerators	• unit fraction	• common factor
• common multiple	• data	• line plot	• whole
Notes: <ul style="list-style-type: none">• LearnZillion is a data base of video resources that is continually updated; there may be additional activities that will meet the needs of your students.			

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Module 5: Fractions Equivalence, Ordering, and Operations

Suggested Days: 45

Common Core Standards Addressed in this Module

M	4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
M	4.NF.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 $1/2$. 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.
M	4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. 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. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i> c. 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. d. 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.
M	4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> c. 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. <i>For example, if each person at a party will eat $3/8$ 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?</i>
S	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.
S	4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>

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Module 5: Fractions Equivalence, Ordering, and Operations

Suggested Days: 45

Standards	Investigations 2 Pathway	EngageNY Common Core Module 5	Additional Resources	Days
4.NF.1	Fraction Cards and Decimal Squares INV Unit 6 PDF CCAI: 1.8A (ppcc 48- ppcc 51) 2.7A (ppcc 52-ppcc 56)		<u>Standard</u>	
4.NF.2			•	
4.NF.3			<u>Standard</u>	
<i>Mid-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				3
4.NF.4	Fraction Cards and Decimal Squares INV Unit 6 PDF CCAI: 3A.1 (ppcc 57- ppcc 61) 3A.2 (ppcc 62-ppcc 65)		<u>Standard</u>	
4.MD.2			•	
4.MD.4				
4.OA.5				
<i>End-of-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				3

*To meet the rigorous demands of the CCLS, you must supplement these resources from Module 5 in the *Investigations 2 Pathway*.

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Module 6: Decimal Fractions

Suggested Days: 20

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth = $1/10$, 1 hundredth = $1/100$, etc. Fluency plays an important role in this topic as students learn to relate $3/10 = 0.3 = 3$ tenths.

Vocabulary			
• tenth	• tenths	• hundredth	• hundredths
• decimal	• decimal fraction	• decimal point	• equivalent decimals
•	•	•	•
Notes: <ul style="list-style-type: none">• LearnZillion is a data base of video resources that is continually updated; there may be additional activities that will meet the needs of your students.			

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Module 6: Decimal Fractions

Suggested Days: 20

Common Core Standards Addressed in this Module		
M	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. ² <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i>
M	4.NF.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>
M	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.
S	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.

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Module 6: Decimal Fractions

Suggested Days: 20

Standards	<i>Investigations 2 Pathway</i>	EngageNY Common Core Module 6	Additional Resources	Days
4.NF.5			<u>Standard</u>	
4.NF.6			•	
4.NF.7			<u>Standard</u> •	
<i>Mid-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				3
4.MD.2			<u>Standard</u>	
			•	
<i>End-of-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				

*To meet the rigorous demands of the CCLS, you must supplement these resources from Module 6 in the *Investigations 2 Pathway*.

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Module 7: Exploring Multiplication

Suggested Days: 20

The year ends with an exploratory module on multiplication. Students have been practicing the algorithm for multiplying by a one-digit number since Module 3. The goal of Module 7 is to structure opportunities for them to discover ways to multiply two-digit \times two-digit numbers with their tools (such as place value tables, area models, bar diagrams, number disks, the distributive property and equations). Students also solve fraction and area problems that involve customary measurements (inches and feet, etc.).

Vocabulary			
<ul style="list-style-type: none">• associative property of multiplication	<ul style="list-style-type: none">• commutative property of multiplication	<ul style="list-style-type: none">• digit	<ul style="list-style-type: none">• distributive property
<ul style="list-style-type: none">• multiplicative identity property of 1	<ul style="list-style-type: none">• inverse operations	<ul style="list-style-type: none">• zero property of multiplication	<ul style="list-style-type: none">•
Notes:			
<ul style="list-style-type: none">• LearnZillion is a data base of video resources that is continually updated; there may be additional activities that will meet the needs of your students.			

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Module 7: Exploring Multiplication

Suggested Days: 20

Common Core Standards Addressed in this Module		
M	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.
M	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.
M	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.
M	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.
S	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. <i>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), ...</i>
S	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.

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Module 7: Exploring Multiplication

Suggested Days: 20

Standards	<i>Investigations 2 Pathway</i>	EngageNY Common Core Module 7	Additional Resources	Days
			<u>Standard</u>	
			•	
			<u>Standard</u>	
			•	
<i>Mid-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				3
			<u>Standard</u>	
			•	
<i>End-of-Module Assessment (review content 1 day, assessment 1 day, and remediation 1 day)</i>				

*To meet the rigorous demands of the CCLS, you must supplement these resources from Module 7 in the *Investigations 2 Pathway*.