

2022/2023 WCSD 4th Grade Curriculum Pacing Framework (Incline)



Quarters 1 & 2	“Use Place Value and the Properties of Operations to Operate on Whole Numbers (+, -, x)”				“Apply Place Value and the Properties of Operation to Operate on Whole Numbers (+, -, x, ÷)”			
	Topic 1 Generalize Place Value Understanding Number of lessons: 5 F/D/E: 5 days NVACS Focus: NBT.A Total Days: ~10	Topic 2 Fluently Add and Subtract Multi-Digit Whole Numbers Number of lessons: 6 F/D/E: 3 days NVACS Focus: NBT.B, OA.A Total Days: ~9	Topic 7 Factors and Multiples Number of lessons: 5 F/D/E: 3 days NVACS Focus: OA.B Total Days: ~8	Topic 3 Use Strategies and Properties to Multiply by 1-Digit Numbers Number of lessons: 10 F/D/E: 4 days NVACS Focus: NBT.B, OA.A Total Days: ~14	Topic 4 Use Strategies and Properties to Multiply 2-Digit Numbers Number of lessons: 11 F/D/E: 4 days NVACS Focus: NBT.B, OA. A Total Days: ~15 Q1: 7 Days & Q2: 8 Days	Topic 5 Use Strategies and Properties to Divide by 1-Digit Numbers Number of lessons: 10 F/D/E: 4 days NVACS Focus: NBT.B, OA.A Total Days: ~14	Topic 6 Use Operations With Whole Numbers to Solve Problems Number of lessons: 5 F/D/E: 3 days NVACS Focus: OA.A, NBT.B Total Days: ~8	Topic 8 Extend Understanding of Fraction Equivalence and Ordering Number of lessons: 7 F/D/E: 3 days NVACS Focus: NF.A Total Days: ~10
	SBAC IAB Number & Operations in Base 10		SBAC IAB OA		SBAC IAB Number & Operations in Base 10		SBAC IAB OA	
	Quarter 1: 48 Instructional days (F/D/E: 19 days)				Quarter 2: *40 Instructional days (F/D/E: 10 days)			
Quarters 3 & 4	“Extending and Applying Fraction Understanding”				“Applying and Extending Geometric & Measurement Concepts”			
	Topic 9 & Topic 11 Understanding Addition & Subtraction of Fractions & Represent & Interpret Data on Line Plots Number of lessons: 15 F/D/E: 5 days NVACS Focus: NF.B & A, MD.B Total Days: ~20	Topic 10 Extend Multiplication Concepts to Fractions Number of lessons: 6 F/D/E: 5 days NVACS Focus: NF.B, MD.A Total Days: ~11	Topic 12 Understand and Compare Decimals Number of lessons: 6 F/D/E: 5 days NVACS Focus: NF.C, MD.A Total Days: ~11	Topic 13 Measurement: Find Equivalence in Units of Measure Number of lessons: 7 F/D/E: 5 days NVACS Focus: MD.A, NF.B Total Days: ~12 Q3: 8 Days & Q4: 4 Days	Topic 15 Geometric Measurement: Understand Concepts of Angles and Angle Measurement Number of lessons: 6 F/D/E: 5 days NVACS Focus: MD.C, G.A Total Days: ~11	Topic 16 Lines, Angles, and Shapes Number of lessons: 6 F/D/E: 5 days NVACS Focus: G.A Total Days: ~11	Topic 14 Algebra: Generate and Analyze Patterns Number of lessons: 4 F/D/E: 4 days NVACS Focus: OA.C Total Days: ~8	Application of Grade Level Standards F/D/E: 8 days Total Days: ~8
	SBAC IAB Number & Operations - Fractions		SBAC IAB Measurement & Data		SBAC IAB OA			
	Quarter 3: 50 Instructional days (F/D/E: 20 days)				Quarter 4: 42 Instructional days (F/D/E: 22 days)			

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Purpose of document:

The pacing frameworks are an analysis of lessons in the WCSD Curriculum Documents which includes alignment to **enVisionmath2.0**. Adequate time to provide meaningful learner responsive instruction must be provided for students to develop deep understanding of the content. Curriculum guides and pacing frameworks ensure instructional opportunities for on grade level instruction as guided by the NVACS.

Guide to use:

The NVACS require mathematical ideas to be connected by conceptual understanding, procedural understanding/fluency and application. This supports the need to look at how mathematical ideas relate and develop within the standards, instead of teaching a skill by skill approach. Teachers and collaborative teams use this document to clarify the district-wide mathematical trajectory.

- A **minimum of 75 minutes (375 minutes per week)** of Tier 1 instruction of mathematics per day, with at least 60 minutes blocked to enable deep levels of problem solving without interruptions. The remaining time may be used to continue the lesson, incorporate learner responsive small group instruction around the mathematical ideas of the lesson and/or number talks.
- A **lesson does not necessarily mean a day**; some concepts may be explored in more time and some in less time. This document provides a minimum of 1 full day for lessons outlined in topics within **enVisionmath2.0** to ensure enough instructional time is accounted for throughout the year. The curriculum guides offer additional support.
- **(F/D/E) Additional Instructional Days or Formative Process, Differentiation and Enrichment:** These days are included to support conceptual development of the ideas within the topic. Teachers use formative processes throughout the topic to guide instruction, differentiate, and enrich. These days encompass the assessment (Topic/Performance). F/D/E days may be used at anytime throughout the topic or used anytime throughout the quarter.
- Aligned **SBAC Interim Assessment Blocks (IAB)** have been added below appropriate topics. Appropriate items from the identified IAB can be selected and used in combination with instructional material during F/D/E days for instructional purposes and as a "classroom activity".
- This framework is a **general guide** of the mathematical trajectory and how that trajectory may be mapped out across a school year. This pacing framework was requested by teachers as they work with the NVACS and instructional materials. This is to **assist** with pacing/mapping. It does not suggest that all teacher's will be exactly in the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the framework that C&I will use to help support teachers in each grade level.
- The focus of instruction providing **ALL** students mathematically accurate opportunities at the depth of knowledge indicated in the NVACS for on grade level standards.

Justifications & Considerations:

- Teachers may want to consider including **Number Talks/Strings** into their instructional day to support development of number sense and mental math fluency. However, this should be limited and not replace entire lessons during their mathematics instructional block.
- **Topic 1** lessons 1-1 and 1-2 are paced to allow for two days per lesson and time to establish classroom routines, expectations for manipulative use, and building perseverance during the Solve and Share portion.
- **Topic 7** was moved before **Topic 3** in order to develop the conceptual understanding of factors and multiples by utilizing prior knowledge of basic facts before introducing multi-digit multiplication and division. This knowledge is foundational to support students' application of strategies. **Instructional considerations** as a result of this movement include using the EXAMVIEW TEST GENERATOR to create a different "Review What You Know" at the beginning of this topic because items 7-15 and 20-27 refer to content covered in **Topics 3 to 6**.
- **Topic 9** and **Topic 11** were combined in order to make connections with fractions on a number line. Consider teaching lessons 9-1 to 9-8 first. Then alternate between the two topics.: 11-1, 9-9, 11-2, 9-10, 11-3, 9-11, and 11-4. Consider completing the Topic 9 Performance Assessment with Topic 11 Performance Assessment Question #2A-C.
- **Topics 15 and 16** were moved before **Topic 14** because generating and analyzing number patterns should be emphasized in **Topic 7** and it is crucial that geometry concepts be covered earlier in the fourth quarter to better align with SBAC testing. Teachers may want to consider incorporating instruction of these concepts throughout the year to support students' vocabulary and concept development.
- **4.MD.A.3** concepts of **Area and Perimeter** are minimally addressed. Teachers may want to consider connecting these concepts, beginning in **Topic 3**, when using the area model to reinforce and deepen application of these ideas which are a focus in grade 3.

* **Non-instructional days** are not accounted for in this pacing framework. Teachers may need to use an F/D/E day for election day and will need to adjust instruction accordingly when non-instructional days will not be made-up with the contingency days at the end of the year.