



FISD 4th Grade Learning Progression

| Yearly Target | Nine Weeks Target | TEKS | Priority Topic: I can represent and compare whole numbers, decimals and fractions. |
|---------------|-------------------|------------------|--|
| Extension | | | I can: <ul style="list-style-type: none"> ● Use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding. |
| 3.0 ☆ | 4NW | 4.3(D) 4.3(C) | I can: <ul style="list-style-type: none"> ● compare two fractions with different numerators and different denominators using the symbols $>$, $<$, $=$, and their inverse statements. |
| 2.5 | 3NW | 4.3(D) 4.3(C) | I can: <ul style="list-style-type: none"> ● compare and order fractions with different numerators and different denominators using concrete and visual models. |
| 2.0 | 1NW | 4.2(F) | I can: <ul style="list-style-type: none"> ● compare and order decimals using concrete and visual models to the hundredths using symbols $>$, $<$, $=$, and their inverse statements. |
| 1.5 | | 4.2(E) 4.2(B) | I can: <ul style="list-style-type: none"> ● represent decimals and their related fractions to the hundredths using: <ul style="list-style-type: none"> ○ concrete models ○ visual models (including number lines) ○ money ● represent decimals using expanded form and expanded notation. |
| 1.0 | | 4.2(B) 4.2(C) | I can: <ul style="list-style-type: none"> ● read and represent numbers to 1,000,000,000 using standard form, expanded form, and expanded notation. ● explain the value of a digit up to one billion. ● compare and order whole numbers up to 1,000,000,000 using the symbols $>$, $<$, $=$, and their inverse statements. |
| 0.5 | | 3.2(D) 3.3(F) | Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● compare and order numbers up to 100,000 with like places using symbols $>$, $<$, $=$ and their inverse statements. ● represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines. OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content. |



FISD 4th Grade Learning Progression

| Yearly Target | Nine Weeks Target | TEKS | Priority Topic: I can solve for sums and differences of whole numbers, decimals, and fractions. |
|---------------|-------------------|------------------|---|
| Extension | | | I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding. |
| 3.0 ☆ | 4NW | 4.5(A) | I can: <ul style="list-style-type: none"> ● represent multi-step addition and subtraction situations or a combination of the two with whole numbers using: <ul style="list-style-type: none"> ○ strip diagrams with a letter representing the unknown ○ equations with a letter representing the unknown |
| 2.5 | 3NW | 4.3(E) | I can: <ul style="list-style-type: none"> ● represent and solve one step addition and subtraction of fractions with equal denominators (including mixed numbers and improper fractions) using: <ul style="list-style-type: none"> ○ objects ○ pictorial models ○ number lines |
| 2.0 | 2NW | 4.4(A) | I can: <ul style="list-style-type: none"> ● solve multi-step problems involving addition and subtraction or a combination of the two with whole numbers and decimals. |
| 1.5 | | 4.4(A) | I can: <ul style="list-style-type: none"> ● solve one step problems involving addition and subtraction of decimal numbers to the hundredths place using the standard algorithm with and without regrouping. |
| 1.0 | | 4.4(A) | I can: <ul style="list-style-type: none"> ● solve one step problems involving addition and subtraction of whole numbers using the standard algorithm with and without regrouping. |
| 0.5 | | 3.4(A) 3.5(A) | Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● solve with fluency multi-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. ● represent multi-step problems involving addition and subtraction of whole numbers to 1,000 using: <ul style="list-style-type: none"> ○ pictorial models ○ strip diagrams ○ number lines ○ Equations OR <ul style="list-style-type: none"> ● demonstrate partial understanding of 1.0 content. |



FISD 4th Grade Learning Progression

| Yearly Target | Nine Weeks Target | TEKS | Priority Topic: I can solve problems with multiplication and division situations. |
|---------------|-------------------|------------------|---|
| Extension | | | I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding. |
| 3.0 ☆ | 3NW | 4.5(A) 4.4(H) | I can: <ul style="list-style-type: none"> ● represent multi-step situations involving the four operations with whole numbers using: <ul style="list-style-type: none"> ○ strip diagrams with a letter representing the unknown ○ equations with a letter representing the unknown ● interpret remainders in division situations. |
| 2.5 | | 4.4(H) | I can: <ul style="list-style-type: none"> ● solve one and two-step problems involving multiplication, division, or a combination of both. |
| 2.0 | | 4.4(E) 4.4(F) | I can: <ul style="list-style-type: none"> ● represent the quotient of up to a four digit whole number divided by a one-digit whole number using one or more of the following: <ul style="list-style-type: none"> ○ arrays ○ area models ○ equations ● use strategies and algorithms, including the standard algorithm, to divide up to a four-digit whole number by a one-digit whole number. |
| 1.5 | 2NW | 4.4(C) 4.4(D) | I can: <ul style="list-style-type: none"> ● represent the product of 2 two-digit numbers using: <ul style="list-style-type: none"> ○ arrays ○ area models ○ equations ● multiply 2 two-digit numbers using strategies that can include: <ul style="list-style-type: none"> ○ partial products ○ standard algorithm |
| 1.0 | | 4.4(B) 4.4(D) | I can: <ul style="list-style-type: none"> ● use place value understanding to determine products of a number and 10 or 100. ● multiply up to a four-digit number by a one-digit number using strategies that can include: <ul style="list-style-type: none"> ○ partial products ○ standard algorithm |
| 0.5 | | 3.4(K) 3.4(G) | Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● solve and represent multi-step word problems involving multiplication, division, or a combination of the two in situations within 100. ● solve one-step multiplication word problems involving a two-digit number by a one-digit number. OR <ul style="list-style-type: none"> ● demonstrate partial understanding of 1.0 content. |



FISD 4th Grade Learning Progression

| Yearly Target | Nine Weeks Target | TEKS | Priority Topic: I can solve problems involving measurement. |
|---------------|-------------------|--|---|
| Extension | | | I can: <ul style="list-style-type: none"> ● Use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding. |
| 3.0 ☆ | 4NW | 4.5(D) 4.8(C) | I can: <ul style="list-style-type: none"> ● solve multi-step problems related to perimeter AND area having dimensions that are whole numbers (including real world problems). ● find an unknown side when given the area or perimeter of a rectangle. ● solve problems that deal with measurements of length, liquid volume, and mass. |
| 2.5 | | 4.5(D) | I can: <ul style="list-style-type: none"> ● solve problems related to perimeter or area of rectangles where dimensions are whole numbers without a model. |
| 2.0 | | 4.5(C) 4.5(D) | I can: <ul style="list-style-type: none"> ● demonstrate partial knowledge of the 2.5 content. |
| 1.5 | | 4.5(C) 4.5(D) | I can: <ul style="list-style-type: none"> ● choose the correct formula to solve for area or perimeter. ● solve problems related to perimeter or area of rectangles where dimensions are whole numbers when given a model. |
| 1.0 | 3NW | 4.8(A) 4.8(C) | I can: <ul style="list-style-type: none"> ● measure length to the nearest centimeter and inch. ● identify real-world examples of measurement units (customary and metric). |
| 0.5 | | 3.6(C) 3.6(D) 3.7(B) 3.7(C) 3.7(D) 3.7(E) | Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of rows times the number of unit squares in each row. ● decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. ● determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. ● determine when it is appropriate to use measurements of liquid volume or weight. ● determine liquid volume or weight using appropriate units and tools. OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content. |



FISD 4th Grade Learning Progression

| Yearly Target | Nine Weeks Target | TEKS | Priority Topic: I can classify 2-dimensional figures using their attributes. |
|---------------|-------------------|------------------|---|
| Extension | | | I can: <ul style="list-style-type: none"> use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding. |
| 3.0 ☆ | 4NW | 4.6(D) | I can: <ul style="list-style-type: none"> classify 2-dimensional figures based on their essential attributes including the presence or absence of parallel lines, perpendicular lines or angles of a specified size. |
| 2.5 | | 4.6(D) 4.6(C) | I can: <ul style="list-style-type: none"> identify and describe essential attributes and apply to classifying geometric figures: acute, acute angle, obtuse, obtuse angle, right, right angle. |
| 2.0 | | 4.6(C) 4.6(D) | I can: <ul style="list-style-type: none"> demonstrate partial knowledge of 2.5. |
| 1.5 | | 4.6(A) | I can: <ul style="list-style-type: none"> identify and describe basic geometric terms using pictorial models and symbols for: vertex, degrees, adjacent angles, attributes, intersecting, adjacent sides, opposite sides, perpendicular lines. |
| 1.0 | | 4.6(A) | I can: <ul style="list-style-type: none"> identify and describe basic geometric terms using pictorial models and symbols for: point, line, line segment, ray, angle, parallel lines, congruent. |
| 0.5 | | 2.8(C) | Pre-Requisite Skills: I can: <ul style="list-style-type: none"> classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and vertices. OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content. |