Wimberley ISD 4th Grade Mathematics Year at a Glance
2025-2026

1st Grading Period

Developing Routines and Procedures for Class

Whole Number Place Value

- 4.2B represent value of digit in whole numbers through 1,000,000,000~~-and decimals to hundredths~~ using expanded notation and numerals
- 4.2A interpret the value of each place value position as 10 times the position to the right and as one-tenth of the value of the place to its left
- 4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using <, >, or =
- 4.2D round whole numbers to a given place value through hundred thousands place

Addition/Subtraction of Whole Numbers

- 4.4A add and subtract whole numbers~~-and decimals to the hundredths place~~ using the standard algorithm
- 4.4G round to the nearest 10, 100, or 1,000~~-or use compatible numbers t~~o estimate solutions involving whole numbers
- 4.5A represent multi-step problems involving the 4 operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity

Multiplication of Whole Numbers

- 4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings
- 4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15
- 4.4D use strategies and algorithms to multiply up to a 4 digit number by a 1 digit number and to multiply a 2 digit number by a 2 digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties
- 4.4H solve with fluency 1 and 2 step problems involving multiplication~~-and division, including interpreting remainders~~
- 4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

Readiness Standards
Supporting Standards

W1 8/11	Establish Classroom procedures and expectations - Set up Math Notebook
W2 8/18	Math Fact Review - Place Value to the Billions Place
W3 8/25	Math Fact Review - Rounding, Ordering, and Comparing
W4 9/1	Math Fact Review - Adding and Subtracting Whole Numbers (Review) Creating Equations
W5 9/8	Multiplication of Whole Number Strategies - Multi digit x 1 digit (review strategies)
W6 9/15	Multiplication of 2 digit X 2 digit
W7 9/22	Multiplication of 2 digit X 2 digit and 3 digit X 2 digit
W8 9/29	Division Strategies - using models
W9 10/6	Long Division

2024-2025

2nd Grading Period

Division of Whole Numbers

- 4.4E represent the quotient of up to a 4 digit whole number by a 1 digit whole number using arrays, area models, or equations
- 4.4F use strategies and algorithms to divide up to a 4 digit dividend by a 1 digit divisor
- 4.4H solve with fluency 1 and 2 step problems involving ~~multiplication and d~~ivision, including interpreting remainders
- 4.5A represent multi-step problems involving the 4 operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity
- 4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

Decimal Place Value

- 4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left
- 4.2B represent value of digit in whole numbers through 1,000,000,000 and decimals to hundredths using expanded notation and numerals
- 4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money
- 4.2F compare and order decimals using concrete and visual models to the hundredths
- 4.2G relate decimals to fractions that name tenths and hundredths
- 4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line
- 4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm
- 4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

Fractions

- 4.2G relate decimals to fractions that name tenths and hundredths
- 4.3A represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b
- 4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations
- 4.3C determine if two given fractions are equivalent using a variety of methods
- 4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <
- 4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
- 4.3F evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole

Math Interim Window - 10/13

Readiness Standards

Supporting Standards

W10 10/13	Long Division
W11 10/20	Long Division
W12 10/27	Decimals to the Tenths Place Comparing, Rounding, and Adding/Subtracting
W13 11/3	Decimals to the Hundredths Place Comparing, Rounding, and Adding/Subtracting
W14 11/10	Decimals as Fractions and Money
W15 11/17	Fractions - Introduction and Finding Equivalent Fractions
W16 12/1	Fractions - Comparing Fractions and Adding/Subtracting Fractions
W17 12/8	Fractions - Converting Mixed Numbers and Improper Fractions
W18 12/15	Math Review - ER Day 12/18

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3rd Grading Period

Data Analysis

- 4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions
- 4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot

Lines, Angles, and 2D Shapes

- 4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines
- 4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure
- 4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles
- 4.6D classify 2D figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

Angles on a Protractor

- 4.7A illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle.
- 4.7B illustrate degrees as the units used to measure an angle, where 1/360 of any circle is 1 degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees.
- 4.7C determine the approx. measures of angles in degrees to the nearest whole number using a protractor.
- 4.7D determine an angle with a given measure.
- 4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given 1 or both angle measures.

Area and Perimeter

- 4.5C use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l + 2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w)
- 4.5D solve problems related to perimeter and area of rectangles where dimensions are whole number

Input Output Tables

- 4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings
- 4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence

Math Interim Window - 2/2

Readiness Standards
Supporting Standards

W19 1/5	Review Fractions - Number Patterns and Input/Output Table
W20 1/12	Frequency Tables, Dot Plots, and Stem and Leaf Plots
W21 1/19	Stem and Leaf Plots and Review Area and Perimeter
W22 1/26	Lines - Rays - Angles Introduce Protractors
W23 2/2	Angles on a Protractor Find the missing angles
W24 2/9	Units of Time - Elapsed Time
W25 2/16	Customary Units of Measurement
W26 2/23	Metric Units of Measurement
W27 3/2	Converting Units of Measure

4th Grading Period

Measurement

- 4.8A identify relative sizes of measurement units within the customary and metric systems
- 4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table
- 4.8C solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

Personal Financial Literacy

- 4.10A distinguish between fixed and variable expenses
- 4.10B calculate profit in a given situation
- 4.10C compare the advantages and disadvantages of various savings options
- 4.10D describe how to allocate a weekly allowance among spending; saving, including for college; and sharing
- 4.10E describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending

STAAR Readiness Review

STAAR Testing - 2026

Readiness Standards
Supporting Standards

W28 3/9	Personal Financial Literacy - Fixed and Variable Expenses and Finding Profit
W29 3/16	Banks and Budgeting
W30 3/23	Multi-Step Word Problems
W31 3/30	Math STAAR Review
W32 4/6	Math STAAR Review
W33 4/13	Math STAAR Review Math STAAR Test
W34 4/20	Math Stem Project
W35 4/27	Math Stem Project
W36 5/4	Math Review
W37 5/11	Math Review
W38 5/18	**Last Week of School -** ER Day 5/21