



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 4

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Mathematics, Grade 4

Department: Mathematics

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
November 2011	Christine Picerno	Revisions
December 2017	Christine Picerno	Revisions
March 2019	Christine Picerno	Review
August 2025	Rich Steckhahn	Alignment to Standards & Revisions

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Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	EnVision Topic 1	14	EnVision Topic 5	28	EnVision Topic 11
2	EnVision Topic 1	15	EnVision Topic 6	29	EnVision Topic 12
3	EnVision Topic 2	16	EnVision Topic 6	30	EnVision Topic 12
4	EnVision Topic 2	17	EnVision Topic 7	31	EnVision Topic 13
5	EnVision Topic 2	18	EnVision Topic 7	32	EnVision Topic 13
6	EnVision Topic 3	19	EnVision Topic 8	33	EnVision Topic 14
7	EnVision Topic 3	20	EnVision Topic 8	34	EnVision Topic 15
8	EnVision Topic 3	21	EnVision Topic 8	35	EnVision Topic 15
9	EnVision Topic 4	22	EnVision Topic 9	36	EnVision Topic 16
10	EnVision Topic 4	23	EnVision Topic 9	37	EnVision Topic 16
11	EnVision Topic 4	24	EnVision Topic 9	38	EnVision Stepping Up to Grade 5
12	EnVision Topic 5	25	EnVision Topic 10	39	EnVision Stepping Up to Grade 5
13	EnVision Topic 5	26	EnVision Topic 10	40	EnVision Stepping Up to Grade 5
		27	EnVision Topic 11		

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Core Instructional & Supplemental Materials including various levels of Texts

EnVision Mathematics 2024 Common Core Grade 1; IXL; Reflex Math

Time Frame

7 weeks

Topic

Operations and Algebraic Thinking

Alignment to Standards

4.OA.A - Use the four operations with whole numbers to solve problems

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.
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.
3. Solve multi-step 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.OA.B - Gain familiarity with factors and multiples

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.

4.OA.C - Generate and analyze patterns

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Learning Objectives and Activities

Students will be able to...

- Relate multiplication equations to multiplicative comparison.
- Distinguish multiplicative comparison from additive comparison.
- Multiply to solve word problems involving multiplicative comparison.

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- Divide to solve word problems involving multiplicative comparison.
- Solve multi-step word problems.
- Assess the reasonableness of answers to multi-step word problems.
- Use algebraic equations to represent multi-step word problems.
- Find factor pairs.
- Recognize that a whole number is a multiple of each of its factors.
- Determine whether one number is a multiple of another.
- Identify prime or composite numbers.
- Generate a pattern that follows a given rule.
- Generate a shape pattern that follows a given rule.
- Describe features of a pattern.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
4.OA.A.1	6 - Use Operations with Whole Numbers to Solve Problems	2
4.OA.A.2	6 - Use Operations with Whole Numbers to Solve Problems	1, 6
4.OA.A.3	2 - Fluently Add and Subtract Multi-Digit Whole Numbers	2, 8
	3 - Use Strategies and Properties to Multiply by 1-Digit Numbers	2, 8
	4 - Use Strategies and Properties to Multiply by 2-Digit Numbers	3
	5 - Use Strategies and Properties to Divide by 1-Digit Numbers	2, 3, 4, 10
	6 - Use Operations with Whole Numbers to Solve Problems	3, 4, 5, 6
4.OA.B.4	7 - Factors and Multiples	1, 2, 3, 4, 5
4.OA.C.5	14 - Algebra: Generate and Analyze Patterns	1, 2, 3, 4

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know

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DEPARTMENT : Mathematics

COURSE : Grade 4

- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 4 Math Linkit! NJSLS Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

7 weeks

Topic

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Number and Operations in Base Ten

Alignment to Standards

4.NBT.A - Generalize place value understanding for multi-digit whole numbers

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.B - Use place value understanding and properties of operations to perform multi-digit arithmetic

4. With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.
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.
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 an area model.

Learning Objectives and Activities

Students will be able to...

- Recognize that a digit in one place represents ten times what it represents in the place to its right.
- Read and write base-ten numerals for multi-digit numbers.
- Read and write number names for multi-digit numbers.
- Use expanded form for multi-digit numbers.
- Compare two multi-digit numbers and use the symbols $>$, $=$, and $<$.
- Round multi-digit whole numbers to any place.
- Fluently add multi-digit whole numbers using the standard algorithm.
- Fluently subtract multi-digit whole numbers using the standard algorithm.
- Multiply up to a four-digit number by a one-digit number.
- Multiply two two-digit numbers.
- Model multi-digit multiplication.

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COURSE : Grade 4

- Divide up to four-digit dividends by one-digit divisors.
- Model division of up to four-digit dividends by one-digit divisors.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
4.NBT.A.1	1 - Generalize Place Value Understanding	2
4.NBT.A.2	1 - Generalize Place Value Understanding	1, 3
4.NBT.A.3	1 - Generalize Place Value Understanding	4
4.NBT.B.4	2 - Fluently Add and Subtract Multi-Digit Whole Numbers	1, 3, 4, 5, 6, 7
4.NBT.B.5	3 - Use Strategies and Properties to Multiply by 1-Digit Numbers	1, 3, 4, 5, 6, 7
	4 - Use Strategies and Properties to Multiply by 2-Digit Numbers	1, 2, 4, 5, 6, 7
4.NBT.B.6	5 - Use Strategies and Properties to Divide by 1-Digit Numbers	1, 4, 5, 6, 7, 8, 9

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task

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COURSE : Grade 4

- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 4 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	7 weeks
Topic	
Number and Operations - Fractions	
Alignment to Standards	
4.NF.A - Extend understanding of fractions equivalence and ordering 1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ 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. 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 $\frac{1}{2}$.	

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COURSE : Grade 4

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 - Extend understanding of fractions equivalence and ordering

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.
 - 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.
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 $1/b$.
 - 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.
 - 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.

4.NF.C - Understand decimal notation for fractions and compare decimal fractions

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.
6. Use decimal notation for fractions with denominators 10 or 100.
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.

Learning Objectives and Activities

Students will be able to...

- Explain why a fraction a/b is equivalent to a fraction $(n \times a) / (n \times b)$.
- Recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$.
- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

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COURSE : Grade 4

- Interpret addition of fractions.
- Interpret subtraction of fractions.
- Decompose fractions.
- Add mixed numbers with like denominators.
- Subtract mixed numbers with like denominators.
- Solve word problems involving addition of fractions with like denominators.
- Multiply a fraction by a whole number.
- Understand a fraction a/b as a multiple of $1/b$.
- Understand that $n \times (a/b) = (n \times a) / b$.
- Solve word problems involving multiplication of a fraction by a whole number.
- Express a fraction with a denominator 10 as an equivalent fraction with denominator 100.
- Use equivalent fractions to add two fractions with respective denominators 10 and 100.
- Use decimal notation for fractions with denominators 10 or 100.
- Use decimal notation to describe length.
- Show decimals on a number line.
- Compare two decimals to hundredths and use the symbols $>$, $=$, and $<$.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
4.NF.A.1	8 - Extend Understanding of Fraction Equivalence and Ordering	1, 2, 3, 4, 7
4.NF.A.2	8 - Extend Understanding of Fraction Equivalence and Ordering	5, 6
4.NF.B.3a	9 - Understand Addition and Subtraction of Fractions	1, 3, 4, 5, 6
4.NF.B.3b	9 - Understand Addition and Subtraction of Fractions	2
4.NF.B.3c	9 - Understand Addition and Subtraction of Fractions	7, 8, 9
4.NF.B.3d	9 - Understand Addition and Subtraction of Fractions	10
4.NF.B.4a	10 - Extend Multiplication Concepts to Fractions	1
4.NF.B.4b	10 - Extend Multiplication Concepts to Fractions	2, 3
4.NF.B.4c	10 - Extend Multiplication Concepts to Fractions	5
4.NF.C.5	12 - Understand and Compare Decimals	4

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4.NF.C.6	12 - Understand and Compare Decimals	1, 2
4.NF.C.7	12 - Understand and Compare Decimals	3, 6

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 4 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

NJSLS: Science

- **EnVision Topic 9: 3 Act Math: Just Add Water** - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	5 weeks
Topic	
Measurement	
Alignment to Standards	
4.M.A - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit 1. Know relative sizes of measurement units within one system of units including km, m, cm. mm; 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. 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. 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	
4.M.B - Geometric measurement: understand concepts of angle and measure angles 4. 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 1/360th of a circle is called a "one-degree angle," and can be used to measure angles.	

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COURSE : Grade 4

- b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
5. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
6. 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.

Learning Objectives and Activities

Students will be able to...

- Know relative sizes of measurement units within one system of units.
- Know relative sizes of length.
- Know relative sizes of mass.
- Know relative sizes of weight.
- Know relative sizes of liquid volume.
- Know relative sizes of time.
- Convert from larger units to smaller units.
- Make a table of measurement equivalents.
- Solve word problems involving distances.
- Solve word problems involving intervals of time.
- Solve word problems involving money.
- Use the four operations to solve measurement word problems involving simple fractions.
- Represent measurement quantities on number line diagrams.
- Use the area formula for rectangles.
- Use a perimeter formula for rectangles.
- Understand how angles are formed.
- Understand concepts of angle measurement.
- Relate angle measurement in degrees to circles.
- Relate one-degree angles to n -degree angles.
- Measure angles using a protractor.
- Sketch angles of specified measure.
- Recognize angle measure as additive.
- Solve addition and subtraction problems to find unknown angles on a diagram.

Activities

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COURSE : Grade 4

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
4.M.A.1	13 - Measurement: Find Equivalence in Units of Measure	1, 2, 3, 4, 5
4.M.A.2	10 - Extend Multiplication Concepts to Fractions	4
	13 - Measurement: Find Equivalence in Units of Measure	1, 2, 3, 4, 5
4.M.A.3	13 - Measurement: Find Equivalence in Units of Measure	6, 7
4.M.B.4a	15 - Geometric Measurement: Understand Concepts of Angles and Angle Measurement	1, 2
4.M.B.4b	15 - Geometric Measurement: Understand Concepts of Angles and Angle Measurement	3
4.M.B.5	15 - Geometric Measurement: Understand Concepts of Angles and Angle Measurement	4, 6
4.M.B.6	15 - Geometric Measurement: Understand Concepts of Angles and Angle Measurement	5

Assessments
<u>Diagnostic</u> • Beginning of Year Readiness Test • MDIS Diagnostic Assessment • Topic Review What You Know • IXL Diagnostic Assessment
<u>Formative</u> • Convince Me! Prompt (embedded) • Guided Practice (embedded) • Lesson Quick Check
<u>Summative</u> • Topic Assessment • Topic Performance Task • EnVision Cumulative / Benchmark Assessment • EnVision Progress Monitoring Assessment • Gr.4 Math Linkit! NJSL Form A, Form B, Form C

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Interdisciplinary Connections

NJSLS: Science

- **EnVision Topic 15: 3 Act Math: Game of Angles** - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	5 weeks
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Topic

Data Literacy

Alignment to Standards

4.DL.A - Organize data and understand data visualizations

1. Create data-based questions, generate ideas based on the questions, and then refine the questions.
2. Develop strategies to collect various types of data and organize data digitally.
3. Understand that subsets of data can be selected and analyzed for a particular purpose.

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4. Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

4.DL.B - Represent and interpret measurement data

5. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Learning Objectives and Activities

Students will be able to...

- Solve problems involving addition and subtraction of fractions by using measurement data in line plots.
- Make a line plot to display a data set of measurement in fractions of a unit.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
4.DL.A.1	MDIS Lessons	I57, I58, I59
4.DL.A.2	MDIS Lessons	I60, I61, I69
4.DL.A.4	MDIS Lessons	I57, I58, I59, I60, I61, I69
4.DL.B.5	11 - Represent and Interpret Data on Line Plots	1, 2, 3, 4

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)

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COURSE : Grade 4

- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 4 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	2 weeks
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Topic

Geometry

Alignment to Standards

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COURSE : Grade 4

4.G.A - Draw and identify lines and angles, and classify shapes by properties of their lines and angles

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
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.
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.

Learning Objectives and Activities

Students will be able to...

- Draw and identify points, lines, line segments, and rays.
- Draw and identify parallel and perpendicular lines.
- Draw and identify angles.
- Draw and identify right, acute, and obtuse angles.
- Use parallel or perpendicular lines to classify figures.
- Use angle measure to classify figures.
- Categorize and identify right triangles.
- Understand line symmetry.
- Identify line-symmetric figures.
- Draw lines of symmetry.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
4.G.A.1	15 - Geometric Measurement: Understand Concepts of Angles and Angle Measurement	1
	16 - Lines, Angles, and Shapes	1
4.G.A.2	16 - Lines, Angles, and Shapes	2, 3, 6
4.G.A.3	16 - Lines, Angles, and Shapes	4, 5





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SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 4

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 4 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Home of the Spartans!
#spartanlegacy





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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

