

Wilson County Schools
Suggested Curriculum Framework for NCSCOS by Quarter
GRADE ___4th___

District Expectations

mClass Reading 3D	All K-3 teachers	Reading 3D Benchmark Guidelines See FAQ from DPI Read to Achieve Livebinder NC Written Response to Text
90 Minute Reading Block	All K-5 teachers	90 Minute Reading Block Example Planning for 90 minute Literacy Block Blank Planning Template Literacy Block Example
Writing Plan for all Content Areas	All K-5 teachers	WCS Writing Plan
Balanced Literacy	All K-5 teachers	Balanced Literacy (see WCS BL Framework)
Thinking Maps across all Content Areas	All K-5 teachers	Thinking Maps Learning Community Thinking Maps Aligned to Reading & Writing Standards Posters, Keywords, Parent Letters
Motivation Math	1-5 teachers	Motivation Math Online
90 Minute Math Block (Guided Math)	All K-5 teachers	Quick overview of Guided Math
Student Portfolios	All K-5 teachers	4-5 Portfolio Cover
Learning Focused	All K-5 teachers	Learning Focused Sign In

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Once a standard has been taught, it will be reviewed every nine weeks

MATH	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Domain	Standards Cluster 1 Cluster 2 Cluster 3	Standards Cluster 4 Cluster 5	Standards Cluster 6 Cluster 7	Standards Cluster 8 Cluster 9
Operations & Algebraic Thinking Community Resources	<p>NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.</p> <p>NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.</p> <ul style="list-style-type: none"> • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity. 	<p>NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.</p> <p>NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.</p> <ul style="list-style-type: none"> • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity. 		<p>NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.</p> <ul style="list-style-type: none"> • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity. <p>NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.</p>

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	<p>NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to:</p> <ul style="list-style-type: none"> ● Recognize that a whole number is a multiple of each of its factors. ● Determine whether a given whole number is a multiple of a given one-digit number. ● Determine if the number is prime or composite. 			
<p>Numbers & Operations in Base Ten</p> <p><u>Community Resources</u></p>	<p>NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.</p> <p>NC.4.NBT.2 Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.</p> <p>NC.4.NBT.4 Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.</p> <p>NC.4.NBT.7 Compare two multi-digit numbers up to</p>	<p>NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.</p> <p>NC.4.NBT.5 Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.</p> <p>NC.4.NBT.6 Find whole-number quotients and remainders with up to</p>		

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	and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.	three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.		
<p>Measurement & Data</p> <p>Community Resources</p>	<p>NC.4.MD.3 Solve problems with area and perimeter.</p> <ul style="list-style-type: none"> Find areas of rectilinear figures with known side lengths. Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <p>NC.4.MD.4 Represent and interpret data using whole numbers.</p> <ul style="list-style-type: none"> Collect data by asking a question that yields numerical data. Make a representation of 	<p>NC.4.MD.3 Solve problems with area and perimeter.</p> <ul style="list-style-type: none"> Find areas of rectilinear figures with known side lengths. Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 		<p>NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement.</p> <ul style="list-style-type: none"> Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter. Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units. <p>NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column</p>

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	<p>data and interpret data in a frequency table, scaled bar graph, and/or line plot.</p> <ul style="list-style-type: none"> • Determine whether a survey question will yield categorical or numerical data. <p>NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.</p>			<p>tables, and length models.</p> <p>NC.4.MD.3 Solve problems with area and perimeter.</p> <ul style="list-style-type: none"> • Find areas of rectilinear figures with known side lengths. • Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. • Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <p>NC.4.MD.4 Represent and interpret data using whole numbers.</p> <ul style="list-style-type: none"> • Collect data by asking a question that yields numerical data. • Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. • Determine whether a survey question will yield categorical or numerical data. <p>NC.4.MD.6 Develop an</p>
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				<p>understanding of angles and angle measurement.</p> <ul style="list-style-type: none"> ● Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees. ● Measure and sketch angles in whole-number degrees using a protractor. ● Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. <p>NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.</p>
<p>Numbers & Operations-Fractions</p> <p>Community Resources</p>		<p>NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p>	<p>NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p> <ul style="list-style-type: none"> ● Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 	<p>NC.4.NF.6 Use decimal notation to represent fractions.</p> <ul style="list-style-type: none"> ● Express, model and explain the equivalence between fractions with denominators of 10 and 100. ● Use equivalent fractions to add two fractions with denominators of 10 or

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		<p>NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. 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 by:</p> <ul style="list-style-type: none"> • Reasoning about their size and using area and length models. • Using benchmark fractions 0, $\frac{1}{2}$, and a whole. • Comparing common numerator or common denominators. 	<ul style="list-style-type: none"> • Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. • Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem. <p>NC.4.NF.4 Apply and extend previous understandings of multiplication to:</p> <ul style="list-style-type: none"> • Model and explain how fractions can be represented by multiplying a whole 	<p>100.</p> <ul style="list-style-type: none"> • Represent tenths and hundredths with models, making connections between fractions and decimals. <p>NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$, $=$, or $<$. Recognize that comparisons are valid only when the two decimals refer to the same whole.</p>
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			<p>number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.</p> <ul style="list-style-type: none"> • Solve word problems involving multiplication of a fraction by a whole number <p>NC.4.NF.6 Use decimal notation to represent fractions.</p> <ul style="list-style-type: none"> • Express, model and explain the equivalence between fractions with denominators of 10 and 100. • Use equivalent fractions to add two fractions with denominators of 10 or 100. • Represent tenths and hundredths with models, making connections between fractions and decimals. <p>NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$, $=$, or $<$. Recognize that</p>	
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			comparisons are valid only when the two decimals refer to the same whole.	
Geometry Community Resources				<p>NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</p> <p>NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.</p> <p>NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.</p>