



FISD 4th Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can apply my understanding of place value relationships and operations to solve problems related to whole numbers and decimals.
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 ★	1NW	4.4(A) 4.5(A)	I can: <ul style="list-style-type: none"> ● solve multi-step problems involving addition and subtraction with whole numbers and decimals ● represent multi-step addition and subtraction situations with whole numbers using strip diagrams or equations with a variable
2.5		4.4(A)	I can: <ul style="list-style-type: none"> ● solve one step problems involving addition and subtraction of both whole numbers and decimals using the standard algorithm with regrouping and subtracting across zeros.
2.0		4.2(F) 4.2(H)	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 ● determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line
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 ○ 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) 3.4(A) 3.5(A)	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 and solve multi-step problems involving addition and subtraction within 1,000, with regrouping, using strategies based on place value: <ul style="list-style-type: none"> ○ pictorial models ○ strip diagrams ○ number lines ○ equations OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for products and quotients of whole numbers.
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 ☆	2NW	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		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 ○ area model
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



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent and generate fractions for comparison and problem solving.
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	4.3(D) 4.3(C)	II can: <ul style="list-style-type: none"> ● compare two fractions with different numerators and different denominators using the symbols $>$, $<$, $=$, and their inverse statements ● simplify proper fractions ● convert fractions greater than one whole from: <ul style="list-style-type: none"> ○ improper fractions to mixed numbers ○ mixed numbers to improper fractions
2.5		4.3(C) 4.3(D)	I can: <ul style="list-style-type: none"> ● find equivalent fractions using a variety of methods such as <ul style="list-style-type: none"> ○ objects ○ pictorial models ○ number lines ○ multiplicative relationship ● compare and order fractions with different numerators and different denominators using concrete and visual models
2.0		4.3(E)	I can: <ul style="list-style-type: none"> ● represent and solve addition and subtraction of fractions with equal denominators where any the terms are greater than one whole, including both mixed numbers and improper fractions
1.5		4.3(E)	I can: <ul style="list-style-type: none"> ● represent and addition and subtraction of fractions with equal denominators where the result is less than one whole using: <ul style="list-style-type: none"> ○ objects ○ pictorial models ○ number lines
1.0		4.3(A) 4.3(B)	I can: <ul style="list-style-type: none"> ● represent a fraction as a sum of unit fractions, including improper fractions ● decompose a fraction in more than one way as a sum of fractions with equal denominators using concrete and pictorial models, including whole numbers and improper fractions
0.5		3.3(F) 3.3(H)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines ● write a number sentence comparing two fractions with the same numerator using symbols $>$, $<$, $=$, and their inverse statements OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content



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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) 4.5(B) 4.8(B)	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) solve problems that deal with measurements of length, liquid volume, and mass using input-output tables
2.5		4.5(D)	I can: <ul style="list-style-type: none"> find an unknown side when given the area or perimeter of a rectangle
2.0		4.5(D)	I can: <ul style="list-style-type: none"> solve problems related to perimeter or area of rectangles where all whole number dimensions are given without a model
1.5		4.5(D) 4.5(C)	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		4.8(C) 4.8(A)	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)	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 unit squares in each row decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content



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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) 4.7(E)	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 determine the measure of an unknown angle formed by two adjacent angles given one or both angle measures
2.5		4.7(C)	I can: <ul style="list-style-type: none"> determine the approximate measure of angles in degrees to the nearest whole number using a protractor
2.0		4.6(C)	I can: <ul style="list-style-type: none"> identify acute, right and obtuse triangles
1.5		4.6(A)	I can: <ul style="list-style-type: none"> identify a given angle as acute, obtuse or right identify and describe basic geometric terms using pictorial models or symbols for: vertex, degrees, attributes, intersecting, 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