

Grade 4 Skills Across the Grade Levels Unit One

The table below shows the major skills and concepts addressed in Unit One. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (Getting Started Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT ONE	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Identifying 2-D geometric shapes	M	E	Unit Four November & April Number Corner
Describing and comparing 2-D geometric shapes	D	D	Unit Four November & April Number Corner
Relating the area and dimensions of a rectangle to area models for multiplication and division	I	D	Units Two, Three & Six
Demonstrating an understanding of the processes of multiplication and division	I	D	Units Two & Three October–May Number Corner
Knowing and fluently using multiplication facts through 12's	I	D	Unit Two October–March Number Corner
Applying the commutative and associative properties to simplify calculations with whole numbers	I	D	Units Two & Three
Applying the distributive property to simplify calculations with whole numbers	I	I	Units Two & Three
Developing efficient methods of determining factors of whole numbers	I	D	Unit Three September–February Number Corner
Identifying numbers as prime or composite	I	D	March Number Corner
Developing strategies for finding the perimeter of a rectangle	D	D	Unit Two January & April Number Corner
Developing strategies for finding the area of a rectangle	D	D	Units Two & Six January & April Number Corner
Drawing a labeled sketch or diagram to represent a story problem or mathematical situation	D	D	All Units All Number Corner Problem Solving Workouts

- I – Skill or concept is introduced or re-introduced.
- D – Skill or concept is developed.
- M – Skill or concept is expected to be mastered.
- E – Skill or concept is extended to higher levels.
- N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Two

The table below shows the major skills and concepts addressed in Unit Two. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (*Getting Started* Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in *Getting Started* (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT TWO	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Relating the area and dimensions of a rectangle to area models for multiplication	I	M	Units One, Three & Six
Demonstrating an understanding of the process of multiplication	I	M	Unit One October–May Number Corner
Demonstrating an understanding of the process of division	I	D	Units One & Three October–May Number Corner
Knowing and fluently using multiplication facts through 12's	I	D	October–March Number Corner
Multiplying 1- by 2-digit numbers using at least one method other than skip counting or repeated addition	I	M	January–May Number Corner
Multiplying 2- by 2-digit numbers	N/A	I	February & April Number Corner
Applying the commutative and associative properties to simplify calculations with whole numbers	I	D	Unit Three
Applying the distributive property to simplify calculations with whole numbers	I	D	Unit Three
Developing familiarity with and facility measuring with metric units of length measure	I	D	Units Four & Eight September Number Corner
Developing strategies for finding the area of a rectangle	D	D	Unit Six January & April Number Corner
Solving and posing one-step and multi-step story problems	D	D	Units One, Three & Six All Number Corner Problem Solving Workouts
Drawing a labeled sketch or diagram to represent a story problem or mathematical situation	D	D	All Units All Number Corner Problem Solving Workouts

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M – Skill or concept is expected to be mastered.

E – Skill or concept is extended to higher levels.

N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Three

The table below shows the major skills and concepts addressed in Unit Three. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (Getting Started Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT THREE	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Recognizing equivalent fractions	I	D	September–December and March–May Number Corner
Interpreting different meanings for fractions (equal parts of a whole, parts of a set)	I	D	September–December and March–May Number Corner
Modeling, recognizing, and comparing common fractions	I	D	September–December and March–May Number Corner
Using concrete and visual models to add common fractions	N/A	I	April Number Corner
Determining the meaning of remainders	N/A	I	April and May Number Corner
Dividing a 2-digit number by a 1-digit number	N/A	I	January–February, April, and May Number Corner
Relating the area and dimensions of a rectangle to area models for division	I	D	Units One, Two & Six
Demonstrating an understanding of the process of division	I	M	Units One & Two October–May Number Corner
Applying the commutative and associative properties to simplify calculations with whole numbers	I	D	Unit Two
Applying the distributive property to simplify calculations with whole numbers	I	D	Unit Two
Solving and posing one-step and multi-step story problems	D	D	Units One, Two & Six All Number Corner Problem Solving Workouts
Drawing a labeled sketch or diagram to represent a story problem or mathematical situation	D	D	All Units All Number Corner Problem Solving Workouts

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M – Skill or concept is expected to be mastered.

E – Skill or concept is extended to higher levels.

N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Four

The table below shows the major skills and concepts addressed in Unit Four. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (*Getting Started* Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in *Getting Started* (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FOUR	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Recognizing congruent shapes	D	M	
Describing and comparing angles, as well as 2- and 3-dimensional shapes	D	M	April Number Corner
Identifying lines of symmetry and rotational symmetry	D	M	April Number Corner
Building and sketching figures with line symmetry and rotational symmetry	D	D	
Locating points on a coordinate grid	D	M	Unit Eight March and May Number Corner
Describing the results of reflections, rotations, and translations	I	D	November Number Corner
Sketching 2-dimensional representations of 3-dimensional figures	D	D	
Calculating the volume of a rectangular prism	I	D	
Calculating the surface area of a rectangular prism	I	D	

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N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Five

The table below shows the major skills and concepts addressed in Unit Five. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (*Getting Started* Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in *Getting Started* (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FIVE	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Predicting outcomes for a simple probability situation	D	D	January and February Number Corner
Describing the probability of various events using terms such as <i>certain</i> , <i>impossible</i> , <i>likely</i> , and <i>unlikely</i>	I	M	
Describing the probability of various events as a fraction	I	D	January and February Number Corner
Exploring the difference between experimental and theoretical probability	I	I	January and February Number Corner
Reading, interpreting, and constructing graphs and tables	D	D	Unit Eight January and February Number Corner
Conducting probability experiments: systematically collecting and recording data; drawing, supporting, and communicating conclusions based on data collected	D	M	January–March, also May & June Number Corner
Identifying the range, median, and mode of a data set	M	E	Unit Eight

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E – Skill or concept is extended to higher levels.

N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Six

The table on the next page shows the major skills and concepts addressed in Unit Six. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (*Getting Started* Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in *Getting Started* (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SIX	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Recognizing, modeling, reading, and writing decimals (tenths and hundredths)	I	D	December and March–May Number Corner
Comparing and ordering decimals (tenths and hundredths)	N/A	I	December and March–May Number Corner
Locating decimals to hundredths on a number line	N/A	I	March–May Number Corner
Rounding decimal numbers	N/A	I	March Number Corner
Adding decimals to hundredths using concrete models, money amounts, and visual representations	I	D	December and March–May Number Corner
Subtracting decimals to hundredths using concrete models, money amounts, and visual representations	I	D	
Modeling and recognizing equivalent forms of common fractions and decimals to hundredths	I	D	December, April, and May Number Corner
Solving story problems using a variety of strategies	D	D	All units and months of Number Corner

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E – Skill or concept is extended to higher levels.

N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Seven

The table below shows the major skills and concepts addressed in Unit Seven. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in *Bridges* Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (*Getting Started* Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in *Getting Started* (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SEVEN	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Reading, interpreting, and constructing a variety of graphs, including single and double line graphs	I	D	Units Five and Eight January, February, March, and May/June Number Corner
Describing, generalizing, and extending patterns with common differences (i.e., the pattern of counting by 2's)	D	M	Units Two, Six, and Eight All months of Number Corner
Describing, generalizing, and extending patterns with increasing differences (i.e., the pattern of square numbers)	I	D	January Number Corner
Exploring situations with varying rates of change	N/A	I	March Number Corner
Representing patterns with words and tables	D	M	Units Six and Eight All months of Number Corner
Graphing a pattern on a coordinate grid	N/A	I	N/A
Describing the rule governing the relationship between 2 values in a table	N/A	I	September, October, November and February Number Corner
Completing a table of values given a specific rule	D	M	Units Five and Eight September, October, and February Number Corner

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E – Skill or concept is extended to higher levels.

N/A – Skills or concept is not addressed.

Grade 4 Skills Across the Grade Levels Unit Eight

The table below shows the major skills and concepts addressed in Unit Eight. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in *Bridges* Grades 3 and elsewhere in Grade 4. The Fourth Grade Math Skills and Concepts Tracking Chart (*Getting Started* Appendix 1.16–1.24) provides more detailed information about where each skill or concept is taught and assessed in Grade 4. The Competencies & Experiences chart in *Getting Started* (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT EIGHT	GRADE 3	GRADE 4	ELSEWHERE IN GRADE 4
Reading, interpreting, and constructing a variety of graphs, including scatter plots and line plots	I	D	Units Five and Seven January, February, March, and May/June Number Corner
Constructing line plots	N/A	D	N/A
Identifying the maximum, minimum, range median, and mode in a data set	I	M	Unit Five May/June Number Corner
Finding the mean	I	D	N/A
Selecting an appropriate unit of measure	I	M	Unit Two September–November Number Corner
Converting between units in the U.S. customary system of measurement	N/A	D	September–November Number Corner

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