



Priority Instructional Content

Produced by Student Achievement Partners, *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

This school year presents a unique set of opportunities and challenges due to the disruption to instruction in spring 2020, but it is critical that all students--including those with specialized learning needs--pursue grade-level academic content when they return to school. While many students will have incomplete prior-grade learning, extensive assessment and remediation at the expense of time spent on grade-level instruction will further jeopardize students' academic growth. [achievethecore.org]

Priority Instructional Content and *Investigations 3* Grade 4

The chart below shows which Grade 4 investigations correlate to the priorities for each cluster/standard. The chart indicates which investigations or part of investigations should be emphasized, eliminated, combined, and incorporated. How these priorities are enacted will depend on many factors including class organization, time available and mode of instruction (i.e. in-person or remote).



The following bullets are examples of how to implement the recommendations in the chart.

- *Emphasize* content by extending the amount of time spent on introductory activities and discussions, repeating games and Ten-Minute Math activities, as well as utilizing relevant Math Words and Ideas resources.
- *Eliminate* sessions to help with available time by either eliminating a whole session or parts of it. This may include eliminating a Daily Practice activity (which could be assigned as homework), certain activities, or some parts of Math Workshop. As all sessions develop concepts carefully, consider eliminating whole sessions only if needed.
- *Combine* sessions by including together discussions or activities on similar concepts from an investigation. Consider combining introductory activities, Ten-Minute Math activities, and also combining Math Workshop options from multiple sessions.
- *Incorporate* foundational work and additional practice by incorporating games and Math Words and Ideas resources from the previous grade.

Consider the following resources to support the Grade 4 work on fractions (4.NF.A, B):

Games (Grade 3 Unit 6)

Fraction Cookie

Math Words and Ideas (Grade 3)

Comparing Fractions with the Same Numerator or Denominator; Equivalent Fractions; Fractional Parts; Fractions of an Area; Fractions on a Number Line; What is a Fraction?



Clusters/ Standards	Student Achievement Partners Instructional Considerations	<i>Investigations 3</i> Grade 4 Content
4.OA.A	No special considerations for curricula well aligned to analyzing and solving multi-step word problems with the four operations (4.OA.3), and extending multiplicative thinking beyond grade 3 to solve problems involving comparison and the idea of times-as-many/times-as-much (4.OA.2).	Unit 1 Investigation 1 Unit 3 Investigations 1, 2, 3 Unit 4 Investigation 1 Unit 5 Investigations 2, 3 Unit 7 Investigations 1, 2, 3 Unit 8 Investigation 1
4.OA.B	<i>Incorporate</i> opportunities to solidify the fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work of gaining familiarity with factors and multiples.	<i>Investigations 3</i> includes opportunities for this work, so no special considerations are necessary.
4.OA.C	<i>Eliminate</i> lessons on generating and analyzing patterns.	Unit 8 Investigation 1
4.NBT.A	No special considerations for curricula well aligned to generalizing place value understanding, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	Unit 5 Investigation 3 The Ten-Minute Math activity <i>Practicing Place Value</i> in Units 5, 6 .
4.NBT.B	In relation to fluency expectations for subtracting multi-digit numbers, <i>emphasize</i> problems with only one regrouping step (4.NBT.B.4), in order to reduce algorithmic complexity. <i>Incorporate</i> fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work on multi-digit multiplication and division (4.NBT.5 & 6). (Note that there are no fluency expectations for	Unit 5 Investigations 1, 2, 3 <i>Investigations 3</i> includes opportunities for this work, so no special considerations are necessary.

	multi-digit multiplication or division in grade 4; repetitive fluency exercises are not required.)	
4.NF.A	No special considerations for curricula well aligned to fraction equivalence and ordering, as detailed in this cluster. <i>Incorporate</i> some foundational work on simple equivalent fractions (3.NF.A.3). Time spent on instruction and practice should NOT be reduced.	Unit 6 Investigations 1, 2
4.NF.B	<i>Emphasize</i> reasoning with unit fractions to determine sums and products, not committing calculation rules to memory or engaging in repetitive fluency exercises. <i>Incorporate</i> some foundational work on the meaning of the unit fraction (3.NF.A.1 & 2), especially through partitioning the whole on a number line diagram.	Unit 6 Investigations 1, 3, 4
4.NF.C	No special considerations for curricula well aligned to concepts of decimal fractions, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	Unit 6 Investigations 1, 2, 3, 4
4.MD.A.1	No special considerations for curricula well aligned to measurement conversion, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year.	Unit 2 Investigations 1, 2 Unit 4 Investigation 1 Unit 7 Investigation 1
4.MD.A.2	<i>Combine</i> lessons on problems involving measurement, except for those on measurement conversion (see 4.MD.A.1). <i>Limit</i> the amount of required student practice.	Unit 2 Investigations 1, 2 Unit 4 Investigation 1 Unit 5 Investigations 1, 2, 3 Unit 6 Investigations 3, 4 Unit 7 Investigations 1, 3 Unit 8 Investigation 1



4.MD.A.3		Unit 4 Investigations 1, 4
4.MD.B	<i>Eliminate</i> lessons and problems that do not strongly reinforce the fraction work of this grade (4.NF).	Unit 2 Investigations 1, 2
4.MD.C.5	<i>Emphasize</i> the foundational understanding of a one-degree angle as a unit of measure (4.MD.C.5a) and use that as the basis for measuring and drawing angles with protractors (4.MD.C.6).	Unit 4 Investigation 3
4.MD.C.6		Unit 4 Investigation 3
4.MD.C.7	<i>Eliminate</i> lessons on recognizing angle measure as additive.	Unit 4 Investigation 3
4.G.A	<i>Combine</i> lessons on drawing and identifying lines and angles and classifying shapes by properties. <i>Limit</i> the amount of required student practice.	Unit 4 Investigations 2, 3, 4