PACING SUGGESTIONS FOR GRADE 4

MODULE 1

Omit lesson 17	Since multi-step problems are taught in Lesson 18. Instead, embed problems from Lesson 17 into Module 2 or 3 as extensions. Since multi-step problems are taught in Lesson 18, Lesson 19 could also be omitted.
Omit lesson 19	
Use only 2 days for Mid and End of Mod Assessment	

MODULE 2

It is not recommended to omit any lessons from Module 2. To help with the pacing of Module 3's Topic A, consider replacing the Convert Units fluencies in Module 2, Lessons 1–3, with area and perimeter fluencies. Also, consider incorporating Problem 1 from Module 3, Lesson 1, into the fluency component of Module 2, Lessons 4 and 5.

MODULE 3

Omit lesson 10	The objective for lesson 10 is the same as that for lesson 9.
Omit lesson 19	Instead, embed discussions of interpreting remainders into other division lessons.
Omit lesson 21	Because students solve division problems using the area model in lesson 20.
Omit lesson 27	Instead, embed analysis of division situations throughout later lessons.
Omit lesson 29	Embed into lesson 26 the discussion of the connection between division using the area model and division using the algorithm.
Use only 2 days for End of Mod Assessment	

Look ahead to the Pacing Suggestions for Module 4. Consider partnering with the art teacher to teach Module 4's Topic A simultaneously with Module 3.

MODULE 4

Omit lesson 11

Use only 2 days for Mid-Module Assessment and 2 days for End-of-Module Assessment.

MODULE 5

Combine lessons 1 & 2

Omit lesson 3	Instead, in lesson 5, embed the contrast of the decomposition of a fraction using the strip diagram versus using the area model. Note that the area model's cross hatches are used to transition to multiplying to generate equivalent fractions. This model is also used in Module 6 to add decimals. The use of this model continues extensively in Grade 5. In Grade 5, Module 3 it's used to add related fractions and then to add and subtract fractions with unlike denominators.

Omit lesson 30

Omit lesson 31

Use only 2 days for Mid-Module Assessment and 2 days for End-of-Module Assessment

For Module 5, teach in the following order: Combine 1 & 2, 4, 5, 6, 7, 8, 10, 11, 13, 16, 17, 19, 20, 22, 23, 24, 25, combine 26 & 27, 28, 29

After STAAR testing - teach the following remaining lessons: 7, 9, 12, 14, 15, 18, 21

MODULE 6

No omissions or combinations

For Module 6, teach in the following order: 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 18

After STAAR testing - teach the following remaining lessons: 8, 11, 16, 17

MODULE 7

Omit lesson 11

Omit lesson 21

Omit lessons 25–28

For Module 7, teach in the following order: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 17

After STAAR testing - Teach the following remaining lessons: 13, 18, 19, 20, 21