*GO Math!* Grade 4 Chapter Test Alignment

This assessment guidance is designed as a companion to the [Go Math K-5 Guidance Documents](http://achievethecore.org/page/2853/go-math-k-5-guidance-documents).  It provides support for modifying *GO Math!* Chapter Tests to align to the changes recommended in the Guidance Documents.  The changes include rationale, often guided by the Rule of Thumb for Assessments, provided in Part 2 of the Guidance documents:

* Eliminate any questions aligned to lessons/content that have been deleted.
* Add vetted questions aligned to lessons that have been added.
* Remove any directions in questions that require a specific strategy or model. Note: This is the only modification we will be making to questions.

In addition, the aspect(s) of rigor targeted by the standards for the chapter has been identified.  Some changes to questions are based on alignment to the appropriate aspect of rigor.

**Chapter 1**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 1: Place Value, Addition, and Subtraction to One Million | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Modify | Add equation (43,911 + 40,087=\_\_\_) | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 9 | Modify | Add equation (89,416 + 72,261 =\_\_\_) | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 10 | Modify | Add equation (43,911 - 39,634=\_\_\_) | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 11 | Keep | Question aligns to 4.NBT.A.2 |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep | Question aligns to 4.NBT.A.2 |  |
| 17 | Keep | Question aligns to 4.NBT.A.2 |  |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Delete |  | Sufficient questions to assess 4.NBT.A.2 |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 1.5.1 | [EngageNY, Grade 4, Module 1, Mid-Module Assessment: #3a](https://www.unbounded.org/math/grade-4/module-1) | The football stadium at Louisiana State University (LSU) has a seating capacity of 92,542.    According to the 2010 census, the population of San Jose, CA was approximately ten times the amount of people that LSU’s stadium can seat. What was the population of San Jose in 2010? |
| 1.5.1 | [EngageNY, Grade 4, Module 1, End of Module Assessment: #1](https://www.unbounded.org/math/grade-4/module-1) | Compare the values of each 7 in the number 771,548. Use a picture, numbers, or words to explain. |

**Chapter 2**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 2: Multiply by 1-Digit Numbers | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Modify | Delete Part A | Assessment Rule of Thumb: Question requires a specific strategy. |
| 6 | Modify | Delete Parts A and B which require understanding the bar diagram. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 7 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 8 | Keep |  |  |
| 9 | Modify | Just ask students to find the product of 9 x 354 and show their work. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 10 | Keep |  |  |
| 11 | Keep | Question aligns to 2.9.1 |  |
| 12 | Keep |  |  |
| 13 | Keep | Question aligns to 2.8.1 |  |
| 14 | Keep | Question aligns to 2.9.1 |  |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Keep | Question aligns to 2.12.1 |  |
| 17 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 18 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 2.2.1 | [EngageNY, Grade 4, Module 3, End of Module Assessment: #6b](https://www.unbounded.org/math/grade-4/module-3) | “A new grocery store is opening next week.  b. The store ordered small posters and large posters to promote their opening. 12 times as many small posters were ordered as large posters. If there were 48 large posters, how many more small posters were ordered than large posters? ” |
| 2.2.1 | [EngageNY, Grade 4, Module 3, Mid -Module Assessment: #3](https://www.unbounded.org/math/grade-4/module-3) | “3. A movie theater has two rooms. Room A has 9 rows of seats with 18 seats in each row. Room B has three times as many seats as Room A. How many seats are there in both rooms? ” |
| 2.3.1 | [EngageNY, Grade 4, Module 3, Mid -Module Assessment: #2a-d](https://www.unbounded.org/math/grade-4/module-3) | “2. Use any place value strategy to multiply. a. 3×68  b. 4×371  c. 7×1,305  d. 6,034×5 ” |
| 2.12.2 | [EngageNY, Grade 4, Module 3, Mid -Module Assessment: #4](https://www.unbounded.org/math/grade-4/module-3) | “4. The high school art teacher has 9 cases of crayons with 52 boxes in each case. The elementary school art teacher has 6 cases of crayons with 104 boxes in each case. How many total boxes of crayons do both teachers have? Is your answer reasonable? Explain.” |

**Chapter 3**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 3: Multiply by 2-Digit Numbers | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Delete “using mental math” from question. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 2 | Modify | Use the first paragraph and add “How much will the trip cost for the whole class?” 27x18= \_\_\_\_\_ Delete Parts A-C. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 8 | Modify | Keep text to Part C only. Add statement afterwards “Show your work by using an equation, rectangular array, or area model. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 9 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 10 | Keep |  |  |
| 11 | Modify | Delete last sentence. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 12 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Keep |  |  |

**Chapter 4**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 4: Divide by 1-Digit Numbers | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Delete |  | Guidance Document: Lesson deleted |
| 2 | Delete |  | Guidance Document: Lesson deleted |
| 3 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 4 | Keep |  |  |
| 5 | Keep | Question aligns to 4.3.2 |  |
| 6 | Keep | Question aligns to 4.3.2 |  |
| 7 | Modify | Modify Part A to read “Find the number of trucks needed to carry the dogs in their crates.” Delete Part B & C. | Question aligns to 4.3.2 |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep | Question aligns to 4.3.1 and, if students choose partial quotients, 4.8.1 |  |
| 15 | Modify | Replace last two sentences with “How many full pages will she have? Show your work by using an equation, rectangular array, or area model.” | Question aligns to 4.3.1 and, if students choose partial quotients, 4.8.1 |
| 16 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 17 | Keep |  |  |
| 18 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 19 | Keep |  |  |
| 20 | Delete |  | Sufficient questions to assess 4.NBT.B.6 |
| 21 | Keep |  |  |
| 22 | Keep |  |  |

**Chapter 5**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 5: Factors, Multiples, and Patterns | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Delete |  | Guidance Document: Lesson deleted |
| 8 | Delete |  | Guidance Document: Lesson deleted |
| 9 | Delete |  | Guidance Document: Lesson deleted |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Delete |  | Aspects of Rigor: The standard targets procedural skill, but this is an application question; didn’t modify because there are sufficient questions to assess 4.OA.B.4. |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Keep |  |  |

**Chapter 6**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

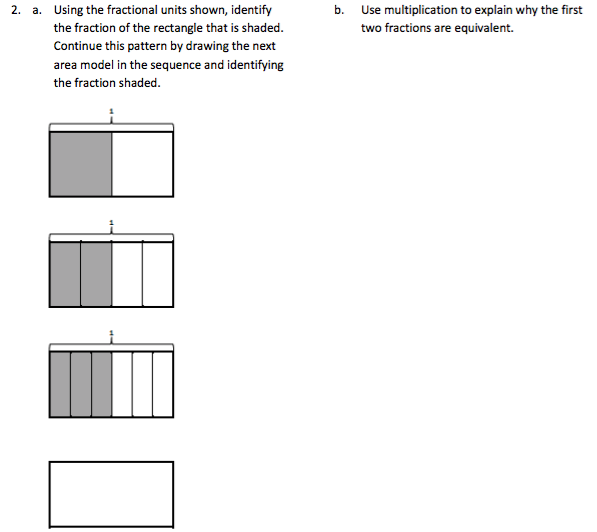
✓Conceptual Understanding

Application

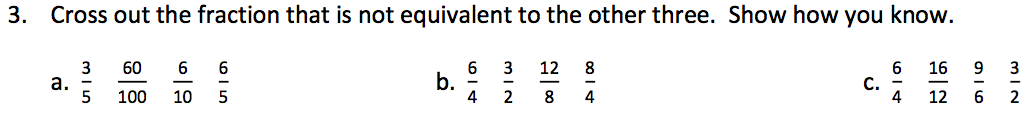
| Grade 4 / Chapter 6: Fraction Equivalence and Comparison | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep | Question aligns to 6.5.1 |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Delete |  | Guidance Document: Lesson deleted |
| 7 | Delete |  | Guidance Document: Lesson deleted |
| 8 | Delete |  | Guidance Document: Lesson deleted |
| 9 | Delete |  | Guidance Document: Lesson deleted |
| 10 | Delete |  | Guidance Document: Lesson deleted |
| 11 | Delete |  | Guidance Document: Lesson deleted |
| 12 | Keep |  |  |
| 13 | Delete | Modify Part A include:  ⅞ \_\_\_\_ ¾  Delete Part B. | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Keep | Question aligns to 6.3.3 |  |
| 16 | Keep |  |  |
| 17 | Delete |  | Guidance Document: Lesson deleted |
| 18 | Keep |  |  |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 6.3.1/2 | [EngageNY, Grade 4, Module 5, Mid-Module Assessment: #2a-b](https://www.unbounded.org/math/grade-4/module-5) | 2a.  Using the fractional units shown, identify the fraction of the rectangle that is shaded. Continue this pattern by drawing the next area model in the sequence and identifying the fraction shaded.    2b.  Use multiplication to e Explain why the first two fractions are equivalent.  *(see below)* |
| 6.3.1/2 | [EngageNY, Grade 4, Module 5, Mid-Module Assessment: #3a-c](https://www.unbounded.org/math/grade-4/module-5) | “Cross out the fraction that is not equivalent to the other three. Show how you know. ”  *(see below)* |
| 6.3.3 | [EngageNY, Grade 4, Module 5, Mid-Module Assessment: #4 (choose from a-h](https://www.unbounded.org/math/grade-4/module-5)) | “Fill in the circle with <, =, or > to make a true number sentence. Justify each response by drawing a model (such as an area model or a number line), creating common denominators or numerators, or explaining a comparison to a benchmark fraction.”  *(see below)* |

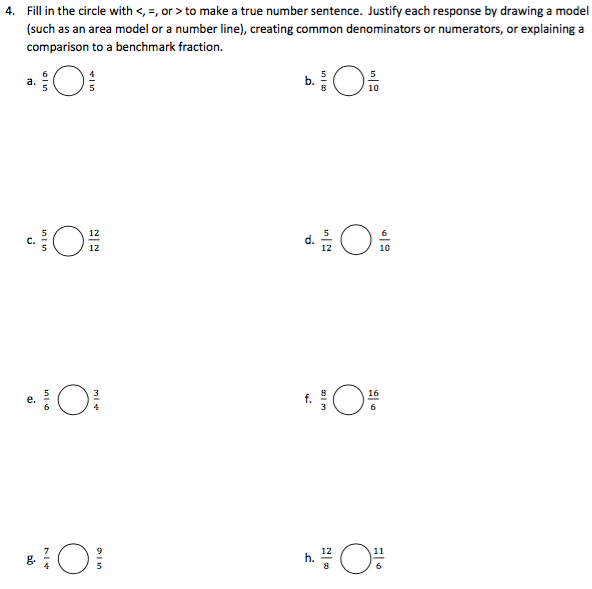
EngageNY Grade 4, Module 5, Mid-Module Assessment Task #2a & b



EngageNY Grade 4, Module 5, Mid-Module Assessment Task #3a, b, c



EngageNY Grade 4, Module 5, Mid-Module Assessment Task #4a-h



**Chapter 7**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

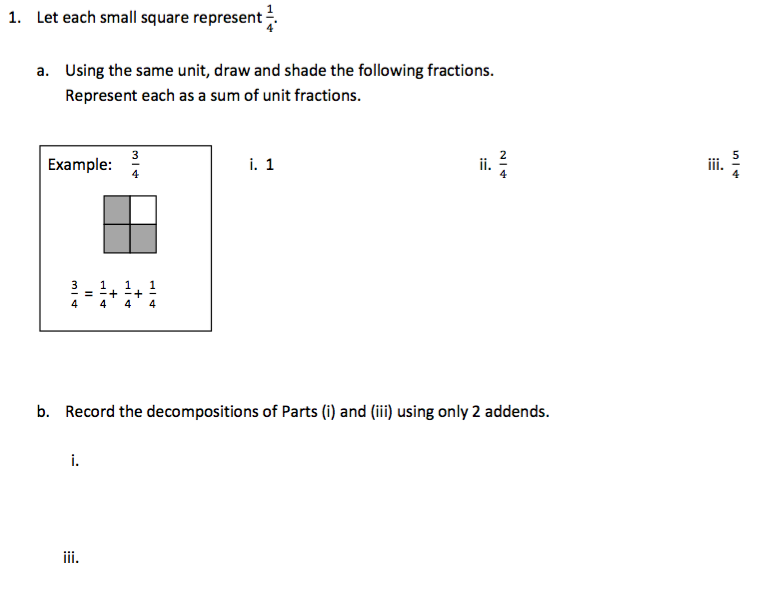
✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 4 / Chapter 7: Add and Subtract Fractions | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Modify | Include equation: 3 ¼ + 1 2/4 + 2 ¾ = | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 3 | Modify | Include equation of Nick’s argument: 3 ¼ - 1 2/4 = 2 1/4 | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 4 | Keep | Question aligns to 7.5.1 |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 9 | Delete |  | Guidance Document: Lesson deleted |
| 10 | Keep | Question aligns to 4.NF.B.3a |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Keep | Question aligns to 7.10.1 |  |
| 18 | Keep | Question aligns to 7.10.1 |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Keep |  |  |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 7.2 | [EngageNY, Grade 4, Module 5, Mid-Module Assessment: #1a-b](https://www.unbounded.org/math/grade-4/module-5) | “1. Let each small square represent 1/4  a.  Using the same unit, draw and shade the following fractions. Represent each as a sum of unit fractions.  Example:  b.  Record the decompositions of Parts (i) and (iii) using only 2 addends. ”  *(see below)* |

EngageNY Grade 4, Module 5, Mid-Module Assessment Task, #1a-b

**Chapter 8**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 4 / Chapter 8: Multiply Fractions by Whole Numbers | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Modify | Delete model and replace last two sentences with “Find the length of a thresher shark. Show your work by using visual fraction models or equations to represent the problem.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep | Question aligns to 4.NF.B.4b |  |
| 15 | Keep | Question not tagged in GO Math! guide, aligns to 4.NF.B.4c |  |
| 16 | Keep |  |  |
| 17 | Modify | Delete Part A & B text, replace with “Find the amount of popcorn Maddie needs. Show your work by using visual fraction models or equations to represent the problem.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Keep | Question aligns to 4.NF.B.4c |  |

**Chapter 9**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 9: Relate Fractions and Decimals | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Delete |  | Guidance Document: Lesson deleted |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Delete |  | Guidance Document: Lesson deleted |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Delete |  | Guidance Document: Lesson deleted |
| 11 | Keep |  |  |
| 12 | Modify | Include equation in Part A: 4/10 + 12/100 = \_\_\_\_ | Aspects of Rigor: The standard targets procedural skill, but this is an application question. |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Keep |  |  |

**Chapter 10**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 10: Two-Dimensional Figures | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Keep |  |  |

**Chapter 11**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 4 / Chapter 11: Angles | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Modify | Delete Part A. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep | Question aligns to 4.MD.C.7 |  |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 11.3.1 | [EngageNY, Grade 4, Module 4, Mid-Module Assessment: #6b](https://www.unbounded.org/math/grade-4/module-4) | “The town of Seaford has a large rectangular park with a biking path around its perimeter and two straight-line biking paths that cut across it as shown in the diagram below.    In the space below, use a protractor to draw an angle with the same measure as ∠DGK. ” |

**Chapter 12**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 4 / Chapter 12: Relative Sizes of Measurement Units | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Delete |  | Guidance Document: Lesson deleted |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep | Question aligns to 12.5.1 |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Modify | Delete last sentence and fill-in the blank boxes. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 10 | Keep |  |  |
| 11 | Keep | Question aligns to 12.5.1 |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Keep |  |  |
| 16 | Delete |  | Guidance Document: Lesson deleted |
| 17 | Keep |  |  |
| 18 | Delete |  | Guidance Document: Lesson deleted |
| 19 | Delete |  | Guidance Document: Lesson deleted |
| 20 | Keep |  |  |
| 21 | Delete |  | Guidance Document: Lesson deleted |
| 22 | Keep | Question aligns to 12.8.1 |  |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 12.6.1 | [EngageNY, Grade 4, Module 7, End of Module Assessment: #4a](https://www.unbounded.org/math/grade-4/module-7) | “Convert the following measurements.   1. Express the length of a 9 kilometer trip in meters.” |
| 12.11.1/2 | [EngageNY, Grade 4, Module 7, End of Module Assessment: #6d-e](https://www.unbounded.org/math/grade-4/module-7) | “6d. Jacob says that he can find the number of inches in 15 yards by tripling the number of inches in 5 yards. Does his strategy work? Why or why not?    6e. A blue rope in Garret’s camping backpack is 6 yards long. The blue rope is 3 times as long as a red rope. A yellow rope is 2 feet 7 inches shorter than the red rope. What is the difference in length between the blue rope and the yellow rope?” |

**Chapter 13**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 4 / Chapter 13: Algebra: Perimeter and Area | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep | Question aligns to 13.1 |  |
| 2 | Modify | After Part A text include “Use the formula for area in your response.” | Question aligns to 13.3 |
| 3 | Keep | Question aligns to 13.1 |  |
| 4 | Keep | Question aligns to 13.3 |  |
| 5 | Keep | Question aligns to 13.1 |  |
| 6 | Modify | After question text include “Identify the formula you used to solve.” | Question aligns to 13.3 |
| 7 | Keep | Question aligns to 13.1 |  |
| 8 | Modify | After question text include “Use the formula for area in your response.” | Question aligns to 13.1 |
| 9 | Keep | Question aligns to 13.3 |  |
| 10 | Keep | Question aligns to 13.3 |  |
| 11 | Modify | Delete question text underneath diagram and include “Find the area of the floor of the laundry room. Use the formula for area in your response and show your work.” | Question aligns to 13.3 |
| 12 | Keep | Question aligns to 13.3 |  |
| 13 | Keep | Question aligns to 13.1 |  |
| 14 | Modify | After question text include “Include the appropriate formula in your solution.” | Question aligns to 13.3 |
| 15 | Modify | After question text include “Include the appropriate formula in your solution.” | Question aligns to 13.3 |
| 16 | Keep | Question aligns to 13.1 |  |
| 17 | Keep | Question aligns to 13.3 |  |
| 18 | Keep | Question aligns to 13.3 |  |
| 19 | Modify | After question text include “Include the appropriate formula in your solution.” | Question aligns to 13.1 |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 13.2 | [EngageNY, Grade 4, Module 3, Mid -Module Assessment: #5a-d](https://www.unbounded.org/math/grade-4/module-3) | “Last year, Mr. Petersen’s rectangular garden had a width of 5 meters and an area of 20 square meters. This year, he wants to make the garden three times as long and two times as wide.  a. Solve for the length of last year’s garden using the area formula. Then, draw and label the measurements of this year’s garden.  b. How much area for planting will Mr. Petersen have in the new garden?  c. Last year, Mr. Petersen had a fence all the way around his garden. He can reuse all of the fence he had around the garden last year, but he needs to buy more fencing to go around this year’s garden. How many more meters of fencing is needed for this year’s garden than last year’s?  d. Last year, Mr. Petersen was able to plant 4 rows of carrots with 13 plants in each row. This year, he plans to plant twice as many rows with twice as many carrot plants in each. How many carrot plants will he plant this year? Write a multiplication equation to solve. Assess the reasonableness of your answer. ” |