

A Correlation of

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To the
North Carolina
Standard Course of Study - Mathematics
Grade 4

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North Carolina Standard Course of Study Mathematics – Grade 4	enVisionmath2.0, ©2017 Grade 4
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F21; Topic 1: 32; Topic 2: 70; Topic 3: 152; Topic 4: 231-236; Topic 5: 272; Topic 6: 334; Topic 7: 375; Topic 8: 429, 432; Topic 9: 484; Topic 10: 544, 578; Topic 11: 612; Topic 12: 651; Topic 13: 705;; Topic 15: 804, 806; Topic 16: 846</p> <p>TE: F21-F21A; Topic 1: 31-32; Topic 2: 69-70; Topic 3: 151-152; Topic 4: 231A-236; Topic 5: 272; Topic 6: 334; Topic 7: 376; Topic 8: 431-432; Topic 9: 466; Topic 10: 544, 578; Topic 11: 611-612; Topic 12: 651; Topic 13: 704; Topic 14: 740, 746; Topic 15: 803-804; Topic 16: 846</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F32; Topic 1: 7-8; Topic 2: 77-82; Topic 3: 152, 154; Topic 4: 173-174; Topic 5: 302-304, 308; Topic 7: 377; Topic 8: 423; Topic 9: 514, 520; Topic 10: 576; Topic 11: 592; Topic 12: 636; Topic 13: 718; Topic 14: 748; Topic 15: 777, 803; Topic 16: 839</p> <p>TE: F22-F22A; Topic 1: 7-8; Topic 2: 77A-82; Topic 3: 151-152; Topic 4: 173-174; Topic 5: 302-304, 308; Topic 6: 329; Topic 7: 376; Topic 8: 424; Topic 9: 514, 520; Topic 10: 575-576; Topic 11: 592; Topic 12: 635-636; Topic 13: 717-718; Topic 14: 747-748; Topic 15: 796, 803-804; Topic 16: 828</p>

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3. Construct viable arguments and critique the reasoning of others.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F33; Topic 1: 29-34; Topic 2: 70; Topic 3: 132, 136; Topic 4: 192; Topic 5: 297; Topic 6: 336; Topic 7: 370; Topic 8: 442, 447-452; Topic 9: 502; Topic 10: 562; Topic 11: 598; Topic 12: 641; Topic 13: 686, 698,711; Topic 14: 745; Topic 15: 792; Topic 16: 851-856</p> <p>TE: F23-F23A; Topic 1: 29A-34; Topic 2: 72; Topic 3: 132; Topic 4: 191-192; Topic 5: 296; Topic 6: 335-336; Topic 7: 370; Topic 8: 442, 447A-452; Topic 9: 502; Topic 10: 562; Topic 11: 598; Topic 12: 639; Topic 13: 686, 698 ; Topic 14: 734; Topic 15: 790, 791-792; Topic 16: 851A-855-856</p>
4. Model with mathematics.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F34; Topic 1: 20, 22; Topic 2: 80; Topic 3: 149-154; Topic 4: 208; Topic 5: 307-312; Topic 6: 348; Topic 8: 430; Topic 9: 525-530; Topic 10: 573-578; Topic 12: 628; Topic 13: 718, 720; Topic 15: 786, 806; Topic 16: 846, 850</p> <p>TE: F24-F24A; Topic 1: 17, 19-20; Topic 2: 79-80; Topic 3: 149A-151-152; Topic 4: 208; Topic 5: 307A, 311-312; Topic 6: 347-348; Topic 8: 430; Topic 9: 525-529-530; Topic 10: 573A-577-578; Topic 11: 592; Topic 12: 628; Topic 13: 718-719; Topic 15: 785-786; Topic 16: 846</p>
5. Use appropriate tools strategically.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F25; Topic 1: 8, 23; Topic 2: 76; Topic 3: 119; Topic 4: 177; Topic 5: 277-278; Topic 6: 327; Topic 7: 375; Topic 8: 450; Topic 9: 465, 471-472; Topic 10: 567; Topic 11: 603; Topic 12: 642, 645; Topic 13: 697; Topic 14: 738; Topic 15: 789; Topic 16: 839</p> <p>TE: F35-F35A; Topic 1: 5, 6,23; Topic 2: 76; Topic 3: 119; Topic 4: 177; Topic 5: 277-278; Topic 7: 375; Topic 8: 449-450; Topic 9: 465, -472; 10: 567; Topic 11: 603; Topic 12: 641-642; Topic 13: 697; Topic 15: 789, Topic 16: 839</p>

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6. Attend to precision.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F26; Topic 1: 5, 32; Topic 2: 52, 54; Topic 3: 143, 154; Topic 4: 226, 234; Topic 5: 310; Topic 6: 354; Topic 7: 384; Topic 8: 429; Topic 10: 576, 578; Topic 11: 597; Topic 12: 660; Topic 13: 715-720; Topic 14: 746; Topic 15: 790-791; Topic 16: 828</p> <p>TE: F36-F36A; Topic 1: 31-32; Topic 2: 54; Topic 3: 143; Topic 4: 226, 233-234; Topic 5: 309-310; Topic 6: 353-354; Topic 7: 383-384; Topic 8: 429; Topic 10: 575-576;; Topic 11: 597; Topic 12: 659-660; Topic 13: 715A-720; Topic 14: 746; Topic 15: 790; Topic 16: 828</p>
7. Look for and make use of structure.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F27; Topic 1: 6; Topic 2: 47, 49; Topic 3: 95, 127; Topic 4: 171; Topic 6: 340; Topic 8: 418; Topic 9: 477; Topic 10: 551, 563; Topic 11: 591; Topic 12: 657-662; Topic 13: 679; Topic 14: 751-756; Topic 15: 795; Topic 16: 840</p> <p>TE: F27-F27A; Topic 1: 6; Topic 2: 47; Topic 3: 95; Topic 4: 171; Topic 6: 340; Topic 8: 418; Topic 9: 477; Topic 10: 556; Topic 11: 591; Topic 12: 658-660, 66; Topic 13: 686; Topic 14: 751A-755-756; Topic 15: 795; Topic 16: 840</p>
8. Look for and express regularity in repeated reasoning.	<p>This standard is met throughout enVisionmath2.0 Grade 4, for examples please see: SE: F28; Topic 1: 6, 12; Topic 2: 59; Topic 3: 138; Topic 4: 225; Topic 5: 312; Topic 7: 381-386, 387-388; Topic 8: 435; Topic 9: 501; Topic 10: 550; Topic 11: 603; Topic 12: 651; Topic 13: 680-681, 692; Topic 14: 734; Topic 15: 784, 788; Topic 16: 827, 833, 838</p> <p>TE: F28-F28A; Topic 1: 12; Topic 2: 59; Topic 3: 138; Topic 4: 196; Topic 5: 302; Topic 7: 381A-385-386, 387-388; Topic 8: 435; Topic 9: 501; Topic 10: 550; Topic 11: 592, 603A-603; Topic 12: 652; Topic 13: 680, 692; Topic 14: 734; Topic 15: 784; Topic 16: 833</p>

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Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.	<p>SE: Topic 6: 327-332, 333-338; Reteaching: 359, Sets A-B</p> <p>TE: Topic 6: 327A-332, 333A-338; Reteaching: 359, Sets A-B</p>
Use the four operations with whole numbers to solve problems.	
NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers.	<p>SE: Topic 2: 53-58, 59-64, 65-70, 77-82; Reteaching: 85-86, Sets B-D, F; Topic 3: 101-106, 131-136, 137-142, 143-148, 149-154; Reteaching: 157-160, Sets B, F-G; Topic 4: 171-176, 183-188, 195-200, 207-212, 213-218, 219-224, 225-230, 231-236; Reteaching: 239-242, Sets A, C, E, G-J; Topic 5: 277-282, 283-288, 289-294, 307-312; Reteaching: 316-318, Sets D-E, H; Topic 6: 339-344, 345-350, 351-356; Reteaching: 359-360, Sets C-E</p> <p>TE: Topic 2: 53A-58, 59A-64, 65A-70, 77A-82; Reteaching: 85-86, Sets B-D, F; Topic 3: 101A-106, 131A-136, 137A-142, 143A-148, 149A-154; Reteaching: 157-160, Sets B, F-G; Topic 4: 171A-176, 183A-188, 195A-200, 207A-212, 213A-218, 219A-224, 225A-230, 231A-236; Reteaching: 239-242, Sets A, C, E, G-J; Topic 5: 277A-282, 283A-288, 289A-294, 307A-312; Reteaching: 316-318, Sets D-E, H; Topic 6: 339A-344, 345A-350, 351A-356; Reteaching: 359-360, Sets C-E</p>
• Use estimation strategies to assess reasonableness of answers.	<p>SE: Topic 2: 53-58; Reteaching: 85, Set B; Topic 3: 101-106; Reteaching: 157, Set B; Topic 4: 183-188, 189-194; Reteaching: 240, Sets C, D; Topic 5: 259-264, 265-270; Reteaching: 315, Set B</p> <p>TE: Topic 2: 53A-58; Reteaching: 85, Set B; Topic 3: 101A-106; Reteaching: 157, Set B; Topic 4: 183A-188, 189A-194; Reteaching: 240, Sets C, D; Topic 5: 259A-264, 265A-270; Reteaching: 315, Set B</p>

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<ul style="list-style-type: none"> • Interpret remainders in word problems. 	<p>SE: Topic 5: 271-276, 277-282; Reteaching: 316, Sets C, D</p> <p>TE: Topic 5: 271-276, 271A-276, 277A-282; Reteaching: 316, Sets C, D</p>
<ul style="list-style-type: none"> • Represent problems using equations with a letter standing for the unknown quantity. 	<p>SE: Topic 2: 77-82; Reteaching: 86, Set F; Topic 3: 149-154; Reteaching: 160, Sets H; Topic 4: 225-230, 231-236; Reteaching: 242, Set J</p> <p>TE: Topic 2: 77A-82; Reteaching: 86, Set F; Topic 3: 149A-154; Reteaching: 160, Sets H; Topic 4: 225A-230, 231A-236; Reteaching: 242, Set J</p>
Gain familiarity with factors and multiples.	
<p>NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to:</p>	<p>SE: Topic 7: 369-374, 375-380, 381-386, 387-392, 393-398; Reteaching: 401-402, Sets A-E</p> <p>TE: Topic 7: 369A-374, 375A-380, 381A-386, 387A-392, 393A-398; Reteaching: 401-402, Sets A-E</p>
<ul style="list-style-type: none"> • Recognize that a whole number is a multiple of each of its factors. 	<p>SE: Topic 7: 369-374, 375-380, 381-386; Reteaching: 401, Sets A-C</p> <p>TE: Topic 7: 369A-374, 375A-380, 381A-386; Reteaching: 401, Sets A-C</p>
<ul style="list-style-type: none"> • Determine whether a given whole number is a multiple of a given one-digit number. 	<p>SE: Topic 7: 393-398; Reteaching: 402, Set E</p> <p>TE: Topic 7: 393A-398; Reteaching: 402, Sets A-E</p>
<ul style="list-style-type: none"> • Determine if the number is prime or composite. 	<p>SE: Topic 7: 387-392; Reteaching: 402, Set D</p> <p>TE: Topic 7: 387A-392; Reteaching: 402, Set D</p>
Generate and analyze patterns.	
<p>NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.</p>	<p>SE: Topic 14: 733-738, 739-744, 745-750, 751-756 Reteaching: 759-760, Sets A-D</p> <p>TE: Topic 14: 733A-738, 739A-744, 745A-750, 751A-756 Reteaching: 759-760, Sets A-D</p>

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Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	
NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.	SE: Topic 1: 11-16, 29-34; Reteaching: 37-38, Sets B, E TE: Topic 1: 11A-16, 29A-34; Reteaching: 37-38, Sets B, E
NC.4.NBT.2 Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.	SE: Topic 1: 5-10, 11-16, 17-22, 29-34; Reteaching: 37-38, Sets A-C, E TE: Topic 1: 5A-10, 11A-16, 17A-22, 29A-34; Reteaching: 37-38, Sets A-C, E
NC.4.NBT.7 Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SE: Topic 1: 17-22; Reteaching: 37, Set C TE: Topic 1: 17A-22; Reteaching: 37, Set C
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
NC.4.NBT.4 Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.	SE: Topic 2: 47-52, 53-58, 59-64, 65-70, 71-76, 77-82; Reteaching: 85-86, Sets A-F TE: Topic 2: 47A-52, 53A-58, 59A-64, 65A-70, 71A-76, 77A-82; Reteaching: 85-86, Sets A-F

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NC.4.NBT.5 Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.	<p>SE: Topic 3: 95-100, 101-106, 107-112, 113-118, 119-124, 125-130, 131-136, 137-142, 143-148, 149-154; Reteaching: 157-160, Sets A-H; Topic 4: 171-176, 177-182, 183-188, 189-194, 195-200, 201-206, 207-212, 213-218, 219-224, 225-230, 231-236; Reteaching: 239-242, Sets A-J; Topic 6: 327-332, 333-338, 339-344, 345-350, 351-356; Reteaching: 359-360, Sets A-E; Topic 7: 381-386; Reteaching: 401, Set C; Topic 13: 709-714, 715-720; Reteaching: 724, Sets C-D</p> <p>TE: Topic 3: 95A-100, 101A-106, 107A-112, 113A-118, 119A-124, 124A-130, 131A-136, 137A-142, 143A-148, 149A-154; Reteaching: 157-160, Sets A-H; Topic 4: 171A-176, 177A-182, 183A-188, 189A-194, 195A-200, 201A-206, 207A-212, 213A-218, 219A-224, 225A-230, 231A-236; Reteaching: 239-242, Sets A-J; Topic 6: 327A-332, 333A-338, 339A-344, 345A-350, 351A-356; Reteaching: 359-360, Sets A-E; Topic 7: 381A-386; Reteaching: 401, Set C; Topic 13: 709A-714, 715-720; Reteaching: 724, Sets C-D</p>
NC.4.NBT.6 Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	<p>SE: Topic 5: 253-258, 259-264, 265-270, 271-276, 277-282, 283-288, 289-294, 295-300, 301-306, 307-312; Reteaching: 315-318, Sets A-H; Topic 6: 333-338, 339-344, 345-350, 351-356; Reteaching: 359-360, Sets B-E</p> <p>TE: Topic 5: 253A-258, 259A-264, 265A-270, 271A-276, 277A-282, 283A-288, 289A-294, 295A-300, 301A-306, 307A-312; Reteaching: 315-318, Sets A-H; Topic 6: 333A-338, 339A-344, 345A-350, 351A-356; Reteaching: 359-360, Sets B-E</p>
Number and Operations – Fractions	
Extend understanding of fractions.	
NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.	<p>SE: Topic 8: 411-416, 417-422, 423-428, 429-434, 435-440, 441-446, 447-452; Reteaching: 455-456, Sets A-D; Topic 11: 597-602; Reteaching: 617, Set B</p> <p>TE: Topic 8: 411A-416, 417A-422, 423A-428, 429A-434, 435A-440, 441A-446, 447A-452; Reteaching: 455-456, Sets A-D; Topic 11: 597A-602; Reteaching: 617, Set B</p>

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<p>NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions by:</p>	<p>SE: Topic 8: 435-440, 441-446, 447-452; Reteaching: 456, Sets C-D</p> <p>TE: Topic 8: 435A-440, 441A-446, 447A-452; Reteaching: 456, Sets C-D</p>
<ul style="list-style-type: none"> Reasoning about their size and using area and length models. 	<p>SE: Topic 8: 411-416, 417-422; Reteaching: 455, Set A</p> <p>TE: Topic 8: 411A-416, 417A-422; Reteaching: 455, Set A</p>
<ul style="list-style-type: none"> Using benchmark fractions 0, $\frac{1}{2}$, and a whole. 	<p>SE: Topic 8: 435-440; Reteaching: 456, Set C</p> <p>TE: Topic 8: 435A-440; Reteaching: 456, Set C</p>
<ul style="list-style-type: none"> Comparing common numerator or common denominators. 	<p>SE: Topic 8: 441-446; Reteaching: 456, Set C</p> <p>TE: Topic 8: 441A-446; Reteaching: 456, Set C</p>
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
<p>NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>	<p>SE: Topic 9: 465-470, 471-476, 477-482, 483-488, 489-494; Reteaching: 533-534, Sets A-C</p> <p>TE: Topic 9: 465A-470, 471A-476, 477A-482, 483A-488, 489A-494; Reteaching: 533-534, Sets A-C</p>
<ul style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 	<p>SE: Topic 9: 465-470, 477-482, 483-488, 489-494, 495-500, 501-506, 525-530; Reteaching: 533-534, Sets A-D, F Topic 10: 573-578; Reteaching: 582, Set F; Topic 11: 603-608; Reteaching: 618, Set C; Topic 13: 679-684, 685-690, 691-696, 703-708; Reteaching: 723, Sets A-B</p> <p>TE: Topic 9: 465A-470, 477A-482, 483A-488, 489A-494, 495A-500, 501A-506, 525A-530; Reteaching: 533-534, Sets A-D, F; Topic 10: 573A-578; Reteaching: 582, Set F; Topic 11: 603A-608; Reteaching: 618, Set C; Topic 13: 679A-684, 685A-690, 691A-696, 703A-708; Reteaching: Sets A-B</p>

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<ul style="list-style-type: none"> Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. 	<p>SE: Topic 9: 471-476; Reteaching: 533, Set A</p> <p>TE: Topic 9: 471A-476; Reteaching: 533, Set A</p>
<ul style="list-style-type: none"> Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 	<p>SE: Topic 9: 507-512, 513-518, 519-524, 525-530; Reteaching: 534, Set E</p> <p>TE: Topic 9: 507A-512, 513A-518, 519A-524, 525A-530; Reteaching: 534, Set E</p>
<ul style="list-style-type: none"> Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem. 	<p>For related content, please see:</p> <p>SE: Topic 9: 477-482, 489-494, 525-530; Reteaching: 533-534, Sets A-B, F; Topic 10: 573-578; Reteaching: 582, Set F; Topic 11: 603-608; Reteaching: 618, Set C; Topic 13: 679-684, 685-690, 691-696, 703-708; Reteaching: 723, Sets A-B</p> <p>TE: Topic 9: 477A-482, 489A-494, 525A-530; Reteaching: 533-534, Sets A-B, F; Topic 10: 573A-578; Reteaching: 582, Set F; Topic 11: 603A-608; Reteaching: 618, Set C; Topic 13: 679A-684, 685A-690, 691A-696, 703A-708; Reteaching: 723, Sets A-B</p>
Use unit fractions to understand operations of fractions.	
<p>NC.4.NF.4 Apply and extend previous understandings of multiplication to:</p>	<p>SE: Topic 10: 543-548, 549-554, 555-560, 561-566, 567-572, 573-578; Reteaching: 581-582, Sets A-F; Topic 13: 679-684, 685-690, 691-696, 703-708, 709-714; Reteaching: 723-724, Sets A-C</p> <p>TE: Topic 10: 543A-548, 549A-554, 555A-560, 561A-566, 567A-572, 573A-578; Reteaching: 581-582, Sets A-F; Topic 13: 679A-684, 685A-690, 691A-696, 703A-708, 709A-714; Reteaching: 723-724, Sets A-C</p>
<ul style="list-style-type: none"> Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. 	<p>SE: Topic 10: 543-547, 549-554, 555-560; Reteaching: 581, Sets A-C</p> <p>TE: Topic 10: 543A-547, 549A-554, 555A-560; Reteaching: 581, Sets A-C</p>

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<ul style="list-style-type: none"> Solve word problems involving multiplication of a fraction by a whole number. 	<p>SE: Topic 10: 549-554, 555-560, 561-566, 567-572, 573-578; Reteaching: 581-582, Sets B-F; Topic 13: 679-684, 685-690, 691-696, 703-708, 709-714; Reteaching: 723-724, Sets A-C</p> <p>TE: Topic 10: 549A-554, 555A-560, 561A-566, 567A-572, 573A-578; Reteaching: 581-582, Sets B-F; Topic 13: 679A-684, 685A-690, 691A-696, 703A-708, 709A-714; Reteaching: 723-724, Sets A-C</p>
Understand decimal notation for fractions, and compare decimal fractions.	
NC.4.NF.6 Use decimal notation to represent fractions.	<p>SE: Topic 12: 627-632, 633-638; Reteaching: 665-666, Sets A-B</p> <p>TE: Topic 12: 627A-632, 633A-638; Reteaching: 665-666, Sets A-B</p>
<ul style="list-style-type: none"> Express, model and explain the equivalence between fractions with denominators of 10 and 100 	<p>SE: Topic 12: 627-632, 645-650; Reteaching: 665-666, Sets A, D</p> <p>TE: Topic 12: 627A-632, 645A-650; Reteaching: 665-666, Sets A, D</p>
<ul style="list-style-type: none"> Use equivalent fractions to add two fractions with denominators of 10 or 100. 	<p>SE: Topic 12: 645-650; Reteaching: 666, Set D</p> <p>TE: Topic 12: 645A-650; Reteaching: 666, Set D</p>
<ul style="list-style-type: none"> Represent tenths and hundredths with models, making connections between fractions and decimals. 	<p>SE: Topic 12: 627-632, 633-638; Reteaching: 665-666, Sets A-B</p> <p>TE: Topic 12: 627A-632, 633A-638; Reteaching: 665-666, Sets A-B</p>
NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols $>$, $=$, or $<$. Recognize that comparisons are valid only when the two decimals refer to the same whole.	<p>SE: Topic 12: 639-644, 657-662; Reteaching: 665-666, Sets C, F</p> <p>TE: Topic 12: 639A-644, 657A-662; Reteaching: 665-666, Sets C</p>

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Measurement and Data	
Solve problems involving measurement.	
NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement.	For related content, please see: SE: Topic 13: 679-684, 685-690, 691-696, 697-702, 703-708, 715-720; Reteaching: 723-724, Set B TE: Topic 13: 679A-684, 685A-690, 691A-696, 697A-702, 703A-708, 715A-720; Reteaching: 723-724, Set B
• Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter.	For related content, please see: SE: Topic 13: 697-702, 703-708, 715-720; Reteaching: 723-724, Sets B-D TE: Topic 13: 697-702, 703A-708, 715A-720; Reteaching: 723-724, Sets B-D
• Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.	SE: Topic 10: 567-572, 573-578; Reteaching: 582, Sets E-F; Topic 13: 679-684, 685-690, 691-696, 697-702, 703-708, 709-714, 715-720; Reteaching: 723-724, Sets D TE: Topic 10: 567A-572, 573A-578; Reteaching: 582, Sets E-F; Topic 13: 679A-684, 685A-690, 691A-696, 697A-702, 703A-708, 709A-714, 715A-720; Reteaching: 723-724, Sets D
NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.	For related content, please see: SE: Topic 10: 567-572, 573-578; Reteaching: 582, Sets E-F; Topic 12: 639-644, 651-656, 657-662; Reteaching: 665-666, Sets C, E-F; Topic 13: 679-684, 685-690, 691-696, 697-702, 703-708, 709-714, 715-720; Reteaching: 723-724, Sets A-D TE: Topic 10: 567A-572, 573A-578; Reteaching: 582, Sets E-F; Topic 12: 639A-644, 651A-656, 657A-662; Reteaching: 665-666, Sets C, E-F; Topic 13: 679A-684, 685A-690, 691A-696, 697A-702, 703A-708, 709A-714, 715A-720; Reteaching: 723-724, Sets A-D
NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.	SE: Topic 10: 567-572; Reteaching: 582, Set E TE: Topic 10: 567A-572; Reteaching: 582, Set E

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Solve problems involving area and perimeter.	
NC.4.MD.3 Solve problems with area and perimeter.	SE: Topic 13: 709-714, 715-720; Reteaching: 724, Sets C-D TE: Topic 13: 709A-714, 715A-720; Reteaching: 724, Sets C-D
• Find areas of rectilinear figures with known side lengths.	SE: Topic 13: 715-720; Reteaching: 724, Sets C-D TE: Topic 13: 715A-720; Reteaching: 724, Sets C-D
• Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.	SE: Topic 13: 709-714, 715-720; Reteaching: 724, Sets C-D TE: Topic 13: 709A-714, 715A-720; Reteaching: 724, Sets C-D
• Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	SE: Topic 13: 709-714, 715-720; Reteaching: 724, Sets C-D TE: Topic 13: 709A-714, 715A-720; Reteaching: 724, Sets C-D
Represent and interpret data.	
NC.4.MD.4 Represent and interpret data using whole numbers.	SE: Topic 11: 591-596, 597-602, 603-608, 609-614; Reteaching: 617-618, Sets A-D TE: Topic 11: 591A-596, 597A-602, 603A-608, 609A-614; Reteaching: 617-618, Sets A-D
• Collect data by asking a question that yields numerical data.	For related content, please see: SE: Topic 11: 591-596, 597-602, 603-608, 609-614; Reteaching: 617-618, Sets A-D TE: Topic 11: 591A-596, 597A-602, 603A-608, 609A-614; Reteaching: 617-618, Sets A-D
• Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.	SE: Topic 11: 597-602, 603-608; Reteaching: 617-618, Sets B, C TE: Topic 11: 597A-602, 603A-608; Reteaching: 617-618, Sets B, C

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<ul style="list-style-type: none"> Determine whether a survey question will yield categorical or numerical data. 	For related content, please see: SE: Topic 11: 591-596, 597-602, 603-608, 609-614; Reteaching: 617-618, Sets A-D TE: Topic 11: 591A-596, 597A-602, 603A-608, 609A-614; Reteaching: 617-618, Sets A-D
Understand concepts of angle and measure angles.	
NC.4.MD.6 Develop an understanding of angles and angle measurement.	SE: Topic 15: 777-782, 783-788; Reteaching: 809, Sets B-C TE: Topic 15: 777A-782, 783A-788; Reteaching: 809, Sets B-C
<ul style="list-style-type: none"> Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees. 	SE: Topic 15: 771-776; Reteaching: 809, Set A TE: Topic 15: 771A-776; Reteaching: 809, Set A
<ul style="list-style-type: none"> Measure and sketch angles in whole-number degrees using a protractor. 	SE: Topic 15: 789-794, 801-806; Reteaching: 810, Set D TE: Topic 15: 789A-794, 801A-806; Reteaching: 810, Set D
<ul style="list-style-type: none"> Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. 	SE: Topic 15: 795-800, 801-806; Reteaching: 810, Set E TE: Topic 15: 795A-800, 801A-806; Reteaching: 810, Set E
Geometry	
Classify shapes based on lines and angles in two-dimensional figures.	
NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.	SE: Topic 15: 771-776; Reteaching: 809, Set A; Topic 16: 821-826; Reteaching: 859, Set A TE: Topic 15: 771A-776; Reteaching: 809, Set A; Topic 16: 821A-826; Reteaching: 859, Set A
NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.	SE: Topic 16: 827-832, 833-838, 851-856; Reteaching: 859-860, Sets B-C, F TE: Topic 16: 827A-832, 833A-838, 851A-856; Reteaching: 859-860, Sets B-C, F

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NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.	<p>SE: Topic 16: 839-844, 845-850; Reteaching: 860, Sets D-E</p> <p>TE: Topic 16: 839A-844, 845A-850; Reteaching: 860, Sets D-E</p>

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