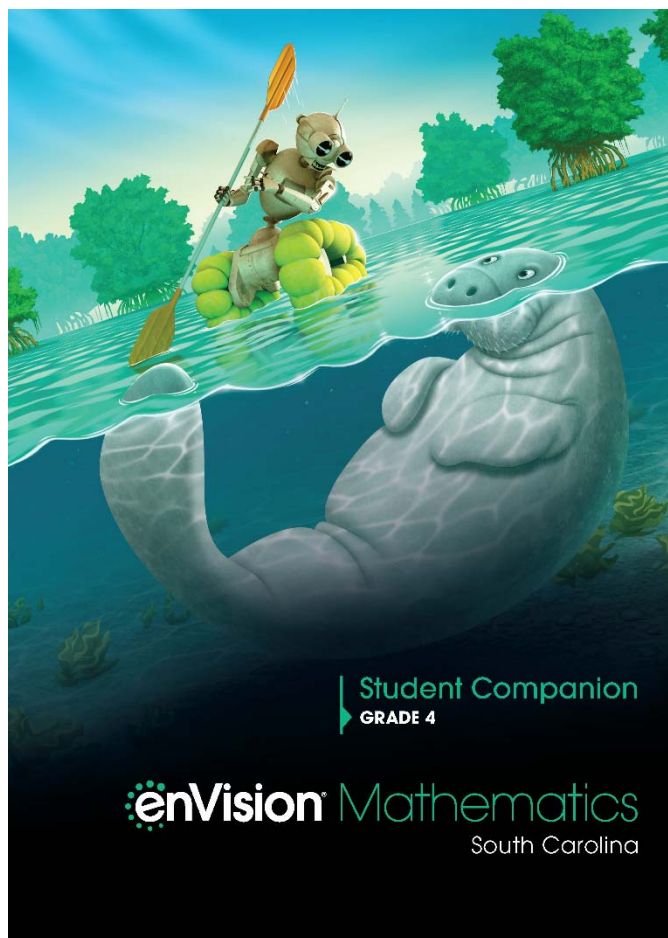


A Correlation of

# enVision<sup>®</sup> Mathematics

South Carolina, ©2021



To the  
**South Carolina**  
**College- and Career-Ready Standards**  
**for Mathematics 2015**  
**Grade 4**

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| <b>South Carolina College- and Career-Ready<br/>Standards for Mathematics<br/>Grade 4</b>   | <b>enVision Mathematics<br/>South Carolina, ©2021<br/>Grade 4</b>  |
|---|--|
| <b>Mathematical Process Standards</b>   |  |
| <b>1. Make sense of problems and persevere in solving them.</b>   | <b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. |
| a. Relate a problem to prior knowledge.   | <b>SE/TE:</b> 4A, 56, 80A, 94, 102, 155, 238, 246, 266, 398  |
| b. Recognize there may be multiple entry points to a problem and more than one path to a solution.  | <b>SE/TE:</b> 16, 154, 155, 238, 248, 400  |
| c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem. | <b>SE/TE:</b> 54, 56, 68, 102, 112, 154, 155, 238, 240, 246  |
| d. Evaluate the success of an approach to solve a problem and refine it if necessary.   | <b>SE/TE:</b> 154, 155, 238, 246, 248, 334, 566  |

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|---|--|
| <p><b>2. Reason both contextually and abstractly.</b></p>   | <p><b>enVision Mathematics</b> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> |
| <p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p>                                     | <p><b>SE/TE:</b> 10, 14, 18, 24, 60, 66, 67, 68, 82, 106</p>   |
| <p>b. Describe a given situation using multiple mathematical representations.</p>   | <p><b>SE/TE:</b> 8, 66, 86, 106, 134, 150, 190, 274, 350, 550</p>  |
| <p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p> | <p><b>SE/TE:</b> 67, 86, 150, 262, 302, 310, 314, 320, 590</p>   |
| <p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>   | <p><b>SE/TE:</b> 66, 67, 362, 366, 500</p>   |

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|---|---|
| <p><b>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</b></p> | <p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> |
| <p>a. Construct and justify a solution to a problem.</p>  | <p><b>SE/TE:</b> 22, 23, 24, 42, 50, 86, 138, 140, 156, 152</p>   |
| <p>b. Compare and discuss the validity of various reasoning strategies.</p>   | <p><b>SE/TE:</b> 4B, 22, 24, 38, 42, 80B, 168B, 174, 178, 202</p>   |
| <p>c. Make conjectures and explore their validity.</p>  | <p><b>SE/TE:</b> 4A, 4C, 80A, 80C, 168A, 168C, 242, 260A, 262, 270</p>  |
| <p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>                                     | <p><b>SE/TE:</b> 4B, 12, 22, 23, 42, 44, 48, 58, 80B, 104</p>   |
| <p><b>4. Connect mathematical ideas and real-world situations through modeling.</b></p>                               | <p>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p>   |

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|---|---|
| a. Identify relevant quantities and develop a model to describe their relationships.                                  | <b>SE/TE:</b> 111, 112, 144, 207, 208, 238, 244, 268, 306, 356  |
| b. Interpret mathematical models in the context of the situation.   | <b>SE/TE:</b> 90, 110, 142, 146, 194, 230, 134, 338, 370, 390   |
| c. Make assumptions and estimates to simplify complicated situations.   | <b>SE/TE:</b> 4B, 80B, 110, 138, 168B, 207, 260B, 332B, 371, 403  |
| d. Evaluate the reasonableness of a model and refine if necessary.  | <b>SE/TE:</b> 4C, 80C, 110, 168C, 206, 260C, 332C, 370, 416C, 480C  |
| <b>5. Use a variety of mathematical tools effectively and strategically.</b>  | Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. |
| a. Select and use appropriate tools when solving a mathematical problem.  | <b>SE/TE:</b> 338, 346, 358, 360, 456, 570, 571   |
| b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts. | <b>SE/TE:</b> 194, 226, 248, 294, 298, 334, 338, 340, 346, 354  |

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|---|--|
| <p><b>6. Communicate mathematically and approach mathematical situations with precision.</b></p>                | <p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> |
| <p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p>    | <p><b>SE/TE:</b> 24, 40, 156, 198, 248, 450, 506, 530 507, 562</p>   |
| <p>b. Represent numbers in an appropriate form according to the context of the situation.</p>                   | <p><b>SE/TE:</b> 24, 40, 156, 248, 450, 506, 507, 508, 530</p>   |
| <p>c. Use appropriate and precise mathematical language.</p>  | <p><b>SE/TE:</b> 24, 40, 248, 450, 468, 498, 506, 507, 530, 590</p>  |
| <p>d. Use appropriate units, scales, and labels.</p>  | <p><b>SE/TE:</b> 24, 40, 156, 248, 482, 484, 492, 496, 506, 508</p>  |

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|---|--|
| <b>7. Identify and utilize structure and patterns.</b>                                      | Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. |
| a. Recognize complex mathematical objects as being composed of more than one simple object. | <b>SE/TE:</b> 291-292, 453, 529, 533, 557, 558   |
| b. Recognize mathematical repetition in order to make generalizations.                      | <b>SE/TE:</b> 10, 270, 271, 274, 390, 462, 482, 490, 522, 558  |
| c. Look for structures to interpret meaning and develop solution strategies.                | <b>SE/TE:</b> 6, 38, 46, 54, 58, 62, 90, 94, 98, 102   |

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|---|--|
| <b>Content Standards for Mathematics</b>  |  |
| <b>Number Sense and Base Ten</b>  |  |
| 4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.   | <b>SE:</b> 9–12, 21–24<br><br><b>TE:</b> 9A–12B, 21A–24B   |
| 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.  | <b>SE:</b> 5-8, 13–16, 21–24, S1-S6 Lesson SC-1<br><br><b>TE:</b> 5A-8B, 13A–16B, 21A–24B, S1A-S6B Lesson SC-1   |
| 4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.   | <b>SE:</b> 17–20, 21–24<br><br><b>TE:</b> 17A–20B, 21A–24B   |
| 4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.  | <b>SE:</b> 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 233–236, 237–240, 241–244, 525–528<br><br><b>TE:</b> 37A–40B, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, 233A–236B, 237A–240B, 241A–244B, 525A–528B   |
| 4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations. | <b>SE:</b> 81–84, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, 173–176, 177–180, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, 261–264, 265–268, 269–272, 273–276, 277–280, 301–304, 313–316, 525–528<br><br><b>TE:</b> TE: 81A–84B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 173A–176B, 177A–180B, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, 301A–304B, 313A–316B, 525A–528B |



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|--|--|
| <p>4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p>  | <p><b>SE:</b> 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 229–232, 233–236, 237–240, 241–244, 245–248, 305–308, 525–528, 529–532</p> <p><b>TE:</b> 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–120B, 201A–204B, 205A–208B, 229A–232B, 233–236B, 237A–240B, 241A–244B, 245A–248B, 305A–308B, 525A–528B, 529A–532B</p> |
| <p align="center"><b>Number Sense and Operations – Fractions</b></p>   |  |
| <p>4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), <math>\frac{a}{b}</math>, is equivalent to a fraction, <math>\frac{n \times a}{n \times b}</math>, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> | <p><b>SE:</b> 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, 421–424, 553–556</p> <p><b>TE:</b> 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, 421A–424B, 553A–556B</p>  |
| <p>4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math> and represent the comparison using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</p>  | <p><b>SE:</b> 309–312, 313–316, 317–320, 421–424</p> <p><b>TE:</b> 309A–312B, 313A–316B, 317A–320B, 421A–424B</p>  |
| <p>4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.</p>   | <p><b>SE:</b> 333–336, 341–344, 345–348, 349–352, 353–356, 369–372</p> <p><b>TE:</b> 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B</p>  |
| <p>a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;</p>  | <p><b>SE:</b> 333–336, 337–340, 345–348, 553–556</p> <p><b>TE:</b> 333A–336B, 337A–340B, 345A–348B, 553A–556B</p>  |

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| <p>b. Add and subtract mixed numbers with like denominators;</p>   | <p><b>SE:</b> 357-360, 361-364, 365-368, 369-372, 429-432, 569-572</p> <p><b>TE:</b> 357A-360B, 361A-364B, 365A-368B, 369A-372B, 429A-432B, 569A-572B</p>   |
| <p>c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</p>  | <p><b>SE:</b> 333-336, 341-344, 345-348, 349-352, 353-356, 357-360, 361-364, 365-368, 369-372, 397-400, 401-404, 417-420, 421-424, 425-428, 429-432, 481-484, 485-488, 489-492</p> <p><b>TE:</b> 333A-336B, 341A-344B, 345A-348B, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 365A-368B, 369A-372B, 397A-400B, 401A-404B, 417A-420B, 421A-424B, 425A-428B, 429A-432B, 481A-484B, 485A-488B, 489A-492B</p> |
| <p>4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).</p>                                |   |
| <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>;</p>  | <p><b>SE:</b> 385-388, 389-392, 393-396</p> <p><b>TE:</b> 385A-388B, 389A-392B, 393A-396B</p>   |
| <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number;</p>  | <p><b>SE:</b> 389-392, 393-396</p> <p><b>TE:</b> 389A-392B, 393A-396B</p>   |
| <p>c. Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).</p>                                | <p><b>SE:</b> 389-392, 393-396, 393-396, 401-404, 481-484, 485-488, 489-492, 501-504, 505-508</p> <p><b>TE:</b> 389A-392B, 393A-396B, 393A-396B, 401A-404B, 481A-484B, 485A-488B, 489A-492B, 501A-504B, 505A-508B</p>   |
| <p>4.NSF.5 Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.</p> | <p><b>SE:</b> 457-460</p> <p><b>TE:</b> 457A-460B</p>   |

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| 4.NSF.6 Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.  | <b>SE:</b> 445-448, 449-452<br><br><b>TE:</b> 445A-448B, 449A-452B   |
| 4.NSF.7 Compare and order decimal numbers to hundredths, and justify using concrete and visual models.   | <b>SE:</b> 453-456, 465-468, 493-496<br><br><b>TE:</b> 453A-456B, 465A-468B, 493A-496B   |
| <b>Algebraic Thinking and Operations</b>   |  |
| 4.ATO.1 Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations. | <b>SE:</b> 225–228, 229–232<br><br><b>TE:</b> 225A–228B, 229A–232B   |
| 4.ATO.2 Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).  | <b>SE:</b> 85–88, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248<br><br><b>TE:</b> 85A–88B, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B   |
| 4.ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.  | <b>SE:</b> 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 85–88, 97–100, 105–108, 109–112, 137–140, 141–144, 149–152, 173–176, 177–180, 181–184, 193–196, 197–120, 205–208, 233–236, 237–240, 241–244, 245–248, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572<br><br><b>TE:</b> 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, 85A–88B, 97A–100B, 105A–108B, 109A–112B, 137A–140B, 141A–144B, 149A–152B, 173A–176B, 177A–180B, 181A–184B, 193A–196B, 197A–120B, 205A–208B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B |

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|---|---|
| <p>4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1 – 100 and determine whether the whole number is prime or composite.</p>                             | <p><b>SE:</b> 261–264, 265–268, 269–272, 273–276, 277–280, 305–308, 521-524, 525-528</p> <p><b>TE:</b> 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, 305A–308B, 521A-524B, 525A-528B</p> |
| <p>4.ATO.5 Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.</p>  | <p><b>SE:</b> 521-524, 525-528, 529-532, 533-536, 589-592</p> <p><b>TE:</b> 521A-524B, 525A-528B, 529A-532B, 533A-536B, 589A-592B</p>   |
| <p><b>Geometry</b></p>  |   |
| <p>4.G.1 Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.</p>   | <p><b>SE:</b> 549-552, 585-588, 589-592, 593-596, 605-608</p> <p><b>TE:</b> 549A-552B, 585A-588B, 589A-592B, 593A-596B, 605A-608B</p>   |
| <p>4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.</p>   | <p><b>SE:</b> 585-588, 593-596, 605-608</p> <p><b>TE:</b> 585A-588B, 593A-596B, 605A-608B</p>   |
| <p>4.G.3 Recognize right triangles as a category, and identify right triangles.</p>   | <p><b>SE:</b> 589-592</p> <p><b>TE:</b> 589A-592B</p>   |
| <p>4.G.4 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> | <p><b>SE:</b> 597-600, 601-604</p> <p><b>TE:</b> 597A-600B, 601A-604B</p>   |

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|---|--|
| <b>Measurement and Data Analysis</b>  |  |
| 4.MDA.1 Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit. | <b>SE:</b> 379-400, 481-484, 485-488, 489-492, 493-496, 497-500<br><br><b>TE:</b> 379A-400B, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B   |
| 4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.   | <b>SE:</b> 397-400, 401-404, 449-452, 453-456, 461-464, 465-468, 481-484, 485-488, 489-492, 493-496, 497-500, 501-504, 505-508<br><br><b>TE:</b> 397A-400B, 401A-404B, 449A-452B, 453A-456B, 461A-464B, 465A-468B, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 505A-508B |
| 4.MDA.3 Apply the area and perimeter formulas for rectangles.   | <b>SE:</b> 153-156, 501-504, 505-508, 605-608<br><br><b>TE:</b> 153A-156B, 501A-504B, 505A-508B, 605A-608B   |
| 4.MDA.4 Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.   | <b>SE:</b> 417-420, 421-424, 425-428, 429-432<br><br><b>TE:</b> 417A-420B, 421A-424B, 425A-428B, 429A-432B   |
| 4.MDA.5 Understand the relationship of an angle measurement to a circle.  | <b>SE:</b> 549-552, 553-556, 557-560, 561-564<br><br><b>TE:</b> 549A-552B, 553A-556B, 557A-560B, 561-564B  |
| 4.MDA.6 Measure and draw angles in whole number degrees using a protractor.   | <b>SE:</b> 561-564, 569-572<br><br><b>TE:</b> 561A-564B, 569A-572B   |
| 4.MDA.7 Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.   | <b>SE:</b> 565-568, 569-572<br><br><b>TE:</b> 565A-568B, 569A-572B   |
| 4.MDA.8 Determine the value of a collection of coins and bills greater than \$1.00.   | <b>SE:</b> S9-S15 Lesson SC-2<br><br><b>TE:</b> S9A-S15B Lesson SC-2   |

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