

A Correlation of

enVision[®] Mathematics

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To the

Utah Core Standards for Mathematics Grade 4

SAVVAS

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Resource Title: enVision Mathematics ©2020, Grade 4
Publisher: Savvas K12 Learning LLC
ISBN (10 or 13 digit unique identifier is required): 2-Volume Consumable
Student's Edition 5-Year (Print) + 5-Year Digital Access: 9780134960319
Media (text, software, internet, multimedia): Multimedia
Author: Randall I. Charles, et.al.
Copyright: 2020
Review Date: August 21, 2019
Core Subject Area: Mathematics

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MATHEMATICAL PRACTICES (4.MP)	
4.MP.1 Make sense of problems and persevere in solving them.	<p>enVision Mathematics 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.</p> <p>Student’s Edition and Teacher’s Edition pages 13–16, 21–24, 49–52, 53–56, 65–68, 81–84, 105–108, 109–112, 153–156, 205–208, 233–236, 237–240, 245–248, 261–264, 293–296</p>
4.MP.2 Reason abstractly and quantitatively.	<p>enVision Mathematics 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>Student’s Edition and Teacher’s Edition pages 5–8, 9–12, 13–16, 17–20, 21–24, 41–44, 57–60, 61–64, 65–68, 81–84, 85–88, 105–108, 129–132, 133–136, 137–140</p>

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<p>4.MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, 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>Student's Edition and Teacher's Edition pages 9–12, 17–20, 21–24, 37–40, 41–44, 45–48, 49–52, 57–60, 61–64, 85–88, 101–104, 137–140, 149–152, 177–180, 181–184</p>
<p>4.MP.4 Model with mathematics.</p>	<p>Students using enVision Mathematics 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> <p>Student's Edition and Teacher's Edition pages 5–8, 13–16, 65–68, 89–92, 93–96, 109–112, 133–136, 141–144, 145–148, 153–156, 169–172, 177–180, 181–184, 185–188, 193–196</p>

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<p>4.MP.5 Use appropriate tools strategically.</p>	<p>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.</p> <p>Student’s Edition and Teacher’s Edition pages 17–20, 45–48, 53–56, 97–100, 133–136, 193–196, 245–248, 293–296, 297–300, 313–316, 317–320, 333–336, 337–340, 345–348, 353–356</p>
<p>4.MP.6 Attend to precision.</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>Student’s Edition and Teacher’s Edition pages 21–24, 37–40, 97–100, 105–108, 153–156, 197–200, 245–248, 269–272, 305–308, 345–348, 393–396, 417–420, 449–452, 465–468, 481–484</p>

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<p>4.MP.7 Look for and make use of structure.</p>	<p>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.</p> <p>Student’s Edition and Teacher’s Edition pages 5–8, 37–40, 45–48, 53–56, 57–60, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 129–132, 141–144, 145–148, 149–152</p>
<p>4.MP.8 Look for and express regularity in repeated reasoning.</p>	<p>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.</p> <p>Student’s Edition and Teacher’s Edition pages 9–12, 49–52, 269–272, 309–312, 361–364, 365–368, 389–392, 421–424, 461–464, 481–484, 485–488, 489–492, 497–500, 521–524, 557–560</p>

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Operations and Algebraic Thinking 4.OA	
Use the four operations with whole numbers to solve problems.	
4.OA.1 Interpret a multiplication equation as a comparison (for example, 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.	SE: 223–224, 225–228, 229–232, Reteaching: 251 Set A TE: 223–224A, 225A–228B, 229A–232B, Reteaching: 251 Set A
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, for example, by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	SE: 85–88, 223–224, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260 TE: 85A–88B, 223–224A, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C
4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	SE: 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets B, F; 80, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets B, G, H; 137–140, 141–144, 149–152, 153–156, Reteaching: 159–160 Set C; 168, 173–176, 177–180, 181–184, 197–120, 205–208, Reteaching: 211–214 Sets B, H; 233–236, 237–240, 241–244, 245–248, Reteaching: 251 Set B; 260, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572 TE: 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets B, F; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets B, G, H; 137A–140B, 141A–144B, 149A–152B, 153A–156B, Reteaching: 159–160 Set C; 168–168C, 173A–176B, 177A–180B, 181A–184B, 197A–120B, 205A–208B, Reteaching: 211–214 Sets B, H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251 Set B; 260–260C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B

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<p>4.OA.3.A Represent these problems using equations with a letter standing for the unknown quantity.</p>	<p>SE: 57–60, 65–68, Reteaching: 72 Set F; 97–100, 105–108, 109–112, Reteaching: 118 Set H; 153–156, 205–208, Reteaching: 214 Set H; 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, C, D; 493–496, 501–504, 505–508, 569–572</p> <p>TE: 57A–60B, 65A–68B, Reteaching: 72 Set F; 97A–100B, 105A–108B, 109A–112B, Reteaching: 118 Set H; 153A–156B, 205A–208B, Reteaching: 214 Set H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, C, D; 493A–496B, 501A–504B, 505A–508B, 569A–572B</p>
<p>4.OA.3.B Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.</p>	<p>SE: 41–44, 45–48, 53–56, 57–60, 80, 85–88, 105–108, 109–112, Reteaching: 115–118 Sets G, H; 137–140, 149–152, 153–156, 168, 197–200, 205–208, Reteaching: 211–214 Sets E–H; 233–236, 237–240, 241–244, 245–248, 260</p> <p>TE: 41A–44B, 45A–48B, 53A–56B, 57A–60B, 80–80C, 85A–88B, 105A–108B, 109A–112B, Reteaching: 115, 118 Sets G, H; 137A–140B, 149A–152B, 153A–156B, 168–168C, 197A–200B, 205A–208B, Reteaching: 211–214 Sets E–H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, 260–260C</p>
<p>Gain familiarity with factors and multiples.</p>	
<p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>	<p>SE: 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528</p> <p>TE: 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B</p>

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Generate and analyze patterns.	
4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	SE: 519–520, 521–524, 525–528, 529–532, 533–536, Reteaching: 539–540 Sets A–D; 589–592 TE: 519–520A, 521A–524B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 539–540 Sets A–D; 589A–592B
Number and Operations in Base Ten 4.NBT	
Generalize place value understanding for multi-digit whole numbers.	
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	SE: 4, 9–12, 21–24, Reteaching: 27 Set B TE: 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SE: 3, 4, 5–8, 13–16, 21–24, Reteaching: 27 Sets A–C; 35–36 TE: 3–3A, 4–4C, 5A–8B, 13A–16B, 21A–24B, Reteaching: 27 Sets A–C; 35–36A
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	SE: 4, 17–20, 21–24, Reteaching: 28 Sets D, E TE: 4–4C, 17A–20B, 21A–24B, Reteaching: 28 Sets D, E
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	SE: 35–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 80, 233–236, 237–240, 241–244, 521–524, 565–568 TE: 35–36A, 37A–40B, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 80–80C, 233A–236B, 237A–240B, 241A–244B, 521A–524B, 565A–568B

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<p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>SE: 79, 80, 81–84, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, Reteaching: 115–118 Sets A–G; 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 159–160 Sets A–F; 168, 173–176, 177–180, 223–224, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 301–304, 313–316, 525–528</p> <p>TE: 79–79A, 80–80C, 81A–84B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets A–G; 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 159–160 Sets A–F; 168–168C, 173A–176B, 177A–180B, 223–224A, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 301A–304B, 313A–316B, 525A–528B</p>
<p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>SE: 167, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, Reteaching: 211–214 Sets A, C, H; 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260, 305–308, 525–528, 529–532</p> <p>TE: 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, Reteaching: 211–214 Sets A, C, H; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C, 305A–308B, 525A–528B, 529A–532B</p>

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Number and Operations—Fractions 4.NF	
Extend understanding of fraction equivalence and ordering.	
4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.	SE: 291–292, 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–324 Sets A, B; 421–424, 553–556 TE: 291–292, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–324 Sets A, B; 421A–424B, 553A–556B
4.NF.2 Compare two fractions with different numerators and different denominators, for example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. 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, for example, by using a visual fraction model.	SE: 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C; D, 332, 415, 416, 421–424 TE: 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. In other words, any fraction is a sum of unit fractions.	SE: 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D TE: 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D
4.NF.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	SE: 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D TE: 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D

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<p>4.NF.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, for example, by using a visual fraction model. For example, $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8}$; $2\frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</p>	<p>SE: 332, 337–340, Reteaching: 375 Sets A, B; 416, 553–556</p> <p>TE: 332-332A, 337A–340B, Reteaching: 375 Sets A, B; 416-416C, 553A–556B</p>
<p>4.NF.3.C Add and subtract mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. For example, $3\frac{1}{4} + 2\frac{1}{4} = \frac{13}{4} + \frac{9}{4} = \frac{22}{4}$; $3\frac{1}{4} + 2\frac{1}{4} = (3+2) + (\frac{1}{4} + \frac{1}{4}) = 5 + \frac{2}{4} = 5\frac{2}{4}$, which is equivalent to $\frac{22}{4}$.</p>	<p>SE: 331, 332, 57–360, 361–364, 365–368, 369–372, Reteaching: 376 Set E; Reteaching: 407 Set C; 429–432, 569–572</p> <p>TE: 331-331A, 332-332C, 357A–360B, 361A–364B, 365A–368B, 369A–372B, 376, Reteaching: 376 Set E; Reteaching: 407 Set C; 429A–432B, 569A–572B</p>
<p>4.NF.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, for example, by using visual fraction models and equations to represent the problem.</p>	<p>SE: 331, 332, 33–336, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, 365–368, 369–372, Reteaching: 376 Set F; 397–400, 401–404, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D; 481–484, 485–488, 489–492</p> <p>TE: 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 365A–368B, 369A–372B, Reteaching: 376 Set F; 397A–400B, 401A–404B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Sets A–D; 481A–484B, 485A–488B, 489A–492B</p>
<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<p>SE: 383–384, 385–388, 89–392, 393–396, Reteaching: 407 Sets A, B</p> <p>TE: 383–384A, 385A–388B, 389A–392B, 393A–396B, Reteaching: 407 Sets A, B</p>

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4.NF.4.A Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	SE: 383–384, 385–388, 89–392, 393–396, Reteaching: 407 Sets A, B TE: 383–384A, 385A–388B, 389A–392B, 393A–396B, Reteaching: 407 Sets A, B
4.NF.4.B Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$).	SE: 389–392, 393–396, Reteaching: 407 Sets B, C TE: 389A–392B, 393A–396B, Reteaching: 407 Sets B, C
4.NF.4.C Solve word problems involving multiplication of a fraction by a whole number (for example, by using visual fraction models and equations to represent the problem). For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	SE: 383–384, 389–392, 393–396, 397–400, 401–404, Reteaching: 407–408 Sets C, E; 481–484, 485–488, 489–492, 501–504, 505–508 TE: 383–384A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, Reteaching: 407–408 Sets C, E; 481A–484B, 485A–488B, 489A–492B, 501A–504B, 505A–508B
Understand decimal notation for fractions, and compare decimal fractions.	
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.	SE: 443–444, 457–460, Reteaching: 472 Set D TE: 443–444A, 457A–460B, Reteaching: 472 Set D
4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$, describe a length as 0.62 meters; locate 0.62 on a number line diagram.	SE: 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B TE: 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B

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4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a visual model.	SE: 443–444, 453–456, 65–468, Reteaching: 471 Set C; 493–496 TE: 443–444A, 453A–456B, 465A–468B, Reteaching: 471 Set C; 493A–496B
Measurement and Data 4.MD	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
4.MD.1 Know relative sizes of measurement units within each system of units (standard and metric), including kilometers, meters, and centimeters; liters and milliliters; kilograms and grams; pounds and ounces; hours, minutes, and seconds. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that one foot is 12 times as long as one inch. Express the length of a four-foot snake as 48 inches. Know that one meter is 100 times as long as one centimeter. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...	SE: 397–400, 479, 480, 481–484, 485–488, 489–492, 493–496, 497–500, Reteaching: 511 Sets A, B TE: 397A–400B, 479–479A, 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, Reteaching: 511 Sets A, B
4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.	SE: 383–384, 397–400, 401–404, Reteaching: 408 Set D; 449–452, 453–456, 461–464, 465–468, Reteaching: 472 Set E; 480, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, Reteaching: 511 Set A TE: 383–384A, 397A–400B, 401A–404B, Reteaching: 408 Set D; 449A–452B, 453A–456B, 461A–464B, 465A–468B, Reteaching: 472 Set E; 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, Reteaching: 511 Set A

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<p>4.MD.2.A Include problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<p>SE: 383–384, 397–400, 401–404, Reteaching: 407–408 Sets C-E; 449–452, 453–456, 461–464, 465–468, Reteaching: 472 Sets E, F; 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, Reteaching: 511 Sets A, B</p> <p>TE: 383–384A, 397A–400B, 401A–404B, Reteaching: 407–408 Sets C-E; 449A–452B, 453A–456B, 461A–464B, 465A–468B, Reteaching: 472 Sets E, F; 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, Reteaching: 511 Sets A, B</p>
<p>4.MD.2.B Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>SE: 389–392, 401–404, Reteaching: 408 Set D; 449–452, 465–468, Reteaching: 472 Set F; 480, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508</p> <p>TE: 389A–392B, 401A–404B, Reteaching: 408 Set D; 449A–452B, 453A–456B, 465A–468B, Reteaching: 472 Set F; 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B</p>
<p>4.MD.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>SE: 153–156, 168, 479, 501–504, 505–508, Reteaching: 512 Sets C; D605–608</p> <p>TE: 153A–156B, 168–168C, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C; D605A–608B</p>
<p>Represent and interpret data.</p>	
<p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (halves, quarters, and eighths). Solve problems involving addition and subtraction with like denominators of fractions by using information presented in line plots. For example, use a line plot to find and interpret the difference in length between the longest and shortest pencils in a classroom.</p>	<p>SE: 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D</p> <p>TE: 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D</p>

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Geometric measurement: understand concepts of angle and measure angles.	
4.MD.5 Recognize angles as geometric figures that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	SE: 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589–592 TE: 547–547A, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A–592B\
4.MD.5.A Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure other angles.	SE: 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589–592 TE: 547, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A–592B
4.MD.5.B Understand that an angle that turns through none-degree angles is said to have an angle measure of n degrees.	SE: 547, 557–560, 561–564, 569–572, Reteaching: 576 Set D; 589–592 TE: 547, 557A–560B, 561A–564B, 569A–572B, Reteaching: 576 Set D; 589A–592B
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	SE: 547, 548, 561–564, 569–572, Reteaching: 576 Sets D, F TE: 547–547A, 548–548C, 561A–564B, 569A–572B, Reteaching: 576 Sets D, F
4.MD.7 Recognize angle measure as additive.	SE: 565–568, 569–572, Reteaching: 576 Set E TE: 565A–568B, 569A–572B, Reteaching: 576 Set E
4.MD.7.A Understand that when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.	SE: 565–568, 569–572, Reteaching: 576 Set E TE: 565A–568B, 569A–572B, Reteaching: 576 Set E

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4.MD.7.B Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, for example by using an equation with a symbol for the unknown angle measure.	SE: 565–568, 569–572, Reteaching: 576 Set E TE: 565A–568B, 569A–572B, Reteaching: 576 Set E
Geometry 4.G	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	SE: 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A TE: 547–547A, 548–548C, 549A–552B, Reteaching: 575 Set A; 583–584A, 585A–588B, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611 Set A
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	SE: 583–584, 589–592, 593–596, 605–608, Reteaching: 611–612 Sets B, C, F TE: 583–584A, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611–612 Sets B, C, F
4.G.3 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.	SE: 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E TE: 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E