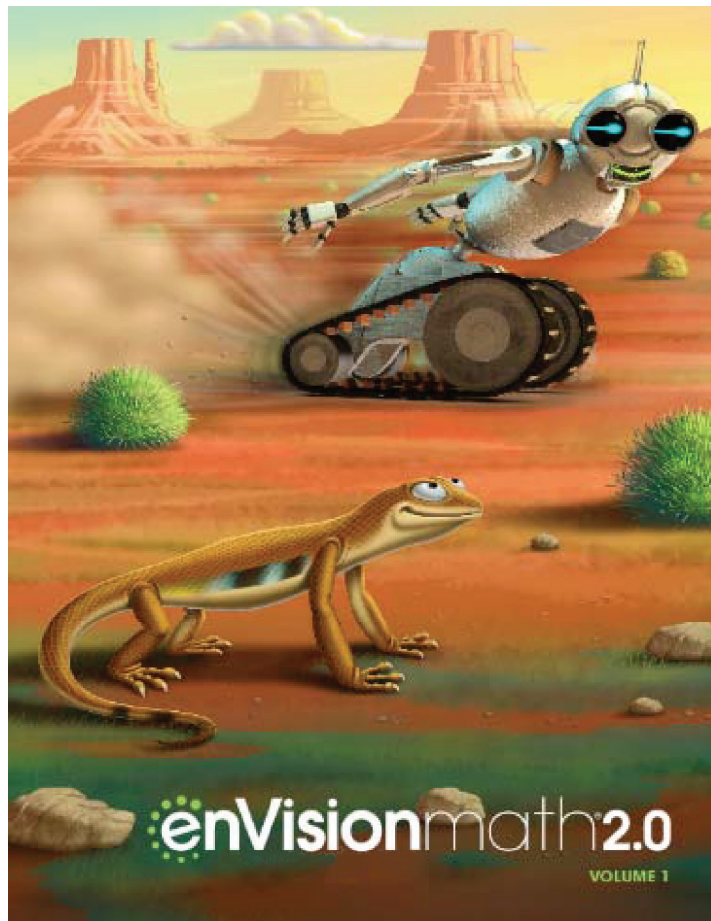


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to the

## Nampa School District Mathematical Essential Standards Grade 4

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<b>Nampa School District Mathematical Essential Standards Grade 4</b>	<b>enVisionmath2.0 ©2016 Grade 4 Lessons</b>
<b>Operations and Algebraic Thinking:</b>	
4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	2-6 Math Practices and Problem Solving: Reasoning 3-10 Math Practices and Problem Solving: Model with Math 4-11 Math Practices and Problem Solving: Make Sense and Persevere 5-5 Division as Sharing 5-6 Use Partial Quotients to Divide 5-7 Use Partial Quotients to Divide: Greater Dividends 5-10 Math Practices and Problem Solving: Model with Math 6-1 Solve Comparison Situations 6-2 Continue to Solve Comparison Situations 6-3 Solve Multi-Step Problems 6-4 Solve More Multi-Step Problems 6-5 Math Practices and Problem Solving: Make Sense and Persevere
<b>Numbers and Operations in Base 10:</b>	
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.	1-2 Place Value Relationships 1-5 Math Practices and Problem Solving: Construct Arguments
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	2-1 Mental Math: Find Sums and Differences 2-2 Mental Math: Estimate Sums and Differences 2-3 Add Whole Numbers 2-4 Subtract Whole Numbers 2-5 Subtract Across Zeros 2-6 Math Practices and Problem Solving: Reasoning

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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.	3-1 Mental Math: Multiply by 10, 100, and 1,000 3-2 Mental Math: Round to Estimate Products 3-3 The Distributive Property 3-4 Mental Math Strategies for Multiplication 3-5 Arrays and Partial Products 3-6 Use Partial Products to Multiply by 1-Digit Numbers 3-7 Multiply 2-Digit and 3-Digit Numbers by 1-Digit Numbers 3-8 Multiply 4-Digit by 1-Digit Numbers 3-9 Multiply by 1-Digit Numbers 4-1 Mental Math: Multiply Multiples of 10 4-2 Use Models to Multiply 2-Digit Numbers by Multiples of 10 4-5 Arrays and Partial Products 4-6 Multiply Using the Distributive Property 4-7 Use Partial Products to Multiply by 2-Digit Numbers 4-8 Multiply 2-Digit Numbers by Multiples of 10 4-9 Multiply 2-Digit by 2-Digit Numbers 4-10 Continue to Multiply by 2-Digit Numbers
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.	5-1 Mental Math: Find Quotients 5-2 Mental Math: Estimate Quotients 5-3 Estimate Quotients for Greater Dividends 5-4 Interpret Remainders 5-5 Division as Sharing 5-6 Use Partial Quotients to Divide 5-7 Use Partial Quotients to Divide: Greater Dividends 5-8 Divide with 1-Digit Numbers 5-9 Continue to Divide with 1-Digit Numbers
<b>Numbers and Operations--Fractions:</b>	
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. . .	8-1 Equivalent Fractions: Area Models 8-2 Equivalent Fractions: Number Lines 8-3 Generate Equivalent Fractions: Multiplication 8-4 Generate Equivalent Fractions: Division 8-7 Math Practices and Problem Solving: Construct Arguments

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<p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>8-5 Use Benchmarks to Compare Fractions 8-6 Compare Fractions 8-7 Math Practices and Problem Solving: Construct Arguments</p>
<b>Measurement and Data:</b>	
<p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. 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 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p>	<p>13-1 Equivalence with Customary Units of Length 13-2 Equivalence with Customary Units of Capacity 13-3 Equivalence with Customary Units of Weight 13-4 Equivalence with Metric Units of Length 13-5 Equivalence with Metric Units of Capacity and Mass</p>
<b>Geometry:</b>	
<p>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.</p>	<p>16-2 Classify Triangles 16-3 Classify Quadrilaterals 16-6 Math Practices and Problem Solving: Critique Reasoning</p>