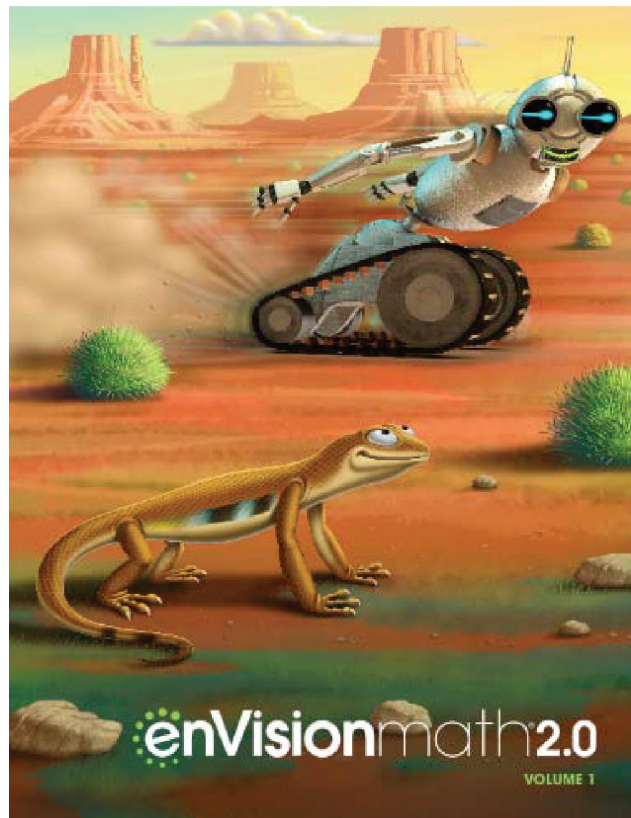


A Correlation of

# enVision<sup>®</sup>math 2.0

**Grade 4**



To the  
**MAISA CCSS Mathematics  
Curriculum  
Grade 4**

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## **Introduction**

It's on! New enVisionmath2.0 is a math program that empowers every teacher and learner. Prioritize learning, emphasize content connections, and invite in-depth student exploration on major topics, with the innovative new content organization focused on clusters of Common Core standards within each grade. Get to know the new enVisionmath2.0 program. Fully powered to support print, blended, and 1:1 digital learning experiences.

### **Effective**

Accomplish more, worry less.

The organization promotes focus and coherence every day! The major work at every grade is the priority for earlier in the year, enabling extensive exposure prior to assessments.

- Focuses on Common Core Clusters
- Develops in-depth understanding
- Connects mathematical content and processes

### **Engaging**

Everything right for every learner.

Problem-based learning and visual learning paired with personalized learning! The new enVisionmath2.0 program engages every learner in every way.

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RTI activities and supports

### **Efficient**

Comprehensive not complicated.

Everyone craves simplicity. The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily.

- Upload district content or your own content
- Edit lessons, assessments, and resources
- Assess in the format of high-stakes tests

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<b>Unit 1 - Multiplication &amp; Division Patterns &amp; Relation</b>	
<b>Content Expectations</b>	
<b>Operations &amp; Algebraic Thinking</b>	
<b>4.OA.A. Use the four operations with whole numbers to solve problems.</b>	
4.OA.A.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: Topic 6:</b> 327–332, 333–338, 359  <b>TE: Topic 6:</b> 327A–332, 333A–338, 359
4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<b>SE: Topic 6:</b> 327–332, 333–338, 339–344, 345–350, 351–356, 359–360  <b>TE: Topic 6:</b> 327A–332, 333A–338, 339A–344, 345A–350, 351A–356, 359–360
4.OA.A.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.	<b>SE: Topic 2:</b> 53–58, 59–64, 65–70, 77–82, 85–86; <b>Topic 3:</b> 101–106, 131–136, 137–142, 143–148, 157–160; <b>Topic 4:</b> 171–176, 183–188, 195–200, 207–212, 213–218, 219–224, 225–230, 231–236, 239–242; <b>Topic 5:</b> 277–282, 283–288, 289–294, 307–312, 316–318; <b>Topic 6:</b> 339–344, 345–350, 351–356, 359–360  <b>TE: Topic 2:</b> 53A–58, 59A–64, 65A–70, 77A–82, 85–86; <b>Topic 3:</b> 101A–106, 131A–136, 137A–142, 143A–148, 157–160; <b>Topic 4:</b> 171A–176, 183A–188, 195A–200, 207A–212, 213A–218, 219A–224, 225A–230, 231A–236, 239–242; <b>Topic 5:</b> 277A–282, 283A–288, 289A–294, 307A–312, 316–318; <b>Topic 6:</b> 339A–344, 345A–350, 351A–356, 359–360
<b>4.OA.B. Gain familiarity with factors and multiples.</b>	
4.OA.B.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.	<b>SE: Topic 7:</b> 369–374, 375–380, 381–386, 387–392, 393–398, 401–402  <b>TE: Topic 7:</b> 369A–374, 375A–380, 381A–386, 387A–392, 393A–398, 401–402

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<b>Number &amp; Operations in Base Ten</b>	
<b>4.NBT.A. Generalize place value understanding for multi-digit whole numbers.</b>	
4.NBT.A.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.	<b>SE: Topic 1:</b> 11–16, 29–34, 37–38 <b>TE: Topic 1:</b> 11A–16, 29A–34, 37–38
4.NBT.A.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.	<b>SE: Topic 1:</b> 5–10, 11–16, 17–22, 29–34, 37–38 <b>TE: Topic 1:</b> 5A–10, 11A–16, 17A–22, 29A–34, 37–38
4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place.	<b>SE: Topic 1:</b> 23–28, 29–34, 38 <b>TE: Topic 1:</b> 23A–28, 29A–34, 38
<b>Unit Level Standards</b>	
<b>4.OA.C. Generate and analyze patterns.</b>	
4.OA.C.5. Generate a number <b>or shape</b> pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>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.</i>	<b>SE: Topic 14:</b> 733–738, 739–744, 751–756, 759–760 <b>TE: Topic 14:</b> 733A–738, 739A–744, 751A–756, 759–760
<b>4.NBT.B. Use place value understanding and properties of operations to perform multi-digit arithmetic</b>	
4.NBT.B.5. Multiply a whole number of up to <b>[two] four digits by a one-digit whole number, and multiply two two-digit numbers,</b> using strategies based on place value and the properties of operations. <b>[Multiply a one-digit whole number by a three-digit number that is a multiple of 100 or a four-digit number that is a multiple of 1000.]</b> Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<b>SE: Topic 3:</b> 95–100; <b>Topic 4:</b> 171–176, 177–182, 213–218 <b>TE: Topic 3:</b> 95A–100; <b>Topic 4:</b> 171A–176, 177A–182, 213A–218

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<p>4.NBT.B.6. Find whole-number quotients and remainders with up to [two 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. Find whole-number quotients and remainders [without remainders] with up to four-digit dividends and one-digit divisors [limit three-digit dividends to multiples of 10 or 100 and four-digit dividends to multiples 100 or 1000], 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><b>SE: Topic 5:</b> 253–258, 259–264, 265–270, 271–276, 277–282, 283–288</p> <p><b>TE: Topic 5:</b> 253A–258, 259A–264, 265A–270, 271A–276, 277A–282, 283A–288</p>
<b>Unit 2 - Attributes &amp; Angles of 2-D Figures</b>	
<b>Content Expectations</b>	
<b>Measurement &amp; Data</b>	
<b>4.MD.C. Geometric measurement: understand concepts of angle and measure angles.</b>	
<p>4.MD.C.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p>	<p><b>SE: Topic 15:</b> 771–776, 809</p> <p><b>TE: Topic 15:</b> 771A–776, 809</p>
<p>4.MD.C.5a. 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 <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</p>	<p><b>SE: Topic 15:</b> 777–782, 783–788, 809</p> <p><b>TE: Topic 15:</b> 777A–782, 783A–788, 809</p>
<p>4.MD.C.5b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>	<p><b>SE: Topic 15:</b> 783–788, 809</p> <p><b>TE: Topic 15:</b> 783A–788, 809</p>
<p>4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p><b>SE: Topic 15:</b> 789–794, 801–806, 810</p> <p><b>TE: Topic 15:</b> 789A–794, 801A–806, 81</p>

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4.MD.C.7. Recognize angle measure as additive. 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. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	<b>SE: Topic 15:</b> 795–800, 801–806, 810 <b>TE: Topic 15:</b> 795A–800, 801A–806, 810
<b>Geometry</b>	
<b>4.G.A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>	
4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	<b>SE: Topic 15:</b> 771–776, 809; <b>Topic 16:</b> 821–826, 859 <b>TE: Topic 15:</b> 771A–776, 809; <b>Topic 16:</b> 821A–826, 859
4.G.A.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.	<b>SE: Topic 16:</b> 827–832, 833–838, 851–856, 859–860 <b>TE: Topic 16:</b> 827A–832, 833A–838, 851A–856, 859–860
4.G.A.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.	<b>SE: Topic 16:</b> 839–844, 845–850, 860 <b>TE: Topic 16:</b> 839A–844, 845A–850, 860

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<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 3 - Making Sense of Decimal Fractions</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations—Fractions</b>	
<b>4.NF.C. Understand decimal notation for fractions, and compare decimal fractions.</b>	
<p>4.NF.C.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 <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.</p>	<p><b>SE: Topic 12:</b> 645–650, 666</p> <p><b>TE: Topic 12:</b> 645A–650, 666</p>
<p>4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>	<p><b>SE: Topic 12:</b> 627–632, 633–638, 651–656, 665–666</p> <p><b>TE: Topic 12:</b> 627A–632, 633A–638, 651A–656, 665–666</p>
<p>4.NF.C.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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>	<p><b>SE: Topic 12:</b> 639–644, 657–662, 665–666</p> <p><b>TE: Topic 12:</b> 639A–644, 657A–662, 665–666</p>



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MAISA CCSS Mathematics Curriculum Grade 4	enVisionmath2.0 Grade 4
<b>Unit Level Standards</b>	
<b>Number and Operations - Fractions</b>	
<b>4.NF.A Extend understanding of fraction equivalence and ordering.</b>	
Grade 4 expectations in this domain [unit] are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.	
4.NF.A.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 [with denominators of 10 and 100]	<p><b>SE: Topic 8:</b> 411–416, 417–422, 423–428, 429–434</p> <p><b>TE: Topic 8:</b> 411A–416, 417A–422, 423A–428, 429A–434</p>
4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators [of 10 or 100] 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, e.g., by using a visual fraction model.	<p><b>SE: Topic 8:</b> 435–440, 441–446, 447–452, 456</p> <p><b>TE: Topic 8:</b> 435A–440, 441A–446, 47A–452, 456</p>
<b>4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>	
4.NF.B.3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	<p><b>SE: Topic 9:</b> 465-470, 471-476, 477-482, 483-488, 489-494, 495-500, 501-506, 507-512, 513-518, 519-524, 525-530</p> <p><b>TE: Topic 9:</b> 465A-470, 471A-476, 477A-482, 483A-488, 489A-494, 495A-500, 501A-506, 507A-512, 513A-518, 519A-524, 525A-530</p>
4.NF.B.3.a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	<p><b>SE: Topic 9:</b> 465–470, 477–482, 483–488, 489–494, 495–500, 501–506, 525–530, 533–534</p> <p><b>TE: Topic 9:</b> 465A–470, 477A–482, 483A–488, 489A–494, 495A–500, 501A–506, 525A–530, 533–534</p>

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<p>4.NF.B.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, e.g., by using a visual fraction model. Examples: <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math> ; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math> ; <math>2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math>.</p>	<p><b>SE: Topic 9:</b> 471–476, 533 <b>TE: Topic 9:</b> 471A–476, 533</p>
<p>4.NF.B.3c. Add and subtract mixed numbers with like denominators [of 10 or 100], e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>	<p><b>SE: Topic 9:</b> 507–512, 513–518, 519–524, 534 <b>TE: Topic 9:</b> 507A–512, 513A–518, 519A–524, 534</p>
<p>4.NF.B.3d. Solve word problems involving addition and subtraction of [decimal] fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p><b>SE: Topic 9:</b> 477–482, 489–494, 525–530; <b>Topic 12:</b> 645–650, 651–656, 657–662 <b>TE: Topic 9:</b> 477A–482, 489A–494, 525A–530; <b>Topic 12:</b> 645A–650, 651A–656, 657A–662</p>
<b>Measurement and Data</b>	
<b>4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	
<p>4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p><b>SE: Topic 10:</b> 567–572, 573–578, 582; <b>Topic 12:</b> 651–656, 657–662, 666; <b>Topic 13:</b> 709–714, 715–720, 724 <b>TE: Topic 10:</b> 567A–572, 573A–578, 582; <b>Topic 12:</b> 651A–656, 657A–662, 666; <b>Topic 13:</b> 709A–714, 715A–720, 724</p>

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<b>Unit 4 - Using Big Numbers: Estimating and Calculating</b>	
<b>Content Expectations</b>	
<b>Operations &amp; Algebraic Thinking</b>	
<b>4.OA.A. Use the four operations with whole numbers to solve problems.</b>	
4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<p><b>SE: Topic 6:</b> 327–332, 333–338, 339–344, 345–350, 351–356, 359–360</p> <p><b>TE: Topic 6:</b> 327A–332, 333A–338, 339A–344, 345A–350, 351A–356, 359–360</p>
4.OA.A.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.	<p><b>SE: Topic 2:</b> 53–58, 59–64, 65–70, 77–82, 85–86; <b>Topic 3:</b> 101–106, 131–136, 137–142, 143–148, 157–160; <b>Topic 4:</b> 171–176, 183–188, 195–200, 207–212, 213–218, 219–224, 225–230, 231–236, 239–242; <b>Topic 5:</b> 277–282, 283–288, 289–294, 307–312, 316–318; <b>Topic 6:</b> 339–344, 345–350, 351–356, 359–360</p> <p><b>TE: Topic 2:</b> 53A–58, 59A–64, 65A–70, 77A–82, 85–86; <b>Topic 3:</b> 101A–106, 131A–136, 137A–142, 143A–148, 157–160; <b>Topic 4:</b> 171A–176, 183A–188, 195A–200, 207A–212, 213A–218, 219A–224, 225A–230, 231A–236, 239–242; <b>Topic 5:</b> 277A–282, 283A–288, 289A–294, 307A–312, 316–318; <b>Topic 6:</b> 339A–344, 345A–350, 351A–356, 359–360</p>
<b>Number &amp; Operations in Base Ten</b>	
<b>4.NBT.A. Generalize place value understanding for multi-digit whole numbers.</b>	
4.NBT.A.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.	<p><b>SE: Topic 1:</b> 11–16, 29–34, 37–38</p> <p><b>TE: Topic 1:</b> 11A–16, 29A–34, 37–38</p>
4.NBT.A.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.	<p><b>SE: Topic 1:</b> 5–10, 11–16, 17–22, 29–34, 37–38</p> <p><b>TE: Topic 1:</b> 5A–10, 11A–16, 17A–22, 29A–34, 37–38</p>

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<b>4.NBT.B. Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	
4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	<p><b>SE: Topic 2:</b> 47–52, 53–58, 59–64, 65–70, 71–76, 77–82, 85–86; <b>Topic 13:</b> 715–720, 724</p> <p><b>TE: Topic 2:</b> 47A–52, 53A–58, 59A–64, 65A–70, 71A–76, 77A–82, 85–86; <b>Topic 13:</b> 715A–720, 724</p>
4.NBT.B.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><b>SE: Topic 3:</b> 95–100, 101–106, 107–112, 113–118, 119–124, 125–130, 131–136, 137–142, 143–148, 149–154, 157–160; <b>Topic 4:</b> 171–176, 177–182, 183–188, 189–194, 195–200, 201–206, 207–212, 213–218, 219–224, 225–230, 231–236, 239–242; <b>Topic 6:</b> 327–332, 333–338, 339–344, 345–350, 351–356, 359–360; <b>Topic 7:</b> 381–386, 401; <b>Topic 13:</b> 709–714, 715–720, 724</p> <p><b>TE: Topic 3:</b> 95A–100, 101A–106, 107A–112, 113A–118, 119A–124, 125A–130, 131A–136, 137A–142, 143A–148, 149A–154, 157–160; <b>Topic 4:</b> 171A–176, 177A–182, 183A–188, 189A–194, 195A–200, 201A–206, 207A–212, 213A–218, 219A–224, 225A–230, 231A–236, 239–242; <b>Topic 6:</b> 327A–332, 333A–338, 339A–344, 345A–350, 351A–356, 359–360; <b>Topic 7:</b> 381A–386, 401; <b>Topic 13:</b> 709A–714, 715A–720, 724</p>
4.NBT.B.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><b>SE: Topic 5:</b> 253–258, 259–264, 265–270, 271–276, 277–282, 283–288, 289–294, 295–300, 301–306, 307–312, 315–318; <b>Topic 6:</b> 333–338, 339–344, 345–350, 351–356, 359–360</p> <p><b>TE: Topic 5:</b> 253A–258, 259A–264, 265A–270, 271A–276, 277A–282, 283A–288, 289A–294, 295A–300, 301A–306, 307A–312, 315–318; <b>Topic 6:</b> 333A–338, 339A–344, 345A–350, 351A–356, 359–360</p>

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<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 5 - Using Fractions</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations—Fractions</b>	
<b>4.NF.A. Extend understanding of fraction equivalence and ordering.</b>	
Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.	
4.NF.A.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.	<b>SE: Topic 8:</b> 411–416, 417–422, 423–428, 429–434, 435–440, 441–446, 447–452, 455–456; <b>Topic 11:</b> 597–602, 617  <b>TE: Topic 8:</b> 411A–416, 417A–422, 423A–428, 429A–434, 435A–440, 441A–446, 447A–452, 455–456; <b>Topic 11:</b> 597A–602, 617
4.NF.A.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 $1/2$ . 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, e.g., by using a visual fraction model.	<b>SE: Topic 8:</b> 435–440, 441–446, 447–452, 456  <b>TE: Topic 8:</b> 435A–440, 441A–446, 447A–452, 456
<b>4.NF.B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>	
4.NF.B.3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	<b>SE: Topic 9:</b> 465–470, 471–476, 477–482, 483–488, 489–494, 495–500, 501–506, 507–512, 513–518, 519–524, 525–530  <b>TE: Topic 9:</b> 465A–470, 471A–476, 477A–482, 483A–488, 489A–494, 495A–500, 501A–506, 507A–512, 513A–518, 519A–524, 525A–530
4.NF.B.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	<b>SE: Topic 9:</b> 465–470, 477–482, 483–488, 489–494, 495–500, 501–506, 525–530, 533–534  <b>TE: Topic 9:</b> 465A–470, 477A–482, 483A–488, 489A–494, 495A–500, 501A–506, 525A–530, 533–534

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<p>4.NF.B.3b. 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, e.g., by using a visual fraction model. Examples: <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math> ; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math> ; <math>2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math>.</p>	<p><b>SE: Topic 9:</b> 471–476, 533 <b>TE: Topic 9:</b> 471A–476, 533</p>
<p>4.NF.B.3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>	<p><b>SE: Topic 9:</b> 507–512, 513–518, 519–524, 534 <b>TE: Topic 9:</b> 507A–512, 513A–518, 519A–524, 534</p>
<p>4.NF.B.3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p><b>SE: Topic 9:</b> 477–482, 489–494, 525–530, 533–534; <b>Topic 10:</b> 573–578, 582; <b>Topic 11:</b> 603–608, 618; <b>Topic 13:</b> 679–684, 685–690, 691–696, 703–708, 723 <b>TE: Topic 9:</b> 477A–482, 489A–494, 525A–530, 533–534; <b>Topic 10:</b> 573A–578, 582; <b>Topic 11:</b> 603A–608, 618; <b>Topic 13:</b> 679A–684, 685A–690, 691A–696, 703A–708, 723</p>
<p>4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<p><b>SE: Topic 10:</b> 543–548, 549–554, 555–560, 561–566, 567–572 <b>TE: Topic 10:</b> 543A–548, 549A–554, 555A–560, 561A–566, 567A–572</p>
<p>4.NF.B.4a. Understand a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>. For example, use a visual fraction model to represent <math>\frac{5}{4}</math> as the product <math>5 \times (\frac{1}{4})</math>, recording the conclusion by the equation <math>\frac{5}{4} = 5 \times (\frac{1}{4})</math>.</p>	<p><b>SE: Topic 10:</b> 543–548, 549–554, 555–560, 581 <b>TE: Topic 10:</b> 543A–548, 549A–554, 555A–560, 581</p>
<p>4.NF.B.4b. Understand a multiple of <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (\frac{2}{5})</math> as <math>6 \times (\frac{1}{5})</math>, recognizing this product as <math>\frac{6}{5}</math>. (In general, <math>n \times (\frac{a}{b}) = (\frac{n \times a}{b})</math>.)</p>	<p><b>SE: Topic 10:</b> 549–554, 555–560, 581 <b>TE: Topic 10:</b> 549A–554, 555A–560, 581</p>

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<p>4.NF.B.4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p> <p>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p><b>SE: Topic 10:</b> 549–554, 555–560, 561–566, 567–572, 573–578, 581–582; <b>Topic 13:</b> 679–684, 685–690, 691–696, 703–708, 709–714, 723–724</p> <p><b>TE: Topic 10:</b> 549A–554, 555A–560, 561A–566, 567A–572, 573A–578, 581–582; <b>Topic 13:</b> 679A–684, 685A–690, 691A–696, 703A–708, 709A–714, 723–724</p>
<b>Measurement &amp; Data</b>	
<b>4.MD.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	
<p>4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including 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>Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p><b>SE: Topic 10:</b> 567–572, 573–578, 582; <b>Topic 12:</b> 639–644, 651–656, 657–662, 665–666; <b>Topic 13:</b> 679–684, 685–690, 691–696, 697–702, 703–708, 709–714, 715–720, 723–724</p> <p><b>TE: Topic 10:</b> 567A–572, 573A–578, 582; <b>Topic 12:</b> 639A–644, 651A–656, 657A–662, 665–666; <b>Topic 13:</b> 679A–684, 685A–690, 691A–696, 697A–702, 703A–708, 709A–714, 715A–720, 723–724</p>
<b>4.MD.B. Represent and interpret data.</b>	
<p>4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p> <p>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	<p><b>SE: Topic 11:</b> 591–596, 597–602, 603–608, 609–614, 617–618</p> <p><b>TE: Topic 11:</b> 591A–596, 597A–602, 603A–608, 609A–614, 617–618</p>

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<b>Unit Level Standards</b>	
Students worked with decimal fractions in unit 3 of fourth grade attending to the following standards. While these are not the focus of the unit, they may provide nice connections.	
<b>Number and Operations - Fractions</b>	
<b>4.NF Understand decimal notation for fractions, and compare decimal fractions.</b>	
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. <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.</i>	<b>SE: Topic 12:</b> 645–650, 666  <b>TE: Topic 12:</b> 645A–650, 666
4.NF.6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	<b>SE: Topic 12:</b> 627–632, 633–638, 651–656, 665–666  <b>TE: Topic 12:</b> 627A–632, 633A–638, 651A–656, 665–666
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, e.g., by using a visual model.	<b>SE: Topic 12:</b> 639–644, 657–662, 665–666  <b>TE: Topic 12:</b> 639A–644, 657A–662, 665–666
<b>Unit 6 - Using Perimeter and Area</b>	
<b>Content Expectations</b>	
<b>Operations &amp; Algebraic Thinking</b>	
<b>4.OA.A. Use the four operations with whole numbers to solve problems.</b>	
4.OA.A.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: Topic 6:</b> 327–332, 333–338, 359  <b>TE: Topic 6:</b> 327A–332, 333A–338, 359



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4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<b>SE: Topic 6:</b> 327–332, 333–338, 339–344, 345–350, 351–356, 359–360  <b>TE: Topic 6:</b> 327A–332, 333A–338, 339A–344, 345A–350, 351A–356, 359–360
4.OA.A.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.	<b>SE: Topic 2:</b> 53–58, 59–64, 65–70, 77–82, 85–86; <b>Topic 3:</b> 101–106, 131–136, 137–142, 143–148, 157–160; <b>Topic 4:</b> 171–176, 183–188, 195–200, 207–212, 213–218, 219–224, 225–230, 231–236, 239–242; <b>Topic 5:</b> 277–282, 283–288, 289–294, 307–312, 316–318; <b>Topic 6:</b> 339–344, 345–350, 351–356, 359–360  <b>TE: Topic 2:</b> 53A–58, 59A–64, 65A–70, 77A–82, 85–86; <b>Topic 3:</b> 101A–106, 131A–136, 137A–142, 143A–148, 157–160; <b>Topic 4:</b> 171A–176, 183A–188, 195A–200, 207A–212, 213A–218, 219A–224, 225A–230, 231A–236, 239–242; <b>Topic 5:</b> 277A–282, 283A–288, 289A–294, 307A–312, 316–318; <b>Topic 6:</b> 339A–344, 345A–350, 351A–356, 359–360
<b>Number &amp; Operations in Base Ten</b>	
<b>4.NBT.B. Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	
4.NBT.B.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.	<b>SE: Topic 3:</b> 95–100, 101–106, 107–112, 113–118, 119–124, 125–130, 131–136, 137–142, 143–148, 149–154, 157–160; <b>Topic 4:</b> 171–176, 177–182, 183–188, 189–194, 195–200, 201–206, 207–212, 213–218, 219–224, 225–230, 231–236, 239–242; <b>Topic 6:</b> 327–332, 333–338, 339–344, 345–350, 351–356, 359–360; <b>Topic 7:</b> 381–386, 401; <b>Topic 13:</b> 709–714, 715–720, 724  <b>TE: Topic 3:</b> 95A–100, 101A–106, 107A–112, 113A–118, 119A–124, 125A–130, 131A–136, 137A–142, 143A–148, 149A–154, 157–160; <b>Topic 4:</b> 171A–176, 177A–182, 183A–188, 189A–194, 195A–200, 201A–206, 207A–212, 213A–218, 219A–224, 225A–230, 231A–236, 239–242; <b>Topic 6:</b> 327A–332, 333A–338, 339A–344, 345A–350, 351A–356, 359–360; <b>Topic 7:</b> 381A–386, 401; <b>Topic 13:</b> 709A–714, 715A–720, 724

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<p>4.NBT.B.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><b>SE: Topic 5:</b> 253–258, 259–264, 265–270, 271–276, 277–282, 283–288, 289–294, 295–300, 301–306, 307–312, 315–318; <b>Topic 6:</b> 333–338, 339–344, 345–350, 351–356, 359–360</p> <p><b>TE: Topic 5:</b> 253A–258, 259A–264, 265A–270, 271A–276, 277A–282, 283A–288, 289A–294, 295A–300, 301A–306, 307A–312, 315–318; <b>Topic 6:</b> 333A–338, 339A–344, 345A–350, 351A–356, 359–360</p>
<b>Measurement &amp; Data</b>	
<b>4.MD.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	
<p>4.MD.A.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><b>SE: Topic 13:</b> 709–714, 715–720, 724</p> <p><b>TE: Topic 13:</b> 709A–714, 715A–720, 724</p>
<b>Unit Level Standards</b>	
<p>4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p><b>SE: Topic 11:</b> 591-596, 597-602, 603-608, 609-614; <b>Topic 13:</b> 709–714, 715–720, 724</p> <p><b>TE: Topic 11:</b> 591A-596, 597A-602, 603A-608, 609A-614; <b>Topic 13:</b> 709A–714, 715A–720, 724</p>

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<b>Unit 7 - Units of Measure and Equivalence</b>	
<b>Content Expectations</b>	
<b>Operations &amp; Algebraic Thinking</b>	
<b>4.OA.C. Generate and analyze patterns.</b>	
<p>4.OA.C.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.</p> <p>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.</p>	<p><b>SE: Topic 14:</b> 733–738, 739–744, 745–750, 751–756, 759–760</p> <p><b>TE: Topic 14:</b> 733A–738, 739A–744, 745A–750, 751A–756, 759–760</p>
<b>Measurement &amp; Data</b>	
<b>4.MD.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	
<p>4.MD.A.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.</p> <p>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><b>SE: Topic 13:</b> 679–684, 685–690, 691–696, 697–702, 703–708, 723</p> <p><b>TE: Topic 13:</b> 679A–684, 685A–690, 691A–696, 697A–702, 703A–708, 723</p>
<p>4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p><b>SE: Topic 10:</b> 567–572, 573–578, 582; <b>Topic 12:</b> 639–644, 651–656, 657–662, 665–666; <b>Topic 13:</b> 679–684, 685–690, 691–696, 697–702, 703–708, 709–714, 715–720, 723–724</p> <p><b>TE: Topic 10:</b> 567A–572, 573A–578, 582; <b>Topic 12:</b> 639A–644, 651A–656, 657A–662, 665–666; <b>Topic 13:</b> 679A–684, 685A–690, 691A–696, 697A–702, 703A–708, 709A–714, 715A–720, 723–724</p>

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<b>Unit Level Standards</b>	
In this unit, students make comparison statements between units of measure. For example, the number of foot units is 3 times as many as the number of yard units. As such, the following standard is incorporated in this unit.	
4.OA.A.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: Topic 6:</b> 327–332, 333–338, 359 <b>TE: Topic 6:</b> 327A–332, 333A–338, 359