

A Correlation of

enVision[®] Mathematics

©2020



To the

New York State Next Generation Mathematics Learning Standards Grade 4

SAVVAS

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Introduction

The new enVision® Mathematics ©2020 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at [SavvasRealize.com](https://www.savvasrealize.com).

Kids See the Math. Teachers See Results.

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Mathematical Practices	
<p>1. Make sense of problems and persevere in solving them.</p>	<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>
<p>2. Reason abstractly and quantitatively.</p>	<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>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. 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>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>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>
<p>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>

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<p>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>
<p>NY-4.OA Operations and Algebraic Thinking</p>	
<p>Use the four operations with whole numbers to solve problems.</p>	
<p>1. Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p>SE: 223–224, 225–228, 229–232, Reteaching: 251 Set A</p> <p>TE: 223–224A, 225A–228B, 229A–232B, Reteaching: 251 Set A</p>
<p>2. Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>SE: 85–88, 223–224, 260, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D, H; 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572</p> <p>TE: 85A–88B, 223–224A, 260–260C, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D, H; 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B</p>

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<p>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.</p>	<p>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</p> <p>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</p>
<p>a. Represent these problems using equations or expressions with a letter standing for the unknown quantity.</p>	<p>SE: 65–68, Reteaching: 71–72 Set F; 85–88, 97–100, 105–108, 109–112, Reteaching: 118 Set H; 137–140, 149–152, 153–156, 205–208</p> <p>TE: 65A–68B, Reteaching: 71–72 Set F; 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 118 Set H; 137A–140B, 149A–152B, 153A–156B, 205A–208B</p>
<p>b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>SE: 41–44, 57–60, Reteaching: 71–72 Set B; 80, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets B, G, H; 137–140, 149–152, Reteaching: 159–160 Set C; 168, 177–180, 197–120</p> <p>TE: 41A–44B, 57A–60B, Reteaching: 71–72 Set B; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets B, G, H; 137A–140B, 149A–152B, Reteaching: 159–160 Set C; 168– 168C, 177A–180B, 197A–120B</p>
<p>Gain familiarity with factors and multiples.</p>	
<p>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.	
5. Generate a number or shape pattern that follows a given rule. Identify and informally explain apparent features of the pattern that were not explicit in the rule itself.	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
NY-4.NBT Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers. <i>Note: Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.</i>	
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.	SE: 4, 9–12, 21–24, Reteaching: 27 Set B TE: 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
2a. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.	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
2b. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SE: 4, 13–16, 21–24, Reteaching: 27 Set C TE: 4–4C, 13A–16B, 21A–24B, Reteaching: 27 Set C
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. <i>Note: Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.</i>	
4. Fluently add and subtract multi-digit whole numbers using a 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>5. Multiply a whole number of up to four digits by a one-digit 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: 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>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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NY-4.NF Number and Operations – Fractions	
Extend understanding of fraction equivalence and ordering.	
<i>Note: Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</i>	
1. Explain why a fraction a/b is equivalent to a fraction $a \times n / b \times n$ 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
2. Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, and $<$, and justify the conclusions.	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.	
<i>Note: Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</i>	
3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	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
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>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.</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>c. Add and subtract mixed numbers with like denominators.</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>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</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. Apply and extend previous understandings of multiplication to multiply a whole number by a fraction.</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>
<p>a. Understand a fraction a/b as a multiple of $1/b$.</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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<p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a whole number by a fraction.</p>	<p>SE:389–392, 393–396, Reteaching: 407 Sets B, C TE:389A–392B, 393A–396B, Reteaching: 407 Sets B, C</p>
<p>c. Solve word problems involving multiplication of a whole number by a fraction.</p>	<p>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</p>
<p>Understand decimal notation for fractions, and compare decimal fractions. <i>Note: Grade 4 expectations are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</i></p>	
<p>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>Note: 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></p>	<p>SE: 443–444, 457–460, Reteaching: 472 Set D TE:, 443–444A, 457A–460B, Reteaching: 472 Set D</p>
<p>6. Use decimal notation for fractions with denominators 10 or 100.</p>	<p>SE: 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B TE: 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B</p>
<p>7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with symbols $>$, $=$, and $<$, and justify the conclusions.</p>	<p>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</p>

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NY-4.MD Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
<p>1. Know relative sizes of measurement units: ft., in.; km, m, cm</p> <ul style="list-style-type: none"> • Know the conversion factor and use it to convert measurements in a larger unit in terms of a smaller unit: ft., in.; km, m, cm; hr., min., sec. • Given the conversion factor, convert all other measurements within a single system of measurement from a larger unit to a smaller unit. • Record measurement equivalents in a two-column table. 	<p>SE: 493–496, 497–500, Reteaching: 511 Sets A, B</p> <p>TE: 493A–496B, 497A–500B, Reteaching: 511 Sets A, B</p>
<p>2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.</p>	<p>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</p> <p>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</p>
<p>a. Solve problems involving 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: 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</p> <p>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</p>

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<p style="text-align: center;">New York State Next Generation Mathematics Learning Standards Grade 4</p>	<p style="text-align: center;">enVision Mathematics, ©2020 Grade 4</p>
<p>b. Represent measurement quantities using diagrams that feature a measurement scale, such as number lines.</p>	<p>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</p> <p>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</p>
<p>3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</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. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</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>
<p>Geometric measurement: understand concepts of angle and measure angles.</p>	
<p>5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.</p>	<p>SE: 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589–592</p> <p>TE: 547–547A, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A–592B</p>
<p>a. Recognize 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 angles.</p>	<p>SE: 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589–592</p> <p>TE: 547, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A–592B</p>

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b. Recognize an angle that turns through n one-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
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
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.	SE: 565–568, 569–572, Reteaching: 576 Set E TE: 565A–568B, 569A–572B, Reteaching: 576 Set E
NY-4.G Geometry	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
1. Draw points, lines, line segments, rays, angles (right, acute, 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
2a. Identify and name triangles based on angle size (right, obtuse, acute).	SE: 589–592, 605–608, 610, Reteaching: 611–612 Sets B, F TE: 589A–592B, 605A–608B, 610, Reteaching: 611–612 Sets B, F
2b. Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.	SE: 593–596, 605–608, 610, Reteaching: 611–612 Set C TE: 593A–596B, 605A–608B, 610, Reteaching: 611–612 Set C

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2c. Identify and name all quadrilaterals with four right angles as rectangles.	SE: 593–596 TE: 593A–596B
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