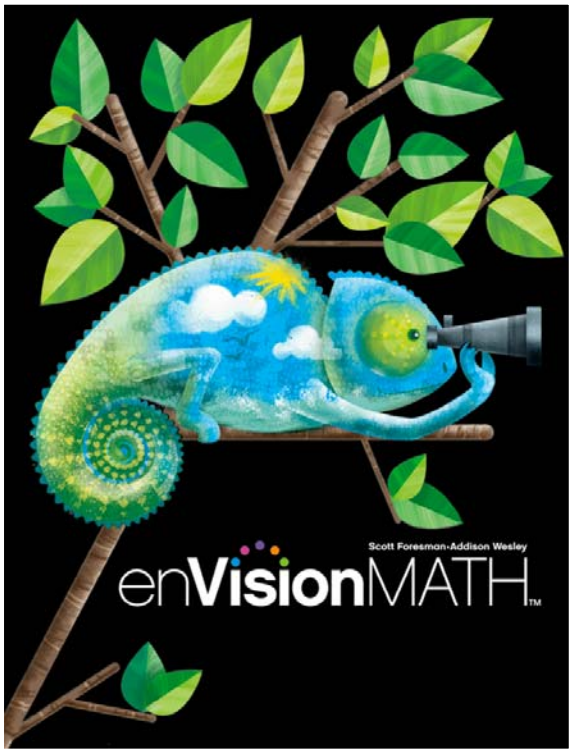
A Correlation of

enVisionMATH
©2009
with Common Core Transition Kit



to the

Common Core State Standards for Mathematics Oregon

Grade 4

A Correlation of enVisionMATH ©2009 with Common Core Transition Kit
to the Common Core State Standards for Mathematics Oregon

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
Mathematical Practices	4.MP
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.	
4.MP.1 Make sense of problems and persevere in solving them.	enVisionMATH is built on a foundation of problem-based instruction that has sense-making at its heart. The Problem Solving Handbook, found on pages xiii–xxiii, presents to students a process that begins with making sense of the problem. Read and Understand, the first phase of the process, has students ask themselves, What am I trying to find? and What do I know?, questions that will help identify the givens and constraints of the problem. In the second phase, Plan and Solve, students decide on a solution plan. The Problem-Solving Recording Sheet, a reproducible teaching resource, provides a structured outline to help students make sense of the problem and implement a workable solution method. In the final phase, Look Back and Check, students verify that their work is reasonable and reflects the information given. Each lesson begins with Problem-Based Interactive Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world 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 topic includes at least one problem-solving lesson in which students focus on honing their sense-making and problem-solving skills.

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
4.MP.2 Reason abstractly and quantitatively.	enVisionMATH 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. In the Do You Understand? part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.
4.MP.3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning — argumentation and critique of arguments. In Pearson's enVisionMATH, the Problem-Based Interactive Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. The many Reasoning exercises found throughout the program specifically call for students to justify or explain their solutions. Writing to Explain exercises help students develop foundational critical reasoning skills by having them construct explanations for processes. 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.

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
4.MP.4 Model with mathematics.	Students in Pearson's enVisionMATH 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 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.
4.MP.5 Use appropriate tools strategically.	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 eTools, calculators, 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.
4.MP.6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. In the Do You Understand? feature, students revisit these key terms or concepts and provide explicit definitions or explanations. For the Writing to Explain and Think About the Structure exercises, students are asked to use precise language to provide clear explanations of terms, concepts, or processes. Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays.

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
4.MP.7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. In the Look for a Pattern problem-solving lessons, children in the early years develop a sense of patterning with visual and physical objects. 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.
4.MP.8 Look for and express regularity in repeated reasoning.	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 Interactive Learning activities offer students opportunities to look for regularity in the way operations behave.
Operations and Algebraic Thinking 4.OA	
A. Use the four operations with whole numbers to solve problems.	
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.	3-1, 3-3, 3-7, 5-8
4.OA.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. (See Glossary)	3-1, 3-7, 4-4, 5-8

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
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.	1-7, 2-1, 2-2, 2-3, 5-2, 5-4, 6-1, 6-4, 7-2, 7-7, 8-2, 8-3, 8-10, 16-12, 18-1, 18-2, 18-3, 18-5 **CC:** 8-3A
B. Gain familiarity with factors and multiples.	
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.	3-2, 3-4, 3-5, 3-6, 8-8, 8-9
C. 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.*	3-2, 6-2, 6-3, 9-7, 14-9, 15-5
Number and Operations in Base Ten	**4.NBT**
(Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	
D. 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 ÷ 70 = 10 by applying concepts of place value and division.*	**CC:** 1-3A
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.	1-1, 1-2, 1-3 **CC:** 1-3A

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	1-4, 2-2, 5-2, 5-3, 5-4
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.	2-4, 2-5, 2-6, 2-7
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.	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-8, 7-1, 7-4, 7-5, 7-6 **CC:** 5-6A, 5-8A, 7-4A
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.	4-1, 4-2, 4-3, 4-5, 8-1, 8-3, 8-4, 8-5, 8-6, 8-7 **CC:** 8-3A, 8-3B, 8-3C, 8-8A
Number and Operations—Fractions 4.NF	
(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	
F. 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.	10-4, 10-5, 10-9 **CC:** 10-5A
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 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.	10-7, 10-8, 10-9 **CC:** 10-5A
G. 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 $1/b$.	11-1, 11-4 **CC:** 11-1A

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	11-1
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: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	10-6 **CC:** 11-1A, 11-5A
c. 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.	11-4 **CC:** 11-5A, 11-5B, 11-5C
d. 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.	11-1
4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	**CC:** 11-5E
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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	**CC:** 11-5D
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 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	**CC:** 11-5E, 11-5F
c. 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. *For example, if each person at a party will eat 3/8 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?*	**CC:** 11-5F

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
H. 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. (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.) *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	12-3, 12-4 **CC:** 12-5A
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.*	12-3, 12-4 **CC:** 12-5A
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.	12-2
Measurement and Data 4.MD	
I. 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 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), ...*	16-1, 16-3, 16-4, 16-5, 16-6, 16-7, 16-8, 16-9

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
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.	11-4, 12-6, 13-7, 16-4, 16-8, 16-9, 16-12 **CC:** 1-7A, 16-12A
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.*	14-2, 14-6 **CC:** 14-7A
J. Represent and interpret data.	
4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	**CC:** 17-4A
K. Geometric measurement: understand concepts of angle and measure angles.	
4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	9-2, 9-3 **CC:** 9-3A
a. 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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	9-3 **CC:** 9-3A, 9-3B
b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	**CC:** 9-3B, 9-4A

Common Core State Standards for Mathematics Oregon Grade 4	enVisionMATH ©2009 with Common Core Transition Kit Grade 4 Topics - Lessons
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	9-3 **CC:** 9-4A
4.MD.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.	**CC:** 9-4A
Geometry	4.G
L. 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, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	9-1, 9-2 **CC:** 9-3A, 9-3B
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.	9-4, 9-5, 9-6, 9-7
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.	19-5