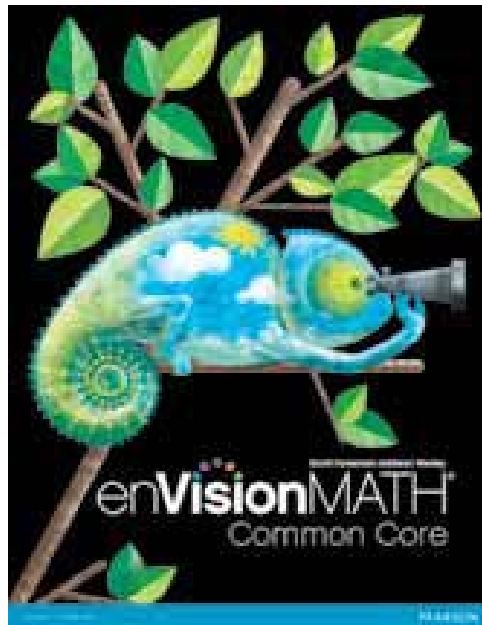


**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**

en**VISION**MATH™
Common Core ©2012



Common Core State Standards Correlation

and

**Common Core State Standards Comparison with
Arkansas Student Learning Expectations for Mathematics
Correlation**

Grade 4

ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION

Two *enVisionMATH Common Core* Grade 4 correlations have been provided within this document.

- **Part 1:** A Correlation of *enVisionMATH Common Core* Grade 4 to the Common Core State Standards for Mathematics (CCSS) **Part 1** pages 1-16
- **Part 2:** *A Correlation of enVisionMATH Common Core Grade 4* to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics **Part 2** pages 17-67

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, and as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *enVisionMATH Common Core* for Arkansas elementary students.

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

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Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p><i>enVisionMATH Common Core</i> is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one <i>problem-solving lesson</i> in which students focus on honing their sense-making and problem-solving skills. Each lesson begins with <i>Problem-Based Interactive Learning</i>, 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.</p> <p>SE/TE: Topic 1: 13, 16, 18-19, 20-21, 22, 25, 27, 29, 31; Topic 2: 43, 45, 53; Topic 3: 72, 79, 80-81; Topic 4: 95, 98, 101, 103, 104-107; Topic 5: 125, 126, 127; Topic 6: 150, 154-156; Topic 7: 169, 176-177; Topic 8: 193, 195, 196-197; Topic 9: 211, 218-219; Topic 10: 234, 238, 240, 241, 243, 246-247; Topic 11: 266, 275, 276-279; Topic 12: 293, 295, 304, 309, 311, 315, 316-319; Topic 13: 331, 333, 335, 347, 350, 354-355; Topic 14: 367, 371, 374, 376-377, 381, 389, 390-391; Topic 15: 403, 410-413; Topic 16: 423, 427, 442-443</p> <p>TE: Topic 2: 54A, 54B, Topic 3: 80A, 80B; Topic 5: 124A, 124B, 125A, 125B, 126A, 126B, 129A, 129B; Topic 6: 154A, 154B, 157A, 157B; Topic 7: 163B, 174A, 174B; Topic 8: 194A; 196A, 196B; Topic 9: 212A, 212B; Topic 10: 232A, 236A, 236B, 240A, 240B, 242A, 242B; Topic 11: 258A, 258B; Topic 12: 287A; Topic 13: 352A, 352B; Topic 14: 366A, 366B; Topic 14: 388A, 388B, 390A, 390B; Topic 15: 410A, 410B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p><i>enVisionMATH Common Core</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the <i>Visual Learning Bridge</i> 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.</p> <p>In the <i>Do You Understand?</i> part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation.</p> <p>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>SE/TE: Topic 1: 11, 13, 24, 25, 31; Topic 2: 56; Topic 3: 68, 69, 72, 76, 79, 81; Topic 4: 92, 95, 98, 99, 101; Topic 5: 119, 121, 123, 124, 125, 127; Topic 6: 138, 144, 148, 149; Topic 7: 168, 170, 173; Topic 8: 187, 191, 193; Topic 9: 206, 210, 211, 217, 219; Topic 10: 230, 231, 234, 235, 238, 241, 243, 244, 245, 247; Topic 11: 259, 266, 272, 275, 278; Topic 12: 290, 291, 293, 297, 303, 310, 313, 316; Topic 13: 332, 333, 335, 337, 342, 344, 345, 347, 349, 350, 353, 354; Topic 14: 367, 368, 369, 371, 372, 377, 380, 381, 382, 386, 389, 391; Topic 15: 403, 404, 405, 406, 407, 409, 410; Topic 16: 423, 424, 427, 431, 433, 436, 437, 439, 441</p> <p>TE: Topic 2: 46A, 46B, 50A, 50B, 54A, 54B; Topic 3: 70A, 70B, 74A, 74B; Topic 4: 90A, 90B, 94A, 94B; Topic 5: 126A, 126B; Topic 6: 144B; Topic 7: 166A, 166B, 170B; topic 8: 183B, 196A, 196B; Topic 9: 208B, 210A, 210B; Topic 10: 225B, 230B; Topic 11: 264A, 264B, 270A, 270B; Topic 12: 214A, 314B; Topic 13: 327B, 348B; Topic 14: 363B, 368A, 368B, 376A, 376B, 382A, 382B; Topic 15: 399A, 402B, 406A, 406B; Topic 16: 426B, 434A, 434B, 436A, 436B, 438A, 438B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson's <i>enVisionMATH Common Core</i>, the <i>Problem-Based Interactive Learning</i> 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 use reasoning and to justify or explain their solutions.</p> <p><i>Writing to Explain</i> exercises in Grades 3–6 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.</p> <p>SE/TE: Topic 1: 29; Topic 2: 53; Topic 3: 69, 71, 76; Topic 4: 97, 100; Topic 5: 117, 118, Topic 6: 142, 153, Topic 7: 168, 171, 173, Topic 8: 186, 191; Topic 10: 229, 231; Topic 11: 261, 265; Topic 12: 304, 314; Topic 13: 344, 345; Topic 14: 366, 374, 375, 377; Topic 15: 407, 408; Topic 16: 426, 427, 429, 443</p> <p>TE: Topic 11: 276A, 276B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>Students in Pearson's <i>enVisionMATH Common Core</i> 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 <i>Visual Learning Bridge</i> often presents 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>SE/TE: Topic 1: 7, 12, 17, 19, 25, 27, 29; Topic 2: 49, 56; Topic 3: 76, 79, 81; Topic 4: 98, 101, 105, 106; Topic 5: 116, 119, 123, 128; Topic 6: 139, 146, 150; Topic 7: 167, 171, 177; Topic 9: 207, 216, 218, 219; Topic 10: 247; Topic 11: 263; Topic 12: 291, 293, 295, 297, 299, 315, 317; Topic 13: 331, 333, 334, 335, 336, 339, 347, 349, 355; Topic 14: 386; Topic 15: 402, 403, 405, 407, 410; Topic 16: 425, 432, 435</p> <p>TE: Topic 1: 2G, 12A, 12B, 20B, 24A, 24B, 26A, 26B, 30A, 30B; Topic 4: 104A, 104B; Topic 5: 120A, 120B; Topic 6: 152A, 152B; Topic 7: 176A, 176B; Topic 8: 194A, 194B; Topic 9: 214A, 215B, 218A, 218B; Topic 10: 242A, 242B, 246A, 246B; Topic 12: 316A, 316B; Topic 13: 343A, 334B; Topic 14: 384A, 384B; Topic 15: 404A, 404B; Topic 16: 432A, 432B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</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 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.</p> <p>SE/TE: Topic 1: 30; Topic 2: 47; Topic 4: 105, 107; Topic 5: 129; Topic 9: 213; Topic 10: 233, 234; Topic 11: 261, 263, 272; Topic 12: 307, 318; Topic 13: 338-340, 346-347, 352; Topic 14: 383; Topic 15: 409; Topic 16: 428-429, 431, 433</p> <p>TE: Topic 1: 2H, 6A, 6B, 10A, 10B; Topic 2: 37B, 44A, 44B; Topic 3: 63A, 66a, 66B, 80A, 80B; Topic 4: 113B, 116B; Topic 6: 138A, 138B; Topic 7: 163B; Topic 8: 186A, 186B, 190A, 190B; Topic 9: 203D; Topic 10: 225B, 228A, 228B, 232A, 232B; Topic 11: 255B, 260A, 260B; Topic 12: 290A, 290B, 294A, 294B, 298A, 298B, 306A, 306B, 310A, 310B, 312A, 312B; Topic 13: 327A, 327B, 338A, 338B, 346A, 346B, 354B; Topic 14: 378A, 378B; Topic 15: 399B, 408A, 408B; Topic 16: 419B, 422A, 422B, 424A, 424B, 430A, 430B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The <i>Problem-Based Interactive Learning</i> activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems.</p> <p>In the <i>Do You Understand?</i> feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p>In Grades 3–6, the <i>Writing to Explain</i> and <i>Think About the Structure</i> exercises require students to use precise language to provide clear explanations of terms, concepts, or processes.</p> <p>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.</p> <p>SE/TE: Topic 1: 31; Topic 3: 67; Topic 4: 93; Topic 5: 122; Topic 6: 155; Topic 7: 175; Topic 9: 219; Topic 11: 263, 268, 269, 272; Topic 12: 300; Topic 13: 341; Topic 14: 369, 374, 376, 378, 379, 391; Topic 16: 429</p> <p>TE: Topic 1: 2J; Topic 2: 37D; Topic 3: 63D; Topic 4: 87D; Topic 5: 113D; Topic 6: 135A, 135D; Topic 7: 163D; Topic 8: 183D; Topic 9: 203D; Topic 10: 225D; Topic 11: 255D, 268A, 268B; Topic 12: 287D; Topic 13: 327D; Topic 14: 366A, 366B; Topic 15: 399D; Topic 16: 419D, 428A, 428B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p>Students are encouraged to look for structure as they develop solution plans. In the <i>Look for a Pattern</i> 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.</p> <p>SE/TE: Topic 1: 8, 15, 18, 21; Topic 2: 40, 41, 42, 43, 48, 56; Topic 3: 66, 68; Topic 4: 92, 93, 95, 106; Topic 5: 120, 121, 123, 128; Topic 6: 142-143, 156; Topic 7: 168, 171, 173; Topic 9: 207, 209, 212, 215; Topic 10: 234; Topic 11: 259, 269, 274, 278; Topic 12: 291, 293, 318; Topic 13: 330, 331, 337, 346, 350; Topic 14: 386; Topic 15: 412; Topic 16: 432, 441</p> <p>TE: Topic 1: 2H, 14A, 14B, 28A, 28B; Topic 2: 40A, 40B, 41A, 41B, 42A, 42B, 43A, 43B; Topic 3: 63B; Topic 5: 113D, 118A, 118B, 122A, 122B, 124A, 124B; Topic 6: 135B, 135D, 142A, 142B, 148A, 148B; Topic 7: 163D; Topic 8, 183D; topic 9: 206A, 206B; Topic 10: 225D; Topic 11: 255B, 255D, 262A, 262B; Topic 12: 287B, 287D, 302A, 302B; Topic 13: 327D, 330A, 330B, 332A, 332B, 336A, 336B; Topic 14: 363B, 363D, 372A, 372B; Topic 15: 399A, 399D; Topic 16: 440A, 440B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 4</p>
<p>8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</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 <i>Problem-Based Interactive Learning</i> activities offer students opportunities to look for regularity in the way operations behave.</p> <p>SE/TE: Topic 1: 3, 10; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53; Topic 3: 69; Topic 5: 117; Topic 6: 143; Topic 13: 340; Topic 14: 369; Topic 16: 443, 456-457</p> <p>TE: Topic 1: 18A, 18B; Topic 3: 68a, 68B; Topic 4: 87A; Topic 11: 255A; Topic 14: 380A, 380B; Topic 16: 442A, 442B</p>

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Common Core State Standards for Mathematics Grade 4	enVisionMATH Common Core Grade 4
Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	
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. [4.OA.1]	SE/TE: Topic 1: 6-9, 12-13, 24-25 TE: Topic 1: 6A, 9A-9B, 12A, 13A-13B, 24A, 25A-25B
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. [4.OA.2]	SE/TE: Topic 1: 6-9, 20-23, 26-27, 28-29, 30-31; Topic 9: 218-219 TE: Topic 1: 6A, 9A-9B, 20A, 23A-23B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; Topic 9: 218A, 219A-219B
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. [4.OA.3]	SE/TE: Topic 1: 18-19, 26-27, 28-29, 30-31; Topic 2: 54-57; Topic 4: 90-93, 94-95; Topic 5: 122-123, 126-129; Topic 6: 142-143, 144-147, 152-153, 154-157; Topic 7: 170-171, 172-173, 174-175, 176-177; Topic 8: 196-197; Topic 9: 206-207, 208-209, 210-211, 218-219; Topic 10: 246-247 TE: Topic 1: 18A, 19A-19B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; Topic 2: 54A, 57A-57B; Topic 4: 90A, 93A-93B, 94A, 94A-95B; Topic 5: 122A, 123A-123B, 126A, 192A-129B; Topic 6: 142A, 143A-143B, 144A, 147A-147B, 152A, 153A-153B, 154A, 157A-157B; Topic 7: 170A, 171A-171B, 172A, 173A-173B, 174A, 175A-175B, 176A, 177A-177; Topic 8: 196A, 197A-197B; Topic 9: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 218A, 219A-219B; Topic 10: 246A, 247A-247B
Gain familiarity with factors and multiples.	
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. [4.OA.4]	SE/TE: Topic 1: 14-17; Topic 11: 258-259, 260-261, 262-263, 280-281 TE: Topic 1: 14A, 17A-17B; Topic 11: 258A, 259A-259B, 260A, 261A-261B, 262A, 263A-263B

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Common Core State Standards for Mathematics Grade 4	enVisionMATH Common Core Grade 4
Generate and analyze patterns.	
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. [4.OA.5]	SE/TE: Topic 1: 10-11, 18-19; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57; Topic 11: 258-259, 262-263; Topic 16: 442-443 TE: Topic 1: 10A, 11A-11B, 18A, 19A-19B; Topic 2: 40A, 41A-41B, 42A, 43A-43B, 44A, 45A-45B, 46A, 49A-49B, 50A, 53A-53B, 54A, 57A-57B; Topic 11: 258A, 259A-259B, 262A, 263A-263B; Topic 16: 442A, 443A-443B
Number and Operations in Base Ten Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.	
Generalize place value understanding for multi-digit whole numbers.	
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. [4.NBT.1]	SE/TE: Topic 3: 66-67, 68-69, 80-81, 82-83; Topic 10: 232-235 TE: Topic 3: 66A, 67A-67B, 68A, 69A-69B, 80A, 81A-81B; Topic 10: 232A, 235A-235B
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. [4.NBT.2]	SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 82-83 TE: Topic 3: 66A, 67A-67B, 68A, 69A-69B, 70A, 73A-73B, 74A, 77A-77B
3. Use place value understanding to round multi-digit whole numbers to any place. [4.NBT.3]	SE/TE: Topic 3: 78-79,; Topic 4: 90-93, 94-95; Topic 5: 122-123, 124-125, 126-129; Topic 6: 152-153, 172-173, 174-175 TE: Topic 3: 78A, 79A-79B; Topic 4: 90A, 93A-93B, 94A, 95A-95B; Topic 5: 122A, 123A-123B, 124A, 125A-125B, 126A, 129A-129B; Topic 6: 152A, 153A-153B, 172A, 173A-173B, 174A, 175A-175B
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. [4.NBT.4]	SE/TE: Topic 4: 94-95, 96-99, 100-101, 102-103, 104-107, 108-109 TE: Topic 4: 94A, 95A-95B, 96A, 99A-99B, 100A, 101A-101B, 102A, 103A-103B, 104A, 107A-107B

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<p>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. [4.NBT.5]</p>	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129; Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157; Topic 7: 166-169, 170-171, 174-175, 176-177; Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197; Topic 9: 214-217; Topic 10: 246-247</p> <p>TE: Topic 5: 116a, 117A-117B, 118A, 119A-119B, 120A, 121A-121B, 122A, 123A-123B, 124A, 125A-125B, 126A, 129A-129B; Topic 6: 138A, 141A-141B, 142A, 143A-143B, 144A, 147A-147B, 148A, 151A-151B, 152A, 153A-153B, 154A, 157A-157B; Topic 7: 166A, 169A-169B, 170A, 171A-171B, 174A, 175A-175B, 176A, 177A-177B; Topic 8: 186A, 189A-189B, 190A, 191A-191B, 192A, 193A-193B, 194A, 195A-195B, 196A, 197A-197B; Topic 9: 214-217; Topic 10: 246-247</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. [4.NBT.6]</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245</p> <p>TE: Topic 9: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 212A, 213A-213B, 214A, 217A-217B, 218A, 219A-219B; Topic 10: 228A, 229A-229B, 230A, 231A-231B, 232A, 235A-235B, 236A, 239A-239B, 240A, 241A-241B, 242A, 243A-243B, 244A, 245A-245B</p>
<p>Number and Operations—Fractions Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>	
<p>Extend understanding of fraction equivalence and ordering.</p>	
<p>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. [4.NF.1]</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279, 280-283</p> <p>TE: Topic 11: 264A, 267A-267B, 268A, 269A-269B, 276A, 279A-279B</p>

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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 $\frac{1}{2}$. 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. [4.NF.2]	SE/TE: Topic 11: 264-267, 268-269, 270-273, 274-275, 276-279 TE: Topic 11: 264A, 267A-267B, 268A, 269A-269B, 270A, 273A-273B, 274A, 275A-275B, 276A, 279A-279B
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. [4.NF.3]	SE/TE: Topic 12: 290-291, 320 TE: Topic 12: 290A, 291A-291B
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. [4.NF.3.a]	SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-301, 316-319 TE: Topic 12: 290A, 291A-291B, 292A, 293A-293B, 294A, 295A-295B, 296A, 297A-297B, 298A, 301A-301B, 316A, 319A-319B
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. [4.NF.3.b]	SE/TE: Topic 12: 302-305, 306-309, 314-315 TE: Topic 12: 302A, 305A-305B, 306A, 309A-309B, 314A, 315A-315B
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. [4.NF.3.c]	SE/TE: Topic 12: 302-305, 306-309, 310-311, 312-313 TE: Topic 12: 302A, 305A-305B, 306A, 309A-309B, 310A, 311A-311B, 312A, 313A-313B
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. [4.NF.3.d]	SE/TE: Topic 12: 292-293, 294-295, 296-297, 298-301, 316-319 TE: Topic 12: 292A, 293A-293B, 294A, 295A-295B, 296A, 297A-297B, 298A, 301A-301B, 316A, 319A-319B
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. [4.NF.4]	SE/TE: Topic 13: 332-333, 334-335, 356 TE: Topic 13: 332A, 333A-333B, 334A, 355A-355B

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a. Understand a fraction a/b as a multiple of $1/b$. [4.NF.4.a]	SE/TE: Topic 13: 330-331, 356 TE: Topic 13: 330A, 331A-331B
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. [4.NF.4.b]	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332A, 333A-333B, 334A, 335A-335B
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. [4.NF.4.c]	SE/TE: Topic 13: 334-335 TE: Topic 13: 334A, 355A-335B
Understand decimal notation for fractions, and compare decimal fractions.	
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. [4.NF.5]	SE/TE: Topic 13: 336-337, 338-341, 342-345; 357-358; Topic 15: 406-407, 415 TE: Topic 13: 336A, 337A-337B, 338A, 341A-341B, 342A, 345A-345B; Topic 15: 406A-406B, 407A-407B
6. Use decimal notation for fractions with denominators 10 or 100. [4.NF.6]	SE/TE: Topic 13: 336-337, 338-341, 342-345, 354-355, 357-358 TE: Topic 13: 336A, 337A-337B, 338A, 341A-341B, 342A, 345A-345B, 354A, 355A-355B
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. [4.NF.7]	SE/TE: Topic 13: 346-347, 348-351, 352-353, 358-359 TE: Topic 13: 346A, 347A-347B, 348A, 351A-351B, 352A, 353A-353B

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Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
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. [4.MD.1]	SE/TE: Topic 13: 354-355; Topic 14: 366-367, 368-369, 370-371, 372-375, 376-377, 378-379, 380-381, 382-383, 384-387, 388-389, 390-391 TE: Topic 13: 354A, 355A-355B; Topic 14: 366A, 367A-367B, 368A, 369A-369B, 370A, 371A-371B, 372A, 375A-375B, 376A, 377A-377B, 378A, 379A-379B, 380A, 381A-381B, 382A, 38A-383B, 384A, 387A-387B, 388A, 389A-389B, 390A, 391A-391B
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. [4.MD.2]	SE/TE: Topic 13: 352-353, 354-355, 359; Topic 14: 380-381, 382-383, 388-389, 390-391, 394, 395; Topic 15: 404-405, 406-407, 410-413, 414, 415 TE: Topic 13: 352A, 363A-353B, 354A, 355A-355B; Topic 14: 380A, 381A-381B, 382A, 383A-383B, 388A, 389A-389B, 390A, 391A-391B; Topic 15: 404A, 405A-405B, 406A, 407A-407B, 410A, 413A-413B
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. [4.MD.3]	SE/TE: Topic 15: 402-403, 414 TE: Topic 15: 402A, 403A-403B
Represent and interpret data.	
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. [4.MD.4]	SE/TE: Topic 15: 408-409, 415 TE: Topic 15: 408A, 409A-409B
Geometric measurement: understand concepts of angle and measure angles.	
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: [4.MD.5]	SE/TE: Topic 16: 426-427, 428-429 TE: Topic 16: 426A, 427A-427B, 428A, 439A-429B

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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 $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. [4.MD.5.a]	SE/TE: Topic 16: 426-427, 428-429, 430-431, 432-433 TE: Topic 16: 426A, 437A-427B, 428A, 429A-429B, 430A, 431A-431B, 432A, 433A-433B
b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. [4.MD.5.b]	SE/TE: Topic 16: 428-429, 430-431, 432-433 TE: Topic 16: 428A, 439A-429B, 430A, 431A-431B, 432A, 433A-433B
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. [4.MD.6]	SE/TE: Topic 16: 430-431, 432-433 TE: Topic 16: 419B, 430A, 430B, 431A, 431B
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. [4.MD.7]	SE/TE: Topic 16: 432-433, 446 TE: Topic 16: 432A, 432B, 433A, 433B
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. [4.G.1]	SE/TE: Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431 TE: Topic 16: 422A, 423A-423B, 424A, 425A-425B, 426A, 437A-427B, 428A, 429A-429B, 430A, 431A-431B
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. [4.G.2]	SE/TE: Topic 16: 434-435, 436-437, 438-439, 442-443 TE: Topic 16: 434A, 435A-435B, 436A, 437A-437B, 438A, 439A-439B, 442A, 443A-443B
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. [4.G.3]	SE/TE: Topic 16: 440-441, 447 TE: Topic 16: 440A, 440B, 441A, 441B

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Operations and Algebraic Thinking		
<p>CC.4.OA.1 Use the four operations with whole numbers to solve problems. 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.</p>	<p>AR.5.NO.2.2 (NO.2.5.2) Number theory: Identify commutative and associative properties</p>	<p>SE/TE: Topic 1: 12-13</p> <p>TE: Topic 1: 12A, 12B, 13A-13B</p>
	<p>AR.3.NO.2.1 (NO.2.3.1) Number Theory: Develop an understanding of the commutative and identity properties of multiplication using objects</p>	<p>SE/TE: Topic 1: 12-13</p> <p>TE: Topic 1: 2H, 12A, 12B, 13A-13B</p>
	<p>AR.4.NO.3.4 (NO.3.4.4) Application of Computation: Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate technology)</p>	<p>SE/TE: Topic 1: 6-9, 10-11, 12-13, 24-25</p> <p>TE: Topic 1: 9A-9B, 11A-11B, 13A-13B, 25A-25B</p>
<p>CC.4.OA.2 Use the four operations with whole numbers to solve problems. 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>	<p>AR.3.NO.2.3 (NO.2.3.3) Whole Number Operations: Use conventional mathematical symbols to write equations for contextual problems involving multiplication</p>	<p>SE/TE: Topic 1: 6-9, 10-11, 12-13, 24-25</p> <p>TE: Topic 1: 9A-9B, 11A-11B, 13A-13B, 25A-25B</p>
	<p>AR.4.NO.2.3 (NO.2.4.3) Whole Number Operations: Use conventional mathematical symbols to write equations for contextual problems involving multiplication</p>	<p>SE/TE: Topic 1: 6-9, 10-11, 12-13, 24-25</p> <p>TE: Topic 1: 9A-9B, 11A-11B, 13A-13B, 25A-25B</p>

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<p>(Continued) CC.4.OA.2 Use the four operations with whole numbers to solve problems. 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>	<p>AR.4.NO.2.4 (NO.2.4.4) Whole Number Operations: Represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 1: 20-23, 24-25, 26-27, 28-29</p> <p>TE: Topic 1: 23A-23B, 25A-25B, 27A-27B, 29A-29B</p>
	<p>AR.3.A.5.3 (A.5.3.3) Expressions, Equations and Inequalities: Use a symbol to represent an unknown quantity in a number sentence involving contextual situations and find the value</p>	<p>SE/TE: Topic 16: 454-455, 470</p> <p>TE: Topic 16: 457, 471</p>
	<p>AR.3.NO.2.4 (NO.2.3.4) Whole Number Operations: Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 1: 20-23, 26-27, 28-29, 30-31</p> <p>TE: Topic 1: 23A-23B, 27A-27B, 29A-29B, 31A-31B</p>
	<p>AR.4.A.5.3 (A.5.4.3) Expressions, Equations and Inequalities: Use a variable to represent an unknown quantity in a number sentence involving contextual situations and find the value</p>	<p>SE/TE: Topic 16: 454-455, 470</p> <p>TE: Topic 16: 457, 471</p>

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<p>CC.4.OA.3 Use the four operations with whole numbers to solve problems. 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>	<p>AR.4.NO.2.4 (NO.2.4.4) Whole Number Operations: Represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 1: 6-9, 20-23, 26-27, 28-29, 30-31 Topic 9: 206-207, 208-209, 210-211, 218-219 Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245, 246-247</p> <p>TE: Topic 1: 6B, 9A-9B, 23A-23B, 27A-27B, 29A-29B, 31A-31B Topic 9: 207A-207B, 209A-209B, 211A-211B, 219A-219B Topic 10: 229A-229B, 231A-231B, 235A-235B, 239A-239B, 241A-241B, 243A-243B, 245A-245B, 247A-247B</p>
	<p>AR.3.A.5.1 (A.5.3.1) Expressions, Equations and Inequalities: Select and/or write number sentences (equations) to find the unknown in problem- solving contexts involving two-digit times one-digit multiplication using appropriate labels</p>	<p>SE/TE: Topic 6: 141, 145, 152 Topic 7: 170-171,</p> <p>TE: Topic 7: 170B, 171A-171B</p>
	<p>AR.4.A.5.1 (A.5.4.1) Expressions, Equations and Inequalities: Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit by one-digit division using appropriate labels</p>	<p>SE/TE: Topic 6: 141, 145, 152 Topic 9: 206-207, 218-219</p> <p>TE: Topic 9: 207A-207B, 219A-219B</p>
	<p>AR.3.A.5.3 (A.5.3.3) Expressions, Equations and Inequalities: Use a symbol to represent an unknown quantity in a number sentence involving contextual situations and find the value</p>	<p>SE/TE: Topic 16: 454-455, 470</p> <p>TE: Topic 16: 457, 471</p>

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<p>(Continued) CC.4.OA.3 Use the four operations with whole numbers to solve problems. 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>	<p>AR.4.A.5.3 (A.5.4.3) Expressions, Equations and Inequalities: Use a variable to represent an unknown quantity in a number sentence involving contextual situations and find the value</p>	<p>SE/TE: Topic 16: 454-455, 470</p> <p>TE: Topic 16: 457, 471</p>
	<p>AR.1.NO.1.7 (NO.1.1.7) Whole Numbers: Estimate the results of whole number addition and subtraction problems and judge the reasonableness</p>	<p>SE/TE: Topic 4: 94-95</p> <p>TE: Topic 4: 87B, 94A, 94B, 95A-95B</p>
	<p>AR.3.NO.2.4 (NO.2.3.4) Whole Number Operations: Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 218-219 Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245, 246-247</p> <p>TE: Topic 9: 207A-207B, 209A-209B, 211A-211B, 219A-219B Topic 10: 229A-229B, 231A-231B, 235A-235B, 239A-239B, 241A-241B, 243A-243B, 245A-245B, 247A-247B</p>

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<p>CC.4.OA.4 Gain familiarity with factors and multiples. 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>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10, -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 1: 14-17, 28-29 Topic 11: 258-259, 260-261, 262-263</p> <p>TE: Topic 1: 17A-17B, 28A, 28B, 29A-29B Topic 11: 259A-259B, 261A-261B, 263A-263B</p>
	<p>AR.6.NO.3.5 (NO.3.6.5) Application of Computation: Find and use factorization (tree diagram) including prime factorization of composite numbers (expanded and exponential notation) to determine the greatest common factor (GCF) and least common multiple (LCM)</p>	<p>SE/TE: Topic 11: 260-261</p> <p>TE: Topic 11: 260B, 261A-261B</p> <p><i>Also see enVisionMATH Common Core Grade 5, SE/TE:</i> Topic 9: 230-231 Topic 16: 424-425</p>
	<p>AR.5.NO.2.1 (NO.2.5.1) Number theory: Use divisibility rules to determine if a number is a factor of another number (2, 3, 5, 10)</p>	<p>SE/TE: Topic 11: 258-259, 260-261</p> <p>TE: Topic 11: 259A-259B, 261A-261B</p>
	<p>AR.6.NO.2.1 (NO.2.6.1) Number theory: Use divisibility rules to determine if a number is a factor of another number (4, 6, 9)</p>	<p>SE/TE: Topic 11: 258-259, 260-261</p> <p>TE: Topic 11: 259A-259B, 261A-261B</p>

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<p>(Continued) CC.4.OA.4 Gain familiarity with factors and multiples. 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>AR.3.NO.2.2 (NO.2.3.2) Number Theory: Apply number theory: -- determine if a three-digit number is even or odd, -- use the terms multiple, factor, product and quotient in an appropriate context</p>	<p>SE/TE: Topic 1: 14-17 Topic 11: 258-259, 260-261, 262-263</p> <p>TE: Topic 11: 259A-259B, 261A-261B, 263A-263B</p>
<p>CC.4.OA.5 Generate and analyze patterns. 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.</p>	<p>AR.3.A.4.4 (A.4.3.4) Recognize, describe and develop patterns: Use repeating and growing numeric or geometric patterns to solve problems</p>	<p>SE/TE: Topic 1: 10-11, 18-19 Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53 Topic 16: 442-443</p> <p>TE: Topic 1: 11A-11B, 19A-19B Topic 2: 41A-41B, 43A-43B, 45A-45B, 49A-49B, 53A-53B Topic 16: 443A-443B</p>
	<p>AR.4.A.4.2 (A.4.4.2) Recognize, describe and develop patterns: Use repeating and growing numeric and geometric patterns to make predictions and solve problems</p>	<p>SE/TE: Topic 1: 10-11, 18-19 Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53 Topic 16: 442-443</p> <p>TE: Topic 1: 11A-11B, 19A-19B Topic 2: 41A-41B, 43A-43B, 45A-45B, 49A-49B, 53A-53B Topic 16: 443A-443B</p>
	<p>AR.4.A.4.3 (A.4.4.3) Patterns, Relations and Functions: Determine the relationship between sets of numbers by selecting the rule</p>	<p>SE/TE: Topic 2: 44-45, 46-49</p> <p>TE: Topic 2: 45A-45B, 49A-49B</p>

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<p>(Continued) CC.4.OA.5 Generate and analyze patterns. 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.</p>	<p>AR.2.A.4.6 (A.4.2.6) Recognize, describe and develop patterns: Recognize, describe, extend, and create repeating and growing patterns using a wide variety of materials to solve problems</p>	<p>SE/TE: Topic 1: 10-11, 18-19 Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53 Topic 16: 442-443</p> <p>TE: Topic 1: 11A-11B, 19A-19B Topic 2: 41A-41B, 43A-43B, 45A-45B, 49A-49B, 53A-53B Topic 16: 443A-443B</p>
	<p>AR.3.NO.2.2 (NO.2.3.2) Number Theory: Apply number theory: -- determine if a three-digit number is even or odd, -- use the terms multiple, factor, product and quotient in an appropriate context</p>	<p>SE/TE: Topic 1: 14-17 Topic 11: 258-259, 260-261, 262-263</p> <p>TE: Topic 11: 259A-259B, 261A-261B, 263A-263B</p>
	<p>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10, -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 1: 14-17 Topic 11: 258-259, 260-261, 262-263</p> <p>TE: Topic 1: 17A-17B Topic 11: 259A-259B, 261A-261B, 263A-263B</p>
	<p>AR.3.A.6.1 (A.6.3.1) Algebraic Models and Relationships: Complete a chart or table to organize given information and to understand relationships and explain the results</p>	<p>SE/TE: Topic 2: 44-45, 46-48, 49</p> <p>TE: Topic 2: 37B, 44A, 44B, 45A-45B, 46A, 46B, 49A-49B</p>

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<p>(Continued) CC.4.OA.5 Generate and analyze patterns. 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.</p>	<p>AR.4.A.6.1 (A.6.4.1) Algebraic Models and Relationships: Create a chart or table to organize given information and to understand relationships and explain the results</p>	<p>SE/TE: Topic 2: 44-45, 46-48, 49</p> <p>TE: Topic 2: 37B, 44A, 44B, 45A-45B, 46A, 46B, 49A-49B</p>
	<p>AR.5.A.4.2 (A.4.5.2) Patterns, Relations and Functions: Interpret and write a rule for a one operation function table</p>	<p>SE/TE: Topic 2: 44-45, 46-48, 49</p> <p>TE: Topic 2: 37B, 44A, 44B, 45A-45B, 46A, 46B, 49A-49B</p>
	<p>AR.3.A.4.5 (A.4.3.5) Patterns, Relations and Functions: Determine the relationship between sets of numbers by selecting the rule (1 step rule in words)</p>	<p>SE/TE: Topic 2: 44-45, 46-48, 49</p> <p>TE: Topic 2: 37B, 44A, 44B, 45A-45B, 46A, 46B, 49A-49B</p>
	<p>AR.5.A.4.1 (A.4.5.1) Patterns, Relations and Functions: Solve problems by finding the next term or missing term in a pattern or function table using real world situations</p>	<p>SE/TE: Topic 2: 44-45, 46-48, 49</p> <p>TE: Topic 2: 37B, 44A, 44B, 45A-45B, 46A, 46B, 49A-49B</p>
	<p>AR.6.A.4.1 (A.4.6.1) Patterns, Relations and Functions: Solve problems by finding the next term or missing term in a pattern or function table using real world situations</p>	<p>SE/TE: Topic 2: 44-45, 46-48, 49</p> <p>TE: Topic 2: 37B, 44A, 44B, 45A-45B, 46A, 46B, 49A-49B</p>
	<p>AR.2.A.4.2 (A.4.2.2) Recognize, describe and develop patterns: Describe repeating and growing patterns in the environment</p>	<p>SE/TE: Topic 2: 37, 41, 43</p> <p>TE: Topic 2: 37A, 40A</p>

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Numbers and Operations in Base Ten		
<p>CC.4.NBT.1 Generalize place value understanding for multi-digit whole numbers. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</p>	<p>AR.3.NO.1.2 (NO.1.3.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 80-81</p> <p>TE: Topic 3: 67A-67B, 69A-69B, 73A-73B, 77A-77B, 81A-81B</p>
	<p>AR.4.NO.1.2 (NO.1.4.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers to millions (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 80-81</p> <p>TE: Topic 3: 67A-67B, 69A-69B, 73A-73B, 77A-77B, 81A-81B</p>
	<p>AR.2.A.4.5 (A.4.2.5) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number less than 100 using multiples of ten</p>	<p>SE/TE: Topic 3: 68-69</p> <p>TE: Topic 3: 68A, 68B, 69A-69B</p>
	<p>AR.3.A.4.3 (A.4.3.3) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number up to 1000 using multiples of ten and/or 100</p>	<p>SE/TE: Topic 3: 68-69, 70-72</p> <p>TE: Topic 3: 68A, 68B, 69A-69B, 70A, 70B, 73A-73B</p>

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<p>(Continued) CC.4.NBT.1 Generalize place value understanding for multi-digit whole numbers. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</p>	<p>AR.4.A.4.1 (A.4.4.1) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number using multiples of 10, 100 and/or 1000</p>	<p>SE/TE: Topic 3: 68-69, 70-72</p> <p>TE: Topic 3: 68A, 68B, 69A-69B, 70A, 70B, 73A-73B</p>
	<p>AR.3.NO.1.3 (NO.1.3.3) Whole Numbers: Use mathematical language and symbols to compare and order four-digit numbers with and without appropriate technology</p>	<p>SE/TE: Topic 3: 70-72, 74-77</p> <p>TE: Topic 3: 73A-73B, 77A-77B</p>
	<p>AR.1.A.4.5 (A.4.1.5) Recognize, describe and develop patterns: Identify a number that is one more or one less than any whole number less than 100</p>	<p>SE/TE: Topic 3: 68-69, 73</p> <p>TE: Topic 3: 68A, 68B, 69A-69B</p>

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<p>CC.4.NBT.2 Generalize place value understanding for multi-digit whole numbers. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</p>	<p>AR.3.NO.1.2 (NO.1.3.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 80-81</p> <p>TE: Topic 3: 67A-67B, 69A-69B, 73A-73B, 77A-77B, 81A-81B</p>
	<p>AR.4.NO.1.2 (NO.1.4.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers to millions (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 80-81</p> <p>TE: Topic 3: 67A-67B, 69A-69B, 73A-73B, 77A-77B, 81A-81B</p>
	<p>AR.3.NO.1.3 (NO.1.3.3) Whole Numbers: Use mathematical language and symbols to compare and order four-digit numbers with and without appropriate technology</p>	<p>SE/TE: Topic 3: 70-73, 74-77</p> <p>TE: Topic 3: 73A-73B, 77A-77B</p>
	<p>AR.4.NO.1.3 (NO.1.4.3) Whole Numbers: Use mathematical language and symbols to compare and order any whole numbers with and without appropriate technology ($<$, $>$, $=$)</p>	<p>SE/TE: Topic 3: 70-73, 74-77</p> <p>TE: Topic 3: 73A-73B, 77A-77B</p>

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<p>CC.4.NBT.3 Generalize place value understanding for multi-digit whole numbers. Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</p>	<p>AR.4.NO.3.5 (NO.3.4.5) Estimation: Use estimation strategies to solve problems and judge the reasonableness of the answer</p>	<p>SE/TE: Topic 3: 78-79 Topic 7: 174-175</p> <p>TE: Topic 3: 79A-79B Topic 7: 174A, 174B, 175A-175B</p>
	<p>AR.3.NO.3.5 (NO.3.3.5) Estimation: Use estimation strategies to solve problems and judge the reasonableness of the answer</p>	<p>SE/TE: Topic 3: 78-79 Topic 7: 174-175</p> <p>TE: Topic 3: 79A-79B Topic 7: 174A, 174B, 175A-175B</p>
<p>CC.4.NBT.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.1.NO.3.1 (NO.3.1.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99, 100-101, 102-103, 104-107</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B, 101A-101B, 103A-103B, 107A-107B</p>
	<p>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B</p>

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<p>(Continued) CC.4.NBT.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency-Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B</p>
	<p>AR.3.NO.3.1 (NO.3.3.1) Computational Fluency-Addition and Subtraction: Develop, with and without appropriate technology, computational fluency, in multi-digit addition and subtraction through 999 using contextual problems: -- strategies for adding and subtracting numbers, -- estimation of sums and differences in appropriate situations, -- relationships between operations</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99, 100-101, 102-103, 104-107</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B, 101A-101B, 103A-103B, 107A-107B</p>
	<p>AR.4.NO.3.1 (NO.3.4.1) Computational Fluency-Addition and Subtraction: Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99, 100-101, 102-103, 104-107</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B, 101A-101B, 103A-103B, 107A-107B</p>

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<p>(Continued) CC.4.NBT.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.5.NO.3.1 (NO.3.5.1) Computational Fluency: Develop and use a variety of algorithms with computational fluency to perform whole number operations using addition and subtraction (up to five-digit numbers), multiplication (up to three-digit x two-digit), division (up to two-digit divisor) interpreting remainders, including real world problems</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99, 100-101, 102-103, 104-107</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B, 101A-101B, 103A-103B, 107A-107B</p>
	<p>AR.6.NO.3.1 (NO.3.6.1) Computational Fluency: Apply, with and without appropriate technology, algorithms with computational fluency to perform whole number operations (+, -, x, /)</p>	<p>SE/TE: Topic 4: 90-93, 94-95, 96-99, 100-101, 102-103, 104-107</p> <p>TE: Topic 4: 93A-93B, 95A-95B, 99A-99B, 101A-101B, 103A-103B, 107A-107B</p>

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<p>CC.4.NBT.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.5.NO.3.1 (NO.3.5.1) Computational Fluency: Develop and use a variety of algorithms with computational fluency to perform whole number operations using addition and subtraction (up to five-digit numbers), multiplication (up to three-digit x two-digit), division (up to two-digit divisor) interpreting remainders, including real world problems</p>	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129 Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157 Topic 7: 166-169, 170-171, 174-175 Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197 Topic 9: 214-217 Topic 10: 246-247</p> <p>TE: Topic 5: 117A-117B, 119A-119B, 121A-121B, 123A-123B, 125A-125B, 129A-129B Topic 6: 141A-141B, 143A-143B, 147A-147B, 151A-151B, 153A-153B, 157A-157B Topic 7: 169A-169B, 171A-171B, 175A-175B Topic 8: 189A-199B, 191A-191B, 193A-193B, 195A-195B, 197A-197B Topic 9: 217A-217B Topic 10: 247A-247B</p>
	<p>AR.6.NO.3.1 (NO.3.6.1) Computational Fluency: Apply, with and without appropriate technology, algorithms with computational fluency to perform whole number operations (+, -, x, /)</p>	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129 Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157 Topic 7: 166-169, 170-171, 174-175 Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197 Topic 9: 214-217 Topic 10: 246-247</p> <p>TE: Topic 5: 117A-117B, 119A-119B, 121A-121B, 123A-123B, 125A-125B, 129A-129B Topic 6: 141A-141B, 143A-143B, 147A-147B, 151A-151B, 153A-153B, 157A-157B Topic 7: 169A-169B, 171A-171B, 175A-175B</p>

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<p>(Continued) CC.4.NBT.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.</p>	<p>(Continued) AR.6.NO.3.1 (NO.3.6.1) Computational Fluency: Apply, with and without appropriate technology, algorithms with computational fluency to perform whole number operations (+, -, x, /)</p>	<p>Topic 8: 189A-199B, 191A-191B, 193A-193B, 195A-195B, 197A-197B Topic 9: 217A-217B Topic 10: 247A-247B</p>
	<p>AR.3.NO.3.3 (NO.3.3.3) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, computational fluency in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using: -- strategies for multiplying and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129 Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157 Topic 7: 166-169, 170-171, 174-175 Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197 Topic 9: 214-217 Topic 10: 246-247</p> <p>TE: Topic 5: 117A-117B, 119A-119B, 121A-121B, 123A-123B, 125A-125B, 129A-129B Topic 6: 141A-141B, 143A-143B, 147A-147B, 151A-151B, 153A-153B, 157A-157B Topic 7: 169A-169B, 171A-171B, 175A-175B Topic 8: 189A-199B, 191A-191B, 193A-193B, 195A-195B, 197A-197B Topic 9: 217A-217B Topic 10: 247A-247B</p>

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<p>(Continued) CC.4.NBT.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (larger numbers with technology), -- up to three-digit by two-digit division (larger numbers with technology), -- strategies for multiplication and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129 Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157 Topic 7: 166-169, 170-171, 174-175 Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197 Topic 9: 214-217 Topic 10: 246-247</p> <p>TE: Topic 5: 117A-117B, 119A-119B, 121A-121B, 123A-123B, 125A-125B, 129A-129B Topic 6: 141A-141B, 143A-143B, 147A-147B, 151A-151B, 153A-153B, 157A-157B Topic 7: 169A-169B, 171A-171B, 175A-175B Topic 8: 189A-199B, 191A-191B, 193A-193B, 195A-195B, 197A-197B Topic 9: 217A-217B Topic 10: 247A-247B</p>

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<p>CC.4.NBT.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.4.NO.2.1 (NO.2.4.1) Number Theory: Develop an understanding of the associative and zero properties of multiplication using objects</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219 Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245</p> <p>TE: Topic 9: 207A-207B, 209A-209B, 211A-211B, 213A-213B, 217A-217B, 219A-219B Topic 10: 229A-229B, 231A-231B, 235A-235B, 239A-239B, 241A-241B, 243A-243B, 245A-245B</p>
	<p>AR.5.NO.2.2 (NO.2.5.2) Number theory: Identify commutative and associative properties</p>	<p>SE/TE: Topic 1: 12-13, 23</p> <p>TE: Topic 1: 2H, 12A, 12B, 13A-13B</p>
	<p>AR.5.NO.2.3 (NO.2.5.3) Number theory: Identify the distributive property by using physical models to solve computation and real world problems</p>	<p>SE/TE: Topic 1: 14-17 Topic 8: 183 Topic 16: 452-453</p> <p>TE: Topic 1: 2H, 14A, 14B, 17A-17B Topic 16: 453A-453B</p>
	<p>AR.6.NO.2.2 (NO.2.6.2) Number theory: Apply the distributive property of multiplication over addition to simplify computations with whole numbers</p>	<p>SE/TE: Topic 1: 14-17 Topic 16: 452-453</p> <p>TE: Topic 1: 2H, 14A, 14B, 17A-17B Topic 16: 453A-453B</p>

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<p>(Continued) CC.4.NBT.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10, -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 1: 14-17, 28-29 Topic 11: 258-259, 260-261, 262-263</p> <p>TE: Topic 1: 17A-17B, 28A, 28B, 29A-29B Topic 11: 259A-259B, 261A-261B, 263A-263B</p>
	<p>AR.4.NO.2.4 (NO.2.4.4) Whole Number Operations: Represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219 Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245</p> <p>TE: Topic 9: 207A-207B, 209A-209B, 211A-211B, 213A-213B, 217A-217B, 219A-219B Topic 10: 229A-229B, 231A-231B, 235A-235B, 239A-239B, 241A-241B, 243A-243B, 245A-245B</p>

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<p>(Continued) CC.4.NBT.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)</p>	<p>AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (larger numbers with technology), -- up to three-digit by two-digit division (larger numbers with technology), -- strategies for multiplication and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219 Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245</p> <p>TE: Topic 9: 207A-207B, 209A-209B, 211A-211B, 213A-213B, 217A-217B, 219A-219B Topic 10: 229A-229B, 231A-231B, 235A-235B, 239A-239B, 241A-241B, 243A-243B, 245A-245B</p>
	<p>AR.3.NO.3.2 (NO.3.3.2) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, fluency with basic number combinations for multiplication and division facts (10 x 10)</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219 Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245</p> <p>TE: Topic 9: 207A-207B, 209A-209B, 211A-211B, 213A-213B, 217A-217B, 219A-219B Topic 10: 229A-229B, 231A-231B, 235A-235B, 239A-239B, 241A-241B, 243A-243B, 245A-245B</p>
	<p>AR.4.NO.3.2 (NO.3.4.2) Computational Fluency-Multiplication and Division: Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems (30 x 50)</p>	<p>SE/TE: Topic 9: 206-207, 214-217</p> <p>TE: Topic 9: 207A-207B, 217A-217B</p>

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Number and Operations - Fractions		
<p>CC.4.NF.1 Extend understanding of fraction equivalence and ordering. 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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B</p>
	<p>AR.3.NO.1.7 (NO.1.3.7) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B</p>
	<p>AR.4.NO.1.8 (NO.1.4.8) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B</p>

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<p>CC.4.NF.2 Extend understanding of fraction equivalence and ordering. 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 $\frac{1}{2}$. 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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.4.A.5.2 (A.5.4.2) Expressions, Equations and Inequalities: Express mathematical relationships using simple equations and inequalities ($>$, $<$, $=$, \neq)</p>	<p>SE/TE: Topic 11: 270-272, 274-275</p> <p>TE: Topic 11: 270A, 270B, 273A-273B, 274B, 275A-275B</p>
	<p>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 11: 268-289, 270-273, 274-275 Topic 12: 302-304</p> <p>TE: Topic 11: 255B, 268B, 269A-269B, 270A, 270B, 273A-273B, 274B, 275A-275B Topic 12: 302B, 305A-305B</p>
	<p>AR.3.NO.1.7 (NO.1.3.7) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279 Topic 12: 302-304</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B Topic 12: 302B, 305A-305B</p>
	<p>AR.4.NO.1.8 (NO.1.4.8) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279 Topic 12: 302-304</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B Topic 12: 302B, 305A-305B</p>

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<p>CC.4.NF.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 270-273, 274-275, 276-279</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 273A-273B, 275A-275B, 279A-279B</p>
	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 270-273, 274-275, 276-279 Topic 12: 302-305</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 273A-273B, 275A-275B, 279A-279B Topic 12: 305A-305B</p>
	<p>AR.3.NO.1.5 (NO.1.3.5) Rational Numbers: Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 267A-267B, 269A-269B, 279A-279B</p>
	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 294-295, 330-331, 332-333 Topic 16: 464-465, 466-467, 468-469</p> <p>TE: Topic 12: 291A-291, 295A-295B, 331A-331B, 333A-333B Topic 16: 465A-465B, 467A-467B, 469A-469B</p>

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<p>(Continued) CC.4.NF.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.5.NO.3.2 (NO.3.5.2) Computational Fluency: Develop and use algorithms: -- to add and subtract numbers containing decimals (up to thousandths place), -- to multiply decimals (hundredths x tenths), -- to divide decimals by whole number divisors, -- to add and subtract fractions with like denominators</p>	<p>SE/TE: Topic 12: 292-293, 296-297 Topic 16: 464-465, 466-467, 468-469</p> <p>TE: Topic 12: 293A-293B, 297A-297B Topic 16: 465A-465B, 467A-467B, 469A-469B</p>
<p>CC.4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-301, 316-319</p> <p>TE: Topic 12: 291A-291B, 293A-293B, 295A-295B, 297A-297B, 301A-301B, 319A-319B</p>
<p>CC.4.NF.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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p>	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 302-305, 306-309, 314-315</p> <p>TE: Topic 12: 305A-306B, 309A-309B, 315A-315B</p>

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<p>CC.4.NF.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>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 11: 268-289, 270-273, 274-275 Topic 12: 302-304</p> <p>TE: Topic 11: 255B, 268B, 269A-269B, 270A, 270B, 273A-273B, 274B, 275A-275B Topic 12: 302B, 305A-305B</p>
	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 12: 302-304, 305</p> <p>TE: Topic 12: 287A, 287B, 287C, 302B, 305A-305B</p>
	<p>AR.5.NO.3.2 (NO.3.5.2) Computational Fluency: Develop and use algorithms: -- to add and subtract numbers containing decimals (up to thousandths place), -- to multiply decimals (hundredths x tenths), -- to divide decimals by whole number divisors, -- to add and subtract fractions with like denominators</p>	<p>SE/TE: Topic 12: 306-309, 310-311, 312-313</p> <p>TE: Topic 12: 309A-309B, 311A-311B, 313A-313B</p>
	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-300, 301, 306-309</p> <p>TE: Topic 12: 287A, 287B, 287C, 290B, 291A-291B, 292B, 293A-293B, 294A, 294B, 295A-295B, 296B, 297A-297B, 298B, 301A-301B, 309A-309B</p>

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<p>CC.4.NF.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>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-300, 306-307 Topic 16: 464-465</p> <p>TE: Topic 12: 291A-291B, 292B, 293A-293B, 294B, 295A-295B, 297A-297B, 298B, 301A-301B, 306B, 309A-309B</p>
	<p>AR.5.NO.3.2 (NO.3.5.2) Computational Fluency: Develop and use algorithms: -- to add and subtract numbers containing decimals (up to thousandths place), -- to multiply decimals (hundredths x tenths), -- to divide decimals by whole number divisors, -- to add and subtract fractions with like denominators</p>	<p>SE/TE: Topic 12: 292-293, 296-297 Topic 16: 464-465, 466-467, 468-469</p> <p>TE: Topic 12: 293A-293B, 297A-297B</p>
<p>CC.4.NF.4 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.6.NO.3.2 (NO.3.6.2) Computational Fluency: Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution</p>	<p>SE/TE: Topic 13: 332-335, 336-337</p> <p>TE: Topic 13: 335A-335B, 337A-337B</p>

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<p>(Continued) CC.4.NF.4 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-300, 306-307 Topic 16: 464-465</p> <p>TE: Topic 12: 291A-291B, 292B, 293A-293B, 294B, 295A-295B, 297A-297B, 298B, 301A-301B, 306B, 309A-309B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 13: 330-331, 332-333, 336-337</p> <p>TE: Topic 13: 327B, 330B, 331A-331B, 332B, 333A-333B, 336B, 337A-337B</p>

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<p>(Continued) CC.4.NF.4 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 12: 302-305 Topic 13: 330-331, 332-333, TE: Topic 12: 305A-305B Topic 13: 327B, 330B, 331A-331B, 332B, 333A-333B</p>
	<p>AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models</p>	<p>SE/TE: Topic 11: 268-269 Topic 13: 338-341 TE: Topic 11: 269A-269B Topic 13: 341A-341B</p>
<p>CC.4.NF.4a Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p>	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); --- Percents: part-to-100</p>	<p>SE/TE: Topic 13: 330-331 TE: Topic 13: 331A-331B</p>
	<p>AR.5.NO.1.3 (NO.1.5.3) Rational Numbers: Identify decimal and percent equivalents for benchmark fractions</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345 TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>

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<p>(Continued) CC.4.NF.4a Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p>	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-300, 306-307 Topic 16: 464-465</p> <p>TE: Topic 12: 291A-291B, 292B, 293A-293B, 294B, 295A-295B, 297A-297B, 298B, 301A-301B, 306B, 309A-309B</p>
	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 12: 302-305 Topic 13: 330-331, 332-333,</p> <p>TE: Topic 12: 305A-305B Topic 13: 327B, 330B, 331A-331B, 332B, 333A-333B</p>
<p>CC.4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p>	<p>AR.6.NO.3.2 (NO.3.6.2) Computational Fluency: Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution</p>	<p>SE/TE: Topic 13: 332-333, 334-335</p> <p>TE: Topic 13: 333A-333B, 335A-335B</p>
	<p>AR.5.NO.2.5 (NO.2.5.5) Understand Operations: Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p>SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-300, 306-307 Topic 16: 464-465</p> <p>TE: Topic 12: 291A-291B, 292B, 293A-293B, 294B, 295A-295B, 297A-297B, 298B, 301A-301B, 306B, 309A-309B</p>

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<p>(Continued) CC.4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p>	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 13: 330-331, 332-333</p> <p>TE: Topic 13: 331A-331B, 333A-333B</p>
<p>CC.4.NF.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. 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?</p>	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 12: 302-305 Topic 13: 330-331, 332-333,</p> <p>TE: Topic 12: 305A-305B Topic 13: 327B, 330B, 331A-331B, 332B, 333A-333B</p>
	<p>AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>

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<p>CC.4.NF.5 Understand decimal notation for fractions, and compare decimal fractions. 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 $\frac{3}{10}$ as $\frac{30}{100}$ and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. (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.) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.4.NO.1.5 (NO.1.4.5) Rational Numbers: Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.4.NO.1.8 (NO.1.4.8) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 11: 264-267, 268-269</p> <p>TE: Topic 11: 267A-267B, 269A-269B</p>
	<p>AR.4.NO.1.6 (NO.1.4.6) Rational Numbers: Use the place value structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 13: 346-347, 348-351</p> <p>TE: Topic 13: 347A-347B, 351A-351B</p>
	<p>AR.5.NO.1.3 (NO.1.5.3) Rational Numbers: Identify decimal and percent equivalents for benchmark fractions</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.6.NO.1.2 (NO.1.6.2) Rational Numbers: Find decimal and percent equivalents for proper fractions and explain why they represent the same value</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>

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<p>CC.4.NF.6 Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 327B, 337A-337B, 338A, 338B, 341A-341B, 345A-345B</p>
	<p>AR.5.NO.1.3 (NO.1.5.3) Rational Numbers: Identify decimal and percent equivalents for benchmark fractions</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 327B, 336A, 336B, 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.7.NO.1.4 (NO.1.7.4) Rational Numbers: Find decimal and percent equivalents for mixed numbers and explain why they represent the same value</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.6.NO.1.2 (NO.1.6.2) Rational Numbers: Find decimal and percent equivalents for proper fractions and explain why they represent the same value</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345</p> <p>TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>

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<p>CC.4.NF.7 Understand decimal notation for fractions, and compare decimal fractions. 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 the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>AR.4.A.5.2 (A.5.4.2) Expressions, Equations and Inequalities: Express mathematical relationships using simple equations and inequalities ($>$, $<$, $=$, \neq)</p>	<p>SE/TE: Topic 13: 348-350 TE: Topic 13: 348B, 351A-351B</p>
	<p>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 13: 338-341, 348-351 TE: Topic 13: 341A-341B, 351A-351B</p>
	<p>AR.5.NO.1.3 (NO.1.5.3) Rational Numbers: Identify decimal and percent equivalents for benchmark fractions</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345 TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.6.NO.1.2 (NO.1.6.2) Rational Numbers: Find decimal and percent equivalents for proper fractions and explain why they represent the same value</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345 TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.7.NO.1.4 (NO.1.7.4) Rational Numbers: Find decimal and percent equivalents for mixed numbers and explain why they represent the same value</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345 TE: Topic 13: 337A-337B, 341A-341B, 345A-345B</p>
	<p>AR.7.NO.1.5 (NO.1.7.5) Rational Numbers: Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line</p>	<p>SE/TE: Topic 13: 338-341, 348-351 TE: Topic 13: 341A-341B, 351A-351B</p>

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Measurement and Data		
<p>CC.4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.3.M.12.5 (M.12.3.5) Tools and Attributes: Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system</p>	<p>SE/TE: Topic 14: 372-375, 384-387, 388-389</p> <p>TE: Topic 14: 375A-375B, 387A-387B, 389A-389B</p>
	<p>AR.3.M.12.4 (M.12.3.4) Tools and Attributes: Demonstrate the relationship among different standard units: -- Length: 12 in = 1 ft, 3 ft = 1 yd, 36 in = 1 yd, -- Capacity: 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon, -- Weight: 16 ounces = 1 lb.</p>	<p>SE/TE: Topic 14: 368-369, 370-371, 372-375, 378-379, 380-381, 382-383, 384-385</p> <p>TE: Topic 14: 369A-369B, 371A-371B, 375A-375B, 379A-379B, 381A-381B, 383A-383B, 385A-385B</p>
	<p>AR.5.M.12.3 (M.12.5.3) Attributes and Tools: Establish through experience benchmark prefixes of milli-, centi-, and kilo-</p>	<p>SE/TE: Topic 14: 378-379, 380-381, 382-383</p> <p>TE: Topic 14: 379A-379B, 381A-381B, 383A-383B</p>
	<p>AR.4.M.12.1 (M.12.4.1) Time: Clock: Recognize that 60 seconds equals 1 minute</p>	<p>SE/TE: Topic 14: 388-389</p> <p>TE: Topic 14: 388A, 389A-389B</p>

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<p>CC.4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.4.M.12.3 (M.12.4.3) Tools and Attributes: Use the relationship among units of measurement: -- Length: 12 in = 1 ft, 3 ft = 1 yd, 36 in = 1 yd, 100 cm = 1 m; --Capacity: 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; -- Weight: 16 ounces = 1 lb</p>	<p>SE/TE: Topic 14: 368-369, 370-371, 372-375, 378-379, 380-381, 382-383, 384-385</p> <p>TE: Topic 14: 369A-369B, 371A-371B, 375A-375B, 379A-379B, 381A-381B, 383A-383B, 385A-385B</p>
	<p>AR.4.M.12.4 (M.12.4.4) Tools and Attributes: Create and complete a conversion table to show relationships between units of measurement in the same system</p>	<p>SE/TE: Topic 14: 372-375, 384-387, 388-389</p> <p>TE: Topic 14: 375A-375B, 387A-387B, 389A-389B</p>
	<p>AR.3.M.13.3 (M.13.3.3) Clock: Express time to the half hour and quarter hour using the terms half- past, quarter after, quarter-until</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 302, 304-305, 306</p> <p>TE: Topic 12: 301C, 301, 304B, 307A-307B</p>
	<p>AR.3.M.13.8 (M.13.3.8) Applications: Use appropriate customary measurement tools for length, capacity and mass</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371</p> <p>TE: Topic 14: 367A-367B, 369A-369B, 371A-371B</p>
	<p>AR.4.M.13.7 (M.13.4.7) Applications: Use appropriate customary and metric measurement tools for length, capacity and mass</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371, 378-379, 380-381, 382-383</p> <p>TE: Topic 14: 367A-367B, 369A-369B, 371A-371B, 379A-379B, 381A-381B, 383A-383B</p>

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<p>(Continued) CC.4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters.</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371, 378-379, 380-381, 382-383 Topic 15: 402-403, 404-405</p> <p>TE: Topic 14: 367A-367B, 369A-369B, 371A-371B, 379A-379B, 381A-381B, 383A-383B Topic 15: 403A-403B, 405A-405B</p>
	<p>AR.5.M.12.2 (M.12.5.2) Attributes and Tools: Make conversions within the customary measurement system in real world problems.</p>	<p>SE/TE: Topic 14: 372-375</p> <p>TE: Topic 14: 375A-375B</p>
	<p>AR.3.M.12.2 (M.12.3.2) Time: Clock: Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M.</p>	<p>SE/TE: Topic 14: 388-389</p> <p>TE: Topic 14: 389A-389B</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 304-306</p> <p>TE: Topic 12: 304A, 307A-307B</p>
	<p>AR.6.M.12.2 (M.12.6.2) Attributes and Tools: Make conversions within the same measurement system in real world problems</p>	<p>SE/TE: Topic 14: 372-375, 384-387</p> <p>TE: Topic 14: 375A-375B, 387A-387B</p>

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<p>CC.4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.5.M.13.3 (M.13.5.3) Attributes and Tools: Draw and measure distance to the nearest cm and $\frac{1}{4}$ inch accurately</p>	<p>SE/TE: Topic 14: 366-367</p> <p>TE: Topic 14: 367A-367B</p>
	<p>AR.2.M.13.2 (M.13.2.2) Clock: Tell time to the nearest five-minute interval</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 308-309</p> <p>TE: Topic 12: 308A, 308B, 309A-309B</p>
	<p>AR.3.M.13.2 (M.13.3.2) Clock: Tell time to the nearest one-minute intervals</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 308-309</p> <p>TE: Topic 12: 308A, 308B, 309A-309B</p>
	<p>AR.3.M.13.3 (M.13.3.3) Clock: Express time to the half hour and quarter hour using the terms half- past, quarter after, quarter-until</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 304-306</p> <p>TE: Topic 12: 304B, 307A-307B</p>
	<p>AR.4.M.13.2 (M.13.4.2) Clock: Solve problems involving conversions between minutes and hours</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 310-311</p> <p>TE: Topic 12: 310B, 311A-311B</p>

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<p>(Continued) CC.4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.4.M.13.3 (M.13.4.3) Clock: Restate the time in multiple ways given an analog clock to the nearest one-minute</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 310-311</p> <p>TE: Topic 12: 310B, 311A-311B</p>
	<p>AR.1.M.13.3 (M.13.1.3) Elapsed Time: Determine elapsed time (to the hour) in contextual situations</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 312-313</p> <p>TE: Topic 12: 312B, 313A-313B</p>
	<p>AR.2.M.13.3 (M.13.2.3) Elapsed Time: Determine elapsed time in contextual situations in hour increments regardless of starting time</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 312-313</p> <p>TE: Topic 12: 312B, 313A-313B</p>
	<p>AR.3.M.13.4 (M.13.3.4) Elapsed Time: Determine elapsed time in contextual situations to five-minute intervals</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 312-313</p> <p>TE: Topic 12: 312B, 313A-313B</p>
	<p>AR.4.M.13.4 (M.13.4.4) Elapsed Time: Determine elapsed time in contextual situations to five-minute intervals with beginning time unknown</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 312-313</p> <p>TE: Topic 12: 312B, 313A-313B</p>

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<p>(Continued) CC.4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.3.M.13.12 (M.13.3.12) Volume: Develop strategies for finding the volume (cubic units) of rectangular prisms and cubes using models</p>	<p>SE/TE: Topic 16: 470-471</p> <p>TE: Topic 16: 471A-471B</p>
	<p>AR.5.M.13.2 (M.13.5.2) Attributes and Tools: Determine which unit of measure or measurement tool matches the context for a problem situation</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371, 378-379, 380-381, 382-383</p> <p>TE: Topic 14: 367A-367B, 369A-369B, 371A-371B, 379A-379B, 381A-381B, 383A-383B</p>
	<p>AR.4.M.13.7 (M.13.4.7) Applications: Use appropriate customary and metric measurement tools for length, capacity and mass</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371, 378-379, 380-381, 382-383</p> <p>TE: Topic 14: 367A-367B, 369A-369B, 371A-371B, 379A-379B, 381A-381B, 383A-383B</p>
	<p>AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters.</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371, 378-379, 380-381, 382-383 Topic 15: 402-403, 404-405</p> <p>TE: Topic 14: 367A-367B, 369A-369B, 371A-371B, 379A-379B, 381A-381B, 383A-383B</p>

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<p>(Continued) CC.4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.5.M.13.1 (M.13.5.1) Attributes and Tools: Solve real world problems involving one elapsed time, counting forward (calendar and clock)</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 312-313</p> <p>TE: Topic 12: 312B, 313A-313B</p>
	<p>AR.4.M.13.11 (M.13.4.11) Volume: Use strategies to find the volume (cubic units) of rectangular prisms and cubes</p>	<p>SE/TE: Topic 16: 470-471</p>
	<p>AR.7.M.13.1 (M.13.7.1) Attributes and Tools: Solve real world problems involving two or more elapsed times, counting forward and backward (calendar and clock)</p>	<p>SE/TE: Topic 14: 388-389</p> <p>See also enVision Math Grade 3: SE/TE: Topic 12: 312-313</p> <p>TE: Topic 12: 312B, 313A-313B</p>

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<p>CC.4.MD.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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>AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle</p>	<p>SE/TE: Topic 15: 402-403 TE: Topic 15: 403A-403B</p>
	<p>AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters.</p>	<p>SE/TE: Topic 14: 366-367, 368-369, 370-371, 380-381, 382-383 Topic 15: 402-403 TE: Topic 14: 363B, 363E, 367A-367B, 368B, 369A-369B, 370B, 371A-371B, 380B, 381A-381B, 382B, 383A-383B Topic 15: 403A-403B</p>
	<p>AR.7.M.12.3 (M.12.7.3) Attributes and Tools: Find different areas for a given perimeter and find a different perimeter for a given area</p>	<p>SE/TE: Topic 15: 402-403 TE: Topic 15: 403A-403B</p>
	<p>AR.4.M.13.9 (M.13.4.9) Perimeter: Use strategies for finding the perimeter of a rectangle</p>	<p>SE/TE: Topic 15: 402-403 TE: Topic 15: 403A-403B</p>
	<p>AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle</p>	<p>SE/TE: Topic 15: 402-403 TE: Topic 15: 403A-403B</p>

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<p>CC.4.MD.4 Represent and interpret data. 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. 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>AR.3.DAP.14.1 (DAP.14.3.1) Collect, Organize and display data: Design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or line plots, pictographs, and bar graphs</p>	<p>SE/TE: Topic 15: 408-409, 410-412</p> <p>TE: Topic 15: 408B, 409A-409B, 410B</p>
	<p>AR.4.DAP.14.1 (DAP.14.4.1) Collect, Organize and display data: Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs</p>	<p>SE/TE: Topic 15: 408-409, 410-412</p> <p>TE: Topic 15: 408B, 409A-409B, 410B</p>
	<p>AR.5.DAP.17.2 (DAP.17.5.2) Probability: List and explain all possible outcomes in a given situation</p>	<p>SE/TE: Topic 15: 408-409</p> <p>TE: Topic 15: 409A-409B</p>
	<p>AR.5.DAP.14.3 (DAP.14.5.3) Collect, organize and display data: Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs</p>	<p>SE/TE: Topic 15: 408-409, 410-412</p> <p>TE: Topic 15: 408B, 409A-409B, 410B</p>

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<p>MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p>	<p>No Matches to AR Framework</p>	<p>SE/TE: Topic 16: 426-427, 428-429</p> <p>TE: Topic 16: 426A, 427A-427B, 428A, 439A-429B</p>
<p>CC.4.MD.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 $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>	<p>No Matches to AR Framework</p>	<p>SE/TE: Topic 16: 426-427, 428-429, 430-431, 432-433</p> <p>TE: Topic 16: 426A, 437A-427B, 428A, 429A-429B, 430A, 431A-431B, 432A, 433A-433B</p>
<p>CC.4.MD.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees</p>	<p>No Matches to AR Framework</p>	<p>SE/TE: Topic 16: 428-429, 430-431, 432-433</p> <p>TE: Topic 16: 428A, 439A-429B, 430A, 431A-431B, 432A, 433A-433B</p>
<p>CC.4.MD.6 Geometric measurement: understand concepts of angle and measure angles. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p>AR.5.G.8.3 (G.8.5.3) Characteristics of Geometric Shapes: Model and identify circle, radius, diameter, center, circumference and chord</p>	<p>SE/TE: Topic 16: 426-428, 429</p>
	<p>AR.6.G.8.4 (G.8.6.4) Characteristics of Geometric Shapes: Draw, label and determine relationships among the radius, diameter, center and circumference (e.g. radius is half the diameter) of a circle</p>	<p>SE/TE: Topic 16: 426-428, 429</p>

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<p>(Continued) CC.4.MD.6 Geometric measurement: understand concepts of angle and measure angles. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p>AR.5.M.13.6 (M.13.5.6) Applications: Use benchmark angles to estimate the measure of angles</p>	<p>SE/TE: Topic 16: 428-429</p> <p>TE: Topic 16: 429A-429B</p>
	<p>AR.5.M.12.1 (M.12.5.1) Attributes and Tools: Identify and select appropriate units and tools to measure</p>	<p>SE/TE: Topic 16: 430-431, 432-433</p> <p>TE: Topic 16: 431A-431B, 433A-433B</p>
	<p>AR.5.G.9.1 (G.9.5.1) Symmetry and Transformations: Predict and describe the results of translation (slide), reflection (flip), rotation (turn), showing that the transformed shape remains unchanged</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p><i>See also enVisionMATH Common Core Grade 6, SE/TE:</i> Topic 11: 284-287</p>
	<p>AR.6.G.9.2 (G.9.6.2) Symmetry and Transformations: Describe positions and orientations of shapes under transformation (translation, reflection and rotation) recognizing the size and shape do not change</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p><i>See also enVisionMATH Common Core Grade 6, SE/TE:</i> Topic 11: 284-287</p>
	<p>AR.5.G.8.2 (G.8.5.2) Characteristics of Geometric Shapes: Identify and draw congruent, adjacent, obtuse, acute, right and straight angles (Label parts of an angle: vertex, rays, interior and exterior)</p>	<p>SE/TE: Topic 16: 424-427</p> <p>TE: Topic 16: 427A-427B</p>
	<p>AR.5.G.8.2 (G.8.5.2) Characteristics of Geometric Shapes: Identify and draw congruent, adjacent, obtuse, acute, right and straight angles (Label parts of an angle: vertex, rays, interior and exterior)</p>	<p>SE/TE: Topic 16: 424-427</p> <p>TE: Topic 16: 427A-427B</p>

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<p>(Continued) CC.4.MD.6 Geometric measurement: understand concepts of angle and measure angles. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p>AR.5.M.12.1 (M.12.5.1) Attributes and Tools: Identify and select appropriate units and tools to measure</p>	<p>SE/TE: Topic 16: 428-429, 430-431, 432-433 TE: Topic 16: 429A-429B, 431A-431B, 433A-433B</p>
<p>CC.4.MD.7 Geometric measurement: understand concepts of angle and measure angles. 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.</p>	<p>AR.7.G.8.3 (G.8.7.3) Characteristics of Geometric Shapes: Recognize the pairs of angles formed and the relationship between the angles including two intersecting lines and parallel lines cut by a transversal (vertical, supplementary, complementary, corresponding, alternate interior, alternate exterior angles and linear pair)</p>	<p>SE/TE: Topic 16: 432-433 TE: Topic 16: 432B, 433A-433B <i>See also enVisionMATH Common Core Grade 6.</i> SE/TE: Topic 11: 270-273</p>
	<p>AR.7.G.8.4 (G.8.7.4) Characteristics of Geometric Shapes: Use paper or physical models to determine the sum of the measures of interior angles of triangles and quadrilaterals</p>	<p>TE: Topic 16: 433B <i>See also enVisionMATH Common Core Grade 5.</i> SE/TE: Topic 15: 372-373, 374-375, 376-377</p>

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Geometry		
<p>CC.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p>AR.4.G.8.3 (G.8.4.3) Characteristics and Properties-One Dimensional: Identify, draw, and describe a line, line segment, a ray, an angle, intersecting, perpendicular, and parallel lines</p>	<p>SE/TE: Topic 16: 422-423, 424-425 TE: Topic 16: 423A-423B, 425A-425B</p>
	<p>AR.4.G.8.4 (G.8.4.4) Geometrical Relationships: Identify and describe intersecting, perpendicular and parallel lines in problem solving context</p>	<p>SE/TE: Topic 16: 422-423 TE: Topic 16: 423A-423B</p>
	<p>AR.4.G.8.5 (G.8.4.5) Geometrical Relationships: Classify angles relative to 90° as more than, less than or equal to</p>	<p>SE/TE: Topic 16: 424-425 TE: Topic 16: 425A-425B</p>
	<p>AR.5.G.8.2 (G.8.5.2) Characteristics of Geometric Shapes: Identify and draw congruent, adjacent, obtuse, acute, right and straight angles (Label parts of an angle: vertex, rays, interior and exterior)</p>	<p>SE/TE: Topic 16: 424-425 TE: Topic 16: 425A-425B</p>
	<p>AR.3.G.8.4 (G.8.3.4) Geometrical Relationships: Identify and draw intersecting and parallel lines</p>	<p>SE/TE: Topic 16: 422-423 TE: Topic 16: 423A-423B</p>

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<p>(Continued) CC.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p>AR.3.G.8.3 (G.8.3.3) Characteristics and Properties-One Dimensional: Identify and draw line, line segment and ray using appropriate labels</p>	<p>SE/TE: Topic 16: 424-425 TE: Topic 16: 425A-425B</p>
<p>CC.4.G.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 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>AR.2.G.8.3 (G.8.2.3) Characteristics and Properties-Two Dimensional: Identify, classify and describe two-dimensional geometric figures (rectangle [including square], triangle and circle) using concrete objects drawings, and computer graphics</p>	<p>SE/TE: Topic 16: 434-435, 436-437, 438-439 TE: Topic 16: 435A-435B, 437A-437B, 439A-439B</p>
	<p>AR.6.G.8.3 (G.8.6.3) Characteristics of Geometric Shapes: Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular</p>	<p>SE/TE: Topic 16: 436-437 TE: Topic 16: 437A-437B</p>
	<p>AR.5.G.8.1 (G.8.5.1) Characteristics of Geometric Shapes: Identify and model regular and irregular polygons including decagon</p>	<p>SE/TE: Topic 16: 434-435, 438-439 TE: Topic 16: 439A-439B</p>
	<p>AR.9-12.R.G.4.1 (R.4.G.1) Explore and verify the properties of quadrilaterals</p>	<p>SE/TE: Topic 16: 438-439 TE: Topic 16: 439A-439B</p>

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<p>CC.4.G.3 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 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.</p> <p>(Continued) CC.4.G.3 Draw and</p>	<p>AR.2.G.9.1 (G.9.2.1) Symmetry and Transformations: Use lines of symmetry to demonstrate and describe congruent figures within a two-dimensional figure</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p>See also <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 11: 284-287</p>
	<p>AR.3.G.9.1 (G.9.3.1) Symmetry and Transformations: Draw one or more lines of symmetry in a polygon</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p>
	<p>AR.6.G.9.1 (G.9.6.1) Symmetry and Transformations: Identify and describe line and rotational symmetry in two-dimensional shapes, patterns and designs</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p>
	<p>AR.K.G.9.1 (G.9.K.1) Symmetry and Transformations: Identify figures with a line of symmetry as they appear in the environment</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 440A, 440B, 441A-441B</p> <p>See also <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 11: 284-287</p>
	<p>AR.1.G.9.1 (G.9.1.1) Symmetry and Transformations: Identify a line or lines of symmetry in two -dimensional figures and justify by folding</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p>See also <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 11: 284-287</p>

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<p>identify lines and angles, and classify shapes by properties of their lines and angles. 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.</p>	<p>AR.8.G.9.1 (G.9.8.1) Symmetry and Transformations: Determine a transformation's line of symmetry and compare the properties of the figure and its transformation</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p>See also <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 11: 284-287</p>
	<p>AR.7.G.9.1 (G.9.7.1) Symmetry and Transformations: Examine the congruence, similarity, and line or rotational symmetry of objects using transformations</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p>See also <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 11: 284-287</p>
	<p>AR.7.G.9.1 (G.9.7.1) Symmetry and Transformations: Examine the congruence, similarity, and line or rotational symmetry of objects using transformations</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 441A-441B</p> <p>See also <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 11: 284-287</p>