

Scott Foresman-Addison Wesley enVisionMATH, Grade 4 © 2009

Correlated to:

Washington Mathematics Standards for Grade 4

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 4	
<i>4.1. Core Content: Multi-digit multiplication (Numbers, Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.1.A Quickly recall multiplication facts through 10 X 10 and the related division facts.	SE: 98-99
	TE: 98A-99B
4.1.B Identify factors and multiples of a number.	SE: 62-67, 182-183
	TE: 62A-67B, 182A-182B
4.1.C Represent multiplication of a two-digit number by a two-digit number with place value models.	SE: 150-153
	TE: 150A-153B
4.1.D Multiply by 10, 100, and 1,000.	SE: 96-97
	TE: 96A-97B
4.1.E Compare the values represented by digits in whole numbers using place value.	SE: 4-13
	TE: 4A-13B
4.1.F Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm.	SE: 106-115, 150-155
	TE: 106A-115B, 150A-155B
4.1.G Mentally multiply two-digit numbers by numbers through 10 and by multiples of 10.	SE: 150-151
	TE: 150A-151B
4.1.H Estimate products to approximate solutions to problems and determine reasonableness of answers.	SE: 144-145
	TE: 144A-145B
4.1.I Solve single- and multi-step word problems involving multi-digit multiplication and verify the solutions.	SE: 156-157
	TE: 156A-159B
4.1.J Solve single- and multi-step word problems involving division and verify the solutions.	SE: 186-187, 176 #31
	TE: 186A-187B
<i>4.2. Core Content: Fractions, decimals, and mixed numbers (Numbers, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.2.A Represent decimals through hundredths with place value models, fraction equivalents, and the number line.	SE: 268-281

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	TE: 268A-281B
4.2.B Read, write, compare, and order decimals through hundredths.	SE: 268-281
	TE: 268A-281B
4.2.C Convert a mixed number to a fraction and vice versa, and visually represent the number.	SE: 230-233
	TE: 230A-233B
4.2.D Convert a decimal to a fraction and vice versa, and visually represent the number.	SE: 274-281
	TE: 274A-281B
4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols $<$, $>$, or $=$.	SE: 280-281
	TE: 280A-281B
4.2.F Write a fraction equivalent to a given fraction.	SE: 224-227, 234-235
	TE: 224A-227B, 234A-235B
4.2.G Simplify fractions using common factors.	SE: 228-229
	TE: 228A-229B
4.2.H Round fractions and decimals to the nearest whole number.	SE: 290-293
	TE: 290A-293B
4.2.I Solve single- and multi-step word problems involving comparison of decimals and fractions (including mixed numbers), and verify the solutions.	SE: 238-241, 258-261, 282-283, 308-309
	TE: 238A-241B, 258A-261B, 282A-283B, 308A-309B
<i>4.3. Core Content: Concept of area (Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.3.A Determine congruence of two-dimensional figures.	SE: 454-455
	TE: 454A-454B
4.3.B Determine the approximate area of a figure using square units.	SE: 316-317, 320-323
	TE: 316A-317B, 320A-323B
4.3.C Determine the perimeter and area of a rectangle using formulas, and explain why the formulas work.	SE: 318-319
	TE: 318A-319B
4.3.D Determine the areas of figures that can be broken down into rectangles.	SE: 320-323
	TE: 320A-323B

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4.3.E Demonstrate that rectangles with the same area can have different perimeters, and that rectangles with the same perimeter can have different areas.	SE: 332-335
	TE: 332A-335B
4.3.F Solve single- and multi-step word problems involving perimeters and areas of rectangles and verify the solutions.	SE: 336-339
	TE: 336A-339B
<i>4.4. Additional Key Content (Geometry/Masurement, Algebra, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.4.A Represent an unknown quantity in simple expressions, equations, and inequalities using letters, boxes, and other symbols.	SE: 128-133, 432-439
	TE: 128A-133B, 432A-439B
4.4.B Solve single- and multi-step problems involving familiar unit conversions, including time, within either the U.S. customary or metric system.	SE: 364-391
	TE: 364A-391B
4.4.C Estimate and determine elapsed time using a calendar, a digital clock, and an analog clock.	SE: 384-389
	TE: 384A-389B
4.4.D Graph and identify points in the first quadrant of the coordinate plane using ordered pairs.	SE: 408-409
	TE: 408A-409B
4.4.E Determine the median, mode, and range of a set of data and describe what each measure indicates about the data.	SE: 414-415
	TE: 414A-415B
4.4.F Describe and compare the likelihood of events.	SE: 468-475
	TE: 468A-475B
4.4G Determine a simple probability from a context that includes a picture.	SE: 468-475
	TE: 468A-475B
4.4.H Display the results of probability experiments and interpret the results.	SE: 468-475
	TE: 468A-475B

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<i>4.5. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.5.A Determine the question(s) to be answered given a problem situation.	SE: 420 #6
	TE: 283B DI, 441B DI
4.5.B Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	SE: 34-35
	TE: 34A-35B, 236A #5
4.5.C Identify missing information that is needed to solve a problem.	SE: 34-35, 403 11-12
	TE: 34A-35B, 236A #5
4.5.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	SE: 134 4-5, 417 #15
	TE: 339B Practice Master, 461B PM
4.5.E Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen.	SE: 379 #16, 227 #15
	TE: 461B DI
4.5.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	SE: 130-133 , 86 #2-4, 435 #24
	TE: 320A 7, 130A-133B
4.5.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	SE: 17 #15, 407 #16
4.5.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	SE: 420-423 , 67 #28, 219 16-20, 323 #22-27, 414 #20
	TE: 420A-423B
4.5.I Summarize mathematical information, draw conclusions, and explain reasoning.	SE: 411 #16, 238 #1-2
4.5.J Make and test conjectures based on data (or information) collected from explorations and experiments.	SE: 422 #17 #19, 477 #6, 133 #17