



**enVisionMATH Common Core
Daily Common Core Review
with Corresponding
Common Core State Standard for Mathematics
Grade 4**

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Introduction

This document lists the Common Core State Standards for Mathematics associated with the Daily Common Core Review at the beginning of each lesson in **enVisionMATH Common Core**.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

enVisionMATH Common Core teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The **enVisionMATH Common Core** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The **enVisionMATH Common Core** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in **enVisionMATH Common Core** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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| Topic 1 | |
| 1-1 Meanings of Multiplication | |
| 1. Relating Multiplication and Addition | <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Problem Solving | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 5. Compare and Order | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 6. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 8. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 1-2 Patterns for Facts | |
| 1. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 2. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 4. Compare and Order | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 5. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 7. Problem Solving | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 8. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 1-3 Multiplication Properties | |
| 1. Rounding and Estimating | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 6. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP5 Use appropriate tools strategically.</p> |

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| 7. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 8. Multiples of Ten | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP7 Look for and make use of structure.</p> |
| 1-4 3, 4, 6, 7, and 8 as Factors | |
| 1. Distributive Property | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Algebra | <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| <p>3. Multiplication</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>4. Multiplication</p> | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>5. Compare Whole Numbers</p> | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>6. Measurement Conversions</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>7. Geometry</p> | <p>For related content, please see: 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2 2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>8. Place Value</p> | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>1-5 Problem Solving: Look for a Pattern</p> | |
| <p>1. Subtraction</p> | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

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| 2. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Compare and Order | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Estimation | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 6. Multiples of 10 | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 1-6 Meanings of Division | |
| 1. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Subtraction | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Multiplication Facts | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP6 Attend to precision.</p> |

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| 5. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 1-7 Relating Multiplication and Division | |
| 1. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Arrays | <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>MP4 Model with mathematics.</p> |
| 3. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 4. Subtraction | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP6 Attend to precision.</p> |
| 5. Compare and Order | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Multiplication Facts | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 1-8 Special Quotients | |
| 1. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Estimation | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Subtraction | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |
| 5. Compare Whole Numbers | 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. MP2 Reason abstractly and quantitatively. |
| 6. Subtraction | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |
| 1-9 Using Multiplication Facts to Find Division Facts | |
| 1. Multiplication | 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. MP1 Make sense of problems and persevere in solving them. |
| 2. Fact Families | 4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. MP2 Reason abstractly and quantitatively. |
| 3. Multiplication Facts | 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. MP6 Attend to precision. |

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| 4. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 5. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 6. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 1-10 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |

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| <p>2. Multiplication Facts</p> | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Subtraction</p> | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| <p>4. Two-Dimensional Figures</p> | <p>For related content, please see:</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2</p> <p>2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3</p> <p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Fractions | <p>For related content, please see: 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>Also see Grade 3 3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p> <p>MP4 Model with mathematics.</p> |
| 6. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 7. Order Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| Topic 2 | |
| 2-1 Repeating Patterns | |
| 1. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 2. Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 5. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiplication Facts | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 7. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2-2 Number Sequences | |
| 1. Identify Fractions | <p>For related content, please see: 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>Also see Grade 3 3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP4 Model with mathematics.</p> |
| 3. Addition Properties | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Problem Solving | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 6. Model Fractions | <p>For related content, please see:</p> <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>Also see Grade 3</p> <p>3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</p> <p>MP4 Model with mathematics.</p> |
| 7. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 2-3 Extending Tables | |
| 1. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multiplication Facts | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 4. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 5. Subtraction | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Identity Fractions | <p>For related content, please see:</p> <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>Also see Grade 3</p> <p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP7 Look for and make use of structure.</p> |
| 7. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 8. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2-4 Writing Rules for Situations | |
| 1. Patterns in a Table | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 2. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 3. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>4. Compare Fractions</p> | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>5. Problem Solving</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>6. Multiplication Facts</p> | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| <p>7. Number Patterns</p> | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 2-5 Geometric Patterns | |
| 1. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 2. Estimation | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Bar Graphs | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP6 Attend to precision.</p> |

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| <p>5. Division</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP6 Attend to precision.</p> |
| <p>2-6 Problem Solving: Act It Out and Use Reasoning</p> | |
| <p>1. Geometric Patterns</p> | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>2. Model Fractions</p> | <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>MP4 Model with mathematics.</p> |
| <p>3. Measure Time</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| <p>4. Compare Fractions</p> | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Problem Solving</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>6. Patterns in Tables</p> | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>7. Multiplication Properties</p> | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| Topic 3 | |
| 3-1 Representing Numbers | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Write Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 3. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Measurement | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Time | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 6. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 3-2 Place Value Relationships | |
| 1. Write Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 3. Breaking Apart to Multiply | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 4. Extending Tables | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 5. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 3-3 Comparing Numbers | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |

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| 2. Writing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 3. Ordering Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Measurement | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Writing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |

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| 6. Subtraction | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 3-4 Ordering Numbers | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Multiplication | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 4. Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Graphs | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 6. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3-5 Rounding Whole Numbers | |
| 1. Writing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |

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| 2. Symbols | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Order Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Writing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |

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| 7. Using Tables | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 8. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3-6 Problem Solving: Make an Organized List | |
| 1. Order Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Order Money Amounts | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 3. Count Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Algebra | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Problem Solving | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 6. Number Lines | <p>4.MD.B.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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>MP7 Look for and make use of structure.</p> |

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| Topic 4 | |
| 4-1 Using Mental Math to Add and Subtract | |
| 1. Count Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Read Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 4. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP6 Attend to precision.</p> |
| 5. Addition and Subtraction | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| <p>6. Division</p> | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>7. Recognize Patterns</p> | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>8. Identity Geometrical Figures</p> | <p>For related content, please see:</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2</p> <p>2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3</p> <p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4-2 Estimating Sums and Differences of Whole Numbers | |
| 1. Read Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 2. Mental Math | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Time | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Addition and Subtraction | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 6. Compare Standard Length | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 7. Addition | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 8. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4-3 Adding Whole Numbers | |
| 1. Add | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Estimate to Add | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Round | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Round | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Estimate to Add | 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. MP1 Make sense of problems and persevere in solving them. |
| 6. Subtraction | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |
| 7. Estimate to Add | 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. MP7 Look for and make use of structure. |
| 4-4 Subtracting Whole Numbers | |
| 1. Addition | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP5 Use appropriate tools strategically. |
| 2. Round | 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. MP7 Look for and make use of structure. |
| 3. Patterns | 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> MP8 Look for and express regularity in repeated reasoning. |
| 4. Subtraction | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP1 Make sense of problems and persevere in solving them. |

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| 5. Multiplication Facts | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiply by 10 | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 4-5 Subtracting Across Zeros | |
| 1. Numbers in Standard Form | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 2. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 4-6 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Add Whole Numbers | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Make Change | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 5. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| Topic 5 | |
| 5-1 Arrays and Multiplying by 10 and 100 | |
| 1. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 2. Customary Measurement | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Fraction Models | <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>MP4 Model with mathematics.</p> |
| 4. Estimation | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Comparing Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5-2 Multiplying by Multiples of 10 and 100 | |
| 1. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Mental Math | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 3. Identify Fractions | <p>4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p> <p>MP4 Model with mathematics.</p> |
| 4. Count Money | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5-3 Breaking Apart to Multiply | |
| 1. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 2. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Fractions | <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>MP6 Attend to precision.</p> |
| 4. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Subtraction | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Problem Solving | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5-4 Using Mental Math to Multiply | |
| 1. Mental Math | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 3. Equal Parts | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Comparing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5-5 Using Rounding to Estimate | |
| 1. Problem Solving | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 3. Fraction Models | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Mental Math | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP6 Attend to precision.</p> |
| 5. Multiplication and Division Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5-6 Problem Solving: Reasonableness | |
| 1. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 2. Fraction Models | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Division Facts | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Estimation | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| Topic 6 | |
| 6-1 Arrays and Using an Expanded Algorithm | |
| 1. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Estimating Sums | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Problem Solving | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 6. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 6-2 Connecting the Expanded and Standard Algorithms | |
| 1. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 2. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Comparing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiplication/Division Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 6. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 6-3 Multiplying 2-Digit by 1-Digit Numbers | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Time | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |

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| 5. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Estimating Sums | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6-4 Multiplying 3- and 4-Digit by 1-Digit Numbers | |
| 1. Comparing Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimating Products | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 4. Multiplication Facts | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 6-5 Multiplying by 1-Digit Numbers | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Choose an Operation | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

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| 4. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 5. Comparing Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Estimating Products | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 7. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 6-6 Problem Solving: Missing or Extra Information | |
| 1. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 2. Mental Math | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP4 Model with mathematics. |
| 3. Subtraction | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |
| 4. Place Value | 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> MP7 Look for and make use of structure. |
| 5. Multiplication | 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. MP1 Make sense of problems and persevere in solving them. |
| 6. Number Pattern | 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> MP8 Look for and express regularity in repeated reasoning. |
| Topic 7 | |
| 7-1 Arrays and Multiplying 2-Digit Numbers by Multiples of 10 | |
| 1. Rounding | 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. MP7 Look for and make use of structure. |

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| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP4 Model with mathematics.</p> |
| 5. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiplication | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| 7-2 Using Mental Math to Multiply 2-Digit Numbers | |
| 1. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Division | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Addition and Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 5. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 6. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 7-3 Using Rounding to Estimate | |
| 1. Comparing Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Comparing Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 3. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Estimating Sums | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

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| 6. Multiplication | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 7-4 Using Compatible Numbers to Estimate | |
| 1. Estimating Products | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiplication and Addition | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 5. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Multiplication and Subtraction | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 7-5 Problem Solving: Multiple-Step Problems | |
| 1. Estimating Products | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Division | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

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| 5. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| Topic 8 | |
| 8-1 Arrays and Multiplying 2-Digit Numbers | |
| 1. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP4 Model with mathematics.</p> |
| 2. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 3. Comparing Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Addition and Subtraction | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 8-2 Arrays and an Expanded Algorithm | |
| 1. Ordering Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 2. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 3. Mental Math | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 4. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 8-3 Multiplying 2-Digit Numbers by Multiples of 10 | |
| 1. Partial Products | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 2. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 3. Estimation | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 8-4 Multiplying 2-Digit by 2-Digit Numbers | |
| 1. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |

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| 2. Estimating Differences | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Estimating Products | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Problem Solving | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 8-5 Problem Solving: Two-Question Problems | |
| 1. Choose the Operation | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 2. Model Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP4 Model with mathematics.</p> |
| 3. Ordering Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Mental Math | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| Topic 9 | |
| 9-1 Using Mental Math to Divide | |
| 1. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 2. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 6. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 9-2 Estimating Quotients | |
| 1. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Equations | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 4. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the</p> |

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| | <p>unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP6 Attend to precision.</p> |
| 6. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 9-3 Estimating Quotients for Greater Dividends | |
| 1. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 3. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Make a List | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP4 Model with mathematics.</p> |
| 6. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |

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| 7. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 9-4 Dividing with Remainders | |
| 1. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Number Sentences | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 9-5 Multiplication and Division Stories | |
| 1. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Place value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 5. Place value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 9-6 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Equivalent Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Estimate Sums | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP7 Look for and make use of structure.</p> |
| Topic 10 | |
| 10-1 Using Objects to Divide: Division as Repeated Subtraction | |
| 1. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Comparing and Ordering Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 5. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 10-2 Division as Repeated Subtraction | |
| 1. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Equal Parts of Regions | <p>For related content, please see: 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>Also see Grade 3 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Comparing and Ordering Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Multiplication Facts | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 10-3 Using Objects to Divide: Division as Sharing | |
| 1. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Rounding Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 10-4 Dividing 2-Digit by 1-Digit Numbers | |
| 1. Remainders | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| <p>2. Multiplication</p> | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Multiplication</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>4. Division</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Multi-Step Problems</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>6. Estimate Division</p> | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| <p>7. Multiplication</p> | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| <p>10-5 Dividing 3-Digit by 1-Digit Numbers</p> | |
| <p>1. Multiplication</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>2. Multiplication</p> | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 3. Interpret Remainder | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Multi-Step Problems | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Rounding Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 10-6 Deciding Where to Start Dividing | |
| 1. Problem Solving | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>2. Division</p> | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Multiplication</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Multi-Step Problems</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Problem Solving</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 10-7 Dividing 4-Digit by 1-Digit Numbers | |
| 1. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 3. Multiplication Facts | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 4. Fraction of a Set | <p>For related content, please see:</p> <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>Also see Grade 3</p> <p>3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Addition and Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 10-8 Problem Solving: Multiple-Step Problems | |
| 1. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Problem Solving | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>3. Addition</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP6 Attend to precision.</p> |
| <p>4. Rounding</p> | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Write Numbers</p> | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| <p>6. Division</p> | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>7. Multiplication</p> | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| Topic 11 | |
| 11-1 Factors | |
| 1. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 2. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 5. Ordering Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 11-2 Prime and Composite Numbers | |
| 1. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 4. Rounding Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Factors | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Combinations | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 7. Evaluating Expressions | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP6 Attend to precision.</p> |

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| 11-3 Multiples | |
| 1. Geometry | <p>For related content, please see:</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>Also see Grade 3</p> <p>3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Work Backward | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 4. Factors | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 11-4 Equivalent Fractions | |
| 1. Word Form | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| <p>4. Multiple-Step Problems</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Make a Table</p> | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP5 Use appropriate tools strategically.</p> |
| <p>11-5 Number Lines and Equivalent Fractions</p> | |
| <p>1. Equivalent Fractions</p> | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>2. Identify Fractions</p> | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |

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| <p>3. Geometry</p> | <p>For related content, please see:</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2 2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Write Large Numbers</p> | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| <p>5. Round Whole Numbers</p> | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 11-6 Comparing Fractions | |
| 1. Fraction Models | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP4 Model with mathematics.</p> |
| 2. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Estimation | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Multiples | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 11-7 Ordering Fractions | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Comparing Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP4 Model with mathematics.</p> |

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| 3. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 4. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 5. Extra Information | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 11-8 Problem Solving: Writing to Explain | |
| 1. Number Sentences | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |

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| 2. Number Lines | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Fraction Models | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 5. Fractions | <p>Related Content</p> <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>Also see Grade 3</p> <p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP7 Look for and make use of structure.</p> |

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| 6. Compare Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP4 Model with mathematics.</p> |
| 7. Estimation | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 8. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| Topic 12 | |
| 12-1 Modeling Addition of Fractions | |
| 1. Generalize Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 2. Prime Numbers | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Equivalent Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Number Patterns with Fractions | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 12-2 Adding Fractions with Like Denominators | |
| 1. Add Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Fractions in Simplest Form | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Add Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Algebra; Add Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| 12-3 Modeling Subtraction of Fractions | |
| 1. Add Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Algebra; Add Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Perimeter | <p>For related content, please see:</p> <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>Also see Grade 3 3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Add Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Reasonable Estimates | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 12-4 Subtracting Fractions with Like Denominators | |
| 1. Subtract Fractions | <p>4.MD.B.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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Add Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Add Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Add Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Write Expressions | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| 12-5 Adding and Subtracting on the Number Line | |
| 1. Subtract Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Compare Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Fractions on a Number Line | <p>4.MD.B.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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>MP4 Model with mathematics.</p> |
| 4. Subtract Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 5. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 12-6 Improper Fractions and Mixed Numbers | |
| 1. Fraction Models | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 2. Estimation | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Division | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 6. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP6 Attend to precision.</p> |
| 12-7 Modeling Addition and Subtraction of Mixed Numbers | |
| 1. Multiplying by Multiples of 10 | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Describe Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 3. Subtract Fractions on a Number Line | <p>4.MD.B.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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>MP4 Model with mathematics.</p> |
| 4. Addition of Fractions | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Draw a Picture and Write an Equation | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 12-8 Adding Mixed Numbers | |
| 1. Subtract Fractions with Like Denominators | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Subtract Fractions with Like Denominators | <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>MP7 Look for and make use of structure.</p> |

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| 3. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Describe Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 12-9 Subtracting Mixed Numbers | |
| 1. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 2. Add Mixed Numbers | <p>4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p> |
| 3. Find Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Reasonableness | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 12-10 Decomposing and Composing Fractions | |
| 1. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

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| 3. Mixed Numbers | <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Compare and Order Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5. Fraction Concepts | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 12-11 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Division | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 2. Subtract Fractions with Like Denominators | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Compare Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Estimation | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiplication Properties | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| Topic 13 | |
| 13-1 Fractions as Multiples of Unit Fractions: Using Models | |
| 1. Write Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Equations | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Comparing Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Compare and Order Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 6. Measurement | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 13-2 Multiplying a Fraction by a Whole Number: Using Models | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |

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| 5. Number Lines | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 6. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 8. Write Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 13-3 Multiplying a Fraction by a Whole Number: Using Symbols | |
| 1. Number Sentences | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 2. Write Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 4. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Geometry | <p>For related content, please see:</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2</p> <p>2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3</p> <p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |

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| 6. Order Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 8. Add Three Numbers | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 13-4 Fractions and Decimals | |
| 1. Number Sentences | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 2. Add Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 4. Measurement Comparison | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Estimation | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Fact Patterns | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 13-5 Fractions and Decimals on the Number Line | |
| 1. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Compare Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP4 Model with mathematics.</p> |

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| 3. Number Sentences | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 5. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 13-6 Equivalent Fractions and Decimals | |
| 1. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 2. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 3. Factors | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 4. Multiples | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Ordering Mixed Numbers | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| 13-7 Decimal Place Value | |
| 1. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Symmetry | <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 5. Measurement | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 6. Expanded Form | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 13-8 Comparing and Ordering Decimals | |
| 1. Write Numbers | <p>4.NF.C.6 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.</p> <p>MP6 Attend to precision.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 3. Geometric Shapes | <p>For related content, please see: 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2 2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Compare and Estimate Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 13-9 Using Money to Understand Decimals | |
| 1. Area | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |

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| 2. Estimation | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 5. Order Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 13-10 Problem Solving: Draw a Picture | |
| 1. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |

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| <p>2. Customary Units</p> | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Expressions</p> | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>4. Area</p> | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Division</p> | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 6. Compare Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| Topic 14 | |
| 14-1 Using Customary Units of Length | |
| 1. Multiplication | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| <p>3. Geometric Figures</p> | <p>For related content, please see: 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2 2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Patterns</p> | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>5. Problem Solving</p> | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 6. Division | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP6 Attend to precision.</p> |
| 7. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 14-2 Customary Units of Capacity | |
| 1. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 2. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Units of Length | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 4. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Problem Solving | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Remainders | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 14-3 Units of Weight | |
| 1. Patterns in Tables | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 2. Model Fractions and Decimals | <p>4.NF.C.6 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.</p> <p>MP4 Model with mathematics.</p> |
| 3. Quadrilaterals | <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Estimate Quotients | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |

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| 14-4 Changing Customary Units | |
| 1. Units of Capacity | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Division | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Problem Solving | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>4. Count Change</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Division</p> | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| <p>6. Units of Capacity</p> | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

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| 14-5 Problem Solving: Writing to Explain | |
| 1. Perimeter | <p>For related content, please see: 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>Also see Grade 3 3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Addition | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Count Change | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Mixed Numbers | <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>MP4 Model with mathematics.</p> |
| 5. Place value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 6. Order decimals | <p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Problem solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 14-6 Using Metric Units of Length | |
| 1. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>2. Perimeter of a Triangle</p> | <p>For related content, please see: 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>Also see Grade 3 3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Customary Measurement</p> | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Customary Measurement</p> | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Comparing Fractions | <p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP6 Attend to precision.</p> |
| 14-7 Metric Units of Capacity | |
| 1. Fraction Equivalents | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |

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| <p>2. Describe Shapes</p> | <p>For related content, please see: 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2 2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Perimeter</p> | <p>For related content, please see: 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>Also see Grade 3 3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Addition with Decimals | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Number Sentences | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 14-8 Units of Mass | |
| 1. Compare Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |

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| <p>2. Elapsed Time</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP5 Use appropriate tools strategically.</p> |
| <p>3. Perimeter</p> | <p>For related content, please see:</p> <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>Also see Grade 3</p> <p>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Shapes</p> | <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Division | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Capacity | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 14-9 Changing Metric Units | |
| 1. Conversions | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 2. Subtract Fractions | <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 3. Problem Solving | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Units of Capacity | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 5. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Conversions | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 14-10 Units of Time | |
| 1. Compare Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Addition and Subtraction | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiplication | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Area | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Multiplication and Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 14-11 Problem-Solving: Work Backward | |
| 1. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Measurement | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 3. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 4. Evaluate Expressions | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 5. Compare Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 7. Place Value | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 8. Addition | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| Topic 15 | |
| 15-1 Solving Perimeter and Area Problems | |
| 1. Division | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Subtraction with Large Numbers | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

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| 4. Model Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Decimals and Fractions | <p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>MP6 Attend to precision.</p> |
| 6. Fractions and Whole Numbers | <p>4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 15-2 Solving Measurement Problems | |
| 1. Mental Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 2. Measurement | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Area | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Number Pattern | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 15-3 Solving Problems Involving Money | |
| 1. Multiply Decimals | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multiply | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Comparing Money Amounts | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Count Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |

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| 5. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP6 Attend to precision.</p> |
| 6. Division | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 15-4 Solving Problems Involving Line Plots | |
| 1. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 2. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>3. Subtract Fractions</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Solve Measurement Problems</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>5. Solve Measurement Problems</p> | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 15-5 Problem Solving: Solve a Simpler Problem and Make a Table | |
| 1. Convert Measures | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Quadrilaterals | <p>For related content, please see:</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2</p> <p>2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3</p> <p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |

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| 3. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 4. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Rounding | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 6. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 7. Simplify Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP7 Look for and make use of structure.</p> |

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| 8. Area | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| Topic 16 | |
| 16-1 Points, Lines, and Planes | |
| 1. Order Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP6 Attend to precision.</p> |
| 6. Two-Step Problem Solving | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 16-2 Line Segments, Rays, and Angles | |
| 1. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Counting Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP7 Look for and make use of structure.</p> |

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| 3. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Parallel Lines | <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Fraction Equivalents | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 6. Intersecting Lines | <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP6 Attend to precision.</p> |
| 16-3 Understanding Angles and Unit Angles | |
| 1. Order Fractions | <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 2. Area | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Perimeter | <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 5. Estimating Sums | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 16-4 Measuring with Unit Angles | |
| 1. Multiplication | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 2. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 3. Equivalent Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP4 Model with mathematics.</p> |
| 4. Division | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 5. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 16-5 Measuring Angles | |
| 1. Counting Change | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 2. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Expressions | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Multiplication Facts | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Addition Sentence | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 6. Decimals | <p>4.NF.C.6 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 7. Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

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| 8. Compare Whole Numbers | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP6 Attend to precision.</p> |
| 16-6 Adding and Subtracting Angle Measures | |
| 1. Measurement | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Fractions and Decimals | <p>4.NF.C.6 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.</p> <p>MP6 Attend to precision.</p> |
| 3. Fact Families | <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Multiplication | <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Number Patterns | <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 6. Angle Measures | <p>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 16-7 Polygons | |
| 1. Multiply by 10’s | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Angles | <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP7 Look for and make use of structure.</p> |

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| 4. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 5. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 6. Multiple-Step Problem | <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 16-8 Triangles | |
| 1. Counting Change | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| <p>2. Division</p> | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Polygons</p> | <p>For related content, please see:</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Also see Grade 2</p> <p>2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3</p> <p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Compatible Numbers</p> | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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| 5. Place Value | <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 6. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 16-9 Quadrilaterals | |
| 1. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |
| 3. Counting Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

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| 4. Classify Triangles | <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Polygons | <p>For related content, please see:</p> <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>Also see Grade 2</p> <p>2.G.A.2 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>Also see Grade 3</p> <p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| 16-10 Line Symmetry | |
| 1. Round Whole Numbers | <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |

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| 2. Convert Customary Units | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 3. Interpret Informal Language | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Counting Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Geometric Figures | <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Division with Remainders | <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

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|---|---|
| 7. Counting Money | <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 16-11 Problem Solving: Make and Test Generalizations | |
| 1. Compare Decimals | <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Convert Customary Units | <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> <p>MP6 Attend to precision.</p> |
| 3. Multiplication | <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP6 Attend to precision.</p> |

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| 4. Fractions | <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Geometry | <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Subtraction | <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |