



## Lesson Correlation to the Grade 4 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Mathematics for Grade 4.

Mathematical process standards are not listed under separate lessons. Because application of mathematical process standards is part of each knowledge statement, these standards are incorporated into instruction and practice throughout the lessons.

Texas Essential Knowledge and Skills	Measuring Up Express <sup>®</sup> Lessons
<b>TEKS 4.2 Number and operations.</b> The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.	
(A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	1, 4
(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	1, 4
(C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$ , $<$ , or $=$	2
(D) round whole numbers to a given place value through the hundred thousands place	3
(E) represent decimals, including tenths and hundredths, using concrete and visual models and money	5
(F) compare and order decimals using concrete and visual models to the hundredths	6
(G) relate decimals to fractions that name tenths and hundredths	7
(H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	5
<b>TEKS 4.3 Number and operations.</b> The student applies mathematical process standards to represent and generate fractions to solve problems.	
(A) represent a fraction $\frac{a}{b}$ as a sum of fractions $\frac{1}{b}$ , where $a$ and $b$ are whole numbers and $b > 0$ , including when $a > b$	8
(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	8
(C) determine if two given fractions are equivalent using a variety of methods	10
(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$	11
(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	12, 13
(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions $0$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , and $1$ , referring to the same whole	12, 13
(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	5, 9
<b>TEKS 4.4 Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy.	
(A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	14
(B) determine products of a number and 10 or 100 using properties of operations and place value understandings	16
(C) represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	17
(D) use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	19
(E) represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	20
(F) use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	22

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(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	15, 18, 21
(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	19, 22, 23
<b>TEKS 4.5 Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations.	
(A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity	24
(B) represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	25, 26
(D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers	27
<b>TEKS 4.6 Geometry and measurement.</b> The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.	
(A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	28
(B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	32
(C) apply knowledge of right angles to identify acute, right, and obtuse triangles	29
(D) 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	33
<b>TEKS 4.7 Geometry and measurement.</b> The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.	
(C) determine the approximate measures of angles in degrees to the nearest whole number using a protractor	30
(D) draw an angle with a given measure	30
(E) determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	31
<b>TEKS 4.8 Geometry and measurement.</b> The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.	
(A) identify relative sizes of measurement units within the customary and metric systems	34, 35
(B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table	34, 35
(C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	36, 37, 38, 39
<b>TEKS 4.9 Data analysis.</b> The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
(A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	40, 41
(B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	42
<b>TEKS 4.10 Personal financial literacy.</b> The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	
(A) distinguish between fixed and variable expenses	43
(B) calculate profit in a given situation	44
(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	45