

Current TEKS	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
<p>(a) Introduction. (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 4 are comparing and ordering fractions and decimals, applying multiplication and division, and developing ideas related to congruence and symmetry</p>	<p>(a) Introduction. (4) The primary focal areas in Grade 4 are use of operations, fractions and decimals, and describing and analyzing geometry and measurement. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement and data analysis. In Grades 3-5 the number set is limited to positive rational numbers. In number and operations, students will apply place value, and represent points on a number line that correspond to a given fraction or terminating decimal. In algebraic reasoning, students will represent and solve multistep problems involving the four operations with whole numbers with expressions and equations and generate and analyze patterns. In geometry and measurement, students will classify two-dimensional figures, measure angles, and convert units of measure. In data analysis students will represent and interpret data.</p>
<p>(a) Introduction. (2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtractions, multiplication, and division as generalizations connect to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as the identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predication and solve problems.</p>	
<p>(a) Introduction. (3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understand and computational accuracy. Students in Grades 3-4 use knowledge of the bas-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 4, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.</p>	<p>(a) Introduction. (3) For students to become fluent in mathematics students must develop a robust sense of number. The National Research Council’s report, “Adding It Up,” defines procedural fluency as “skill in carrying out procedures flexibly, accurately, efficiently and appropriately.” As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 4 are expected to perform their work without the use of calculators.</p>

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<p>(a) Introduction. (4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.</p>	<p>(a) Introduction. (2) The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process. Students will select appropriate tools, such as real objects, manipulatives, algorithms, paper and pencil, and technology, or techniques, such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Communication of mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, computer programs, and language will be emphasized. Students will create and use representations to organize, record, and communicate mathematical ideas. Students will explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
	<p>(a) Introduction. (1) The desire to achieve educational excellence is the driving force behind the Texas Essential Knowledge and Skills for mathematics, guided by the College and Career Readiness Standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.</p>
	<p>(a) Introduction. (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>

<p>Current TEKS: Number, Operation, and Quantitative Reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.1A Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p> <p>The student is expected to use place value to read, write, compare, and order whole numbers through 999,999,999.</p>	<p>4.2B Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.</p> <p>4.2C Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$.</p>
<p>4.1B Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p> <p>The student is expected to use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.</p>	<p>4.2B Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.</p> <p>4.2E Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to represent decimals, including tenths and hundredths, using concrete and visual models and money.</p> <p>4.2F Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to compare and order decimals using concrete and visual models to the hundredths.</p>

<p>Current TEKS: Number, Operation, and Quantitative Reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.2A Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.</p> <p>The student is expected to use concrete objects and pictorial models to generate equivalent fractions.</p>	
<p>4.2B Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.</p> <p>The student is expected to model fraction quantities greater than one using concrete objects and pictorial models.</p>	<p>4.3A Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$.</p>
<p>4.2C Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.</p> <p>The student is expected to compare and order fractions using concrete objects and pictorial models.</p>	<p>4.3D Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or.</p>
<p>4.2D Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.</p> <p>The student is expected to relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.</p>	<p>4.2G Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to relate decimals to fractions that name tenths and hundredths.</p>
<p>4.3A Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.</p> <p>The student is expected to use addition and subtraction to solve problems involving whole numbers.</p>	<p>4.4A Number and Operations. 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.</p> <p>The student is expected to add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.</p>

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<p>4.3B Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.</p> <p>The student is expected to add and subtract decimals to the hundredths place using concrete objects and pictorial models.</p>	
<p>4.4A Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>The student is expected to model factors and products using arrays and area models.</p>	<p>4.4C Number and Operations. 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.</p> <p>The student is expected to represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 x 15.</p>
<p>4.4B Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>The student is expected to represent multiplication and division situations in picture, word, and number form.</p>	<p>4.4E Number and Operations. 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.</p> <p>The student is expected to represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations.</p>
	<p>4.5A Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p>The student is expected to represent multistep problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.</p>

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<p>4.4C Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>The student is expected to recall and apply multiplication facts through 12×12.</p>	
<p>4.4D Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>The student is expected to use multiplication to solve problems (no more than two digits times two digits without technology).</p>	<p>4.4D Number and Operations. 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.</p> <p>The student is expected to 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.</p>
<p>4.4E Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>The student is expected to use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).</p>	<p>4.4H Number and Operations. 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.</p> <p>The student is expected to solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.</p> <p>4.4F Number and Operations. 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.</p> <p>The student is expected to use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor.</p>

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<p>4.5A Number, operation and quantitative reasoning. The student estimates to determine reasonable results.</p> <p>The student is expected to round whole numbers to the nearest ten, hundred or thousand to approximate reasonable results in problem situations.</p>	<p>4.2D Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to round whole numbers to a given place value through the hundred thousands place.</p>
<p>4.5B Number, operation and quantitative reasoning. The student estimates to determine reasonable results.</p> <p>The student is expected to use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems</p>	<p>4.4G Number and Operations. 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.</p> <p>The student is expected to round to the nearest 10, 100 or 1,000 or use compatible numbers, to estimate solutions involving whole numbers.</p>
	<p>4.2A Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to interpret the value of each place-value position as ten times the position to the right and as one-tenth of the value of the place to its left.</p>
	<p>4.3B Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to 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.</p>
	<p>4.3C Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to determine if two given fractions are equivalent using a variety of methods.</p>

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<i>Moved from 5.3E</i>	<p>4.3E Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to 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.</p>
	<p>4.3F Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to 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.</p>

<p>Current TEKS: Patterns, relationships, and algebraic thinking.</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.6A Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.</p> <p>The student is expected to use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).</p>	
<p>4.6B Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.</p> <p>The student is expected to use patterns to multiply by 10 and 100.</p>	<p>4.4B Number and Operations. 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.</p> <p>The student is expected to determine products of a number and 10 or 100 using properties of operations and place value understandings.</p>
<p>4.7A Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships.</p> <p>The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.</p>	<p>4.5B Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p>The student is expected to represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule to generate a table to represent the relationship of the values in the resulting sequence and their position in the sequence.</p>

<p>Current TEKS: Geometry and spatial reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.8A Geometry and spatial reasoning. The student identifies and describes attributes of geometric_figures using formal geometric language.</p> <p>The student is expected to identify and describe right, acute, and obtuse angles.</p>	<p>4.6C Geometry and Measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.</p> <p>The student is expected to apply knowledge of right angles to identify acute, right and obtuse triangles.</p>
<p>4.8B Geometry and spatial reasoning. The student identifies and describes attributes of geometric_figures using formal geometric language.</p> <p>The student is expected to identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models.</p>	<p>4.6A Geometry and Measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.</p> <p>The student is expected to identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</p>
<p>4.8C Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language.</p> <p>The student is expected to use essential attributes to define two- and three-dimensional geometric figures.</p>	<p>4.6D Geometry and Measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.</p> <p>The student is expected to 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.</p>
<p>4.9A Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.</p> <p>The student is expected to demonstrate translations, reflections, and rotations using concrete models.</p>	
<p>4.9B Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.</p> <p>The student is expected to use translations, reflections, and rotations to verify that two shapes are congruent.</p>	

<p>Current TEKS: Geometry and spatial reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.9C Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.</p> <p>The student is expected to use reflections to verify that a shape has symmetry.</p>	<p>4.6B Geometry and Measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.</p> <p>The student is expected to identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.</p>
<p>4.10A Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line.</p> <p>The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.</p>	<p>4.2H Number and Operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals, and understand relationships related to place value.</p> <p>The student is expected to determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.</p>
	<p>4.3G Number and Operations. The student applies mathematical process standards to represent and generate fractions to solve problems.</p> <p>The student is expected to represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.</p>
	<p>4.7A Geometry and Measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.</p> <p>The student is expected to illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is “cut out” by the rays of the angle. Angle measures are limited to whole numbers.</p>
	<p>4.7B Geometry and Measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.</p> <p>The student is expected to illustrate degrees as the units used to measure an angle, where 1/360 of any circle is 1 degree and an angle that “cuts” n/360 out of any circle whose center is at the angle’s vertex has a measure of n degrees. Angle measures are limited to whole numbers.</p>

<p>Current TEKS: Geometry and spatial reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
	<p>4.7C Geometry and Measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.</p> <p>The student is expected to determine the approximate measures of angles in degrees to the nearest whole number using a protractor.</p>
	<p>4.7D Geometry and Measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.</p> <p>The student is expected to draw an angle with a given measure.</p>
	<p>4.7E Geometry and Measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.</p> <p>The student is expected to determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures.</p>

<p>Current TEKS: Measurement</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.11A Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student is expected to use measurement tools to measure capacity/volume and weight/mass.</p> <p>The student is expected to estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary.</p>	<p>4.8A Geometry and Measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.</p> <p>The student is expected to identify relative sizes of measurement units within the customary and metric systems.</p>
<p>4.11B Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student is expected to use measurement tools to measure capacity/volume and weight/mass.</p> <p>The student is expected to perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system.</p>	<p>4.5C Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p>The student is expected to use models to determine the formulas for the perimeter of a rectangle ($l + w + l + w$ or $2l + 2w$), including the special form for perimeter of a square ($4s$) and the area of a rectangle ($l \times w$).</p> <p>4.5D Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p>The student is expected to solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p> <p>4.8B Geometry and Measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.</p> <p>The student is expected to 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.</p> <p>4.8C Geometry and Measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.</p> <p>The student is expected to solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.</p>

<p>Current TEKS: Measurement</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.11C Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student is expected to use measurement tools to measure capacity/volume and weight/mass.</p> <p>The student is expected to use concrete models of standard cubic units to measure volume.</p>	
<p>4.11D Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student is expected to use measurement tools to measure capacity/volume and weight/mass.</p> <p>The student is expected to estimate volume in cubic units.</p>	
<p>4.11E Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student is expected to use measurement tools to measure capacity/volume and weight/mass.</p> <p>The student is expected to explain the difference between weight and mass.</p>	
<p>4.12A Measurement. The student applies measurement concepts. The student measure time and temperature (in degrees Fahrenheit and Celsius).</p> <p>The student is expected to use a thermometer to measure temperature and changes in temperature.</p>	
<p>4.12B Measurement. The student applies measurement concepts. The student measure time and temperature (in degrees Fahrenheit and Celsius).</p> <p>The student is expected to use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.</p>	<p>4.8C Geometry and Measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.</p> <p>The student is expected to solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.</p>

<p>Current TEKS: Probability and statistics</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.13A Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>The student is expected to use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.</p>	
<p>4.13B Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>The student is expected to interpret bar graphs.</p>	
	<p>4.9A Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p>The student is expected to represent data on a frequency table, dot plot or stem and leaf plot marked with whole numbers and fractions.</p>
	<p>4.9B Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p>The student is expected to 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.</p>

<p>Current TEKS: Underlying processes and mathematical tools</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.14A Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>The student is expected to identify the mathematics in everyday situations.</p>	<p>4.1A Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.</p>
<p>4.14B Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>	<p>4.1B Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p>
<p>4.14C Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>The student is expected to select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p>	
<p>4.14D Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p>4.1C Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p>

<p>Current TEKS: Underlying processes and mathematical tools</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>4.15A Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.</p> <p>The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p>4.1D Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p>
<p>4.15B Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.</p> <p>The student is expected to relate informal language to mathematical language and symbols.</p>	<p>4.1E Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to create and use representations to organize, record, and communicate mathematical ideas.</p>
<p>4.16A Underlying processes and mathematical tools. The student uses logical reasoning.</p> <p>The student is expected to make generalizations from patterns or sets of examples and nonexamples.</p>	<p>4.1F Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas.</p>
<p>4.16B Underlying processes and mathematical tools The student uses logical reasoning.</p> <p>The student is expected to justify why an answer is reasonable and explain the solution process.</p>	<p>4.1G Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>The student is expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>

<p>Current TEKS: Financial Literacy</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
	<p>4.10A Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p>The student is expected to distinguish between fixed and variable expenses.</p>
	<p>4.10B Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p>The student is expected to calculate profit in a given situation.</p>
	<p>4.10C Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p>The student is expected to compare the advantages and disadvantages of various savings options.</p>
	<p>4.10D Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p>The student is expected to describe how to allocate a weekly allowance among spending, saving, including for college, and sharing.</p>
	<p>4.10E Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p>The student is expected to describe the basic purpose of financial institutions including keeping money safe, borrowing money, and lending money.</p>