

**Texas Essential Knowledge and Skills for Mathematics
Correlated to**

**Academic Language Notebooks
The Language of Math
Grade 4**

Texas Essential Knowledge and Skills	Module Number and Name
111.16. Mathematics, Grade 4.	
Knowledge and skills.	
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.	1. Place Value
The student is expected to:	
(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and	2. Compare and Order Whole Numbers
(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	4. Money
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.	
The student is expected to:	
(A) use concrete objects and pictorial models to generate equivalent fractions;	27. Compare and Order Equivalent Fractions
(B) model fraction quantities greater than one using concrete objects and pictorial models;	
(C) compare and order fractions using concrete objects and pictorial models; and	26. Read and Write Fractions 30. Decimal Concepts
(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	
(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.	
The student is expected to:	
(A) use addition and subtraction to solve problems involving whole numbers; and	
(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.	
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.	8. Multiplication Properties and Division Rules 9. Multiplication and Division Facts
The student is expected to:	
(A) model factors and products using arrays and area models;	7. Multiplication and Division Concepts
(B) represent multiplication and division situations in picture, word, and number form;	
(C) recall and apply multiplication facts through 12×12 ;	
(D) use multiplication to solve problems (no more than two digits times two digits without technology); and	10. Model Multiplication by 1- and 2-Digit Numbers
(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	11. Model Division by 1- and 2-Digit Numbers

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(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.	
The student is expected to:	
(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and	3. Round Whole Numbers
(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	5. Mental Math 6. Estimation 12. Mental Math and Estimation with Multiplication and Division
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.	13. Algebraic Expressions
The student is expected to:	
(A) 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 $81 \div 9 = 9$); and	
(B) use patterns to multiply by 10 and 100.	15. Patterns and Functions
(4.7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships.	
The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.	
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language.	
The student is expected to:	
(A) identify and describe right, acute, and obtuse angles;	
(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	
(C) use essential attributes to define two- and three-dimensional geometric figures.	22. Polygons and Circles
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.	
The student is expected to:	
(A) demonstrate translations, reflections, and rotations using concrete models;	23. Transformations and Symmetry
(B) use translations, reflections, and rotations to verify that two shapes are congruent; and	23. Transformations and Symmetry
(C) use reflections to verify that a shape has symmetry.	23. Transformations and Symmetry
(4.10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line.	
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.	21. Points, Lines, Line Segments, Rays, and Angles

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(4.11) 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 uses measurement tools to measure capacity/volume and weight/mass.	
The student is expected to:	
(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	17. Measures of Length (Customary and Metric) 24. Perimeter and Area
(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;	
(C) use concrete models of standard cubic units to measure volume;	25. Solid Figures and Volume
(D) estimate volume in cubic units; and	
(E) explain the difference between weight and mass.	18. Measures of Capacity and Weight/Mass (Customary and Metric)
(4.12) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).	
The student is expected to:	
(A) use a thermometer to measure temperature and changes in temperature; and	
(B) use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.	16. Time
(4.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	
The student is expected to:	
(A) 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; and	19. Collect and Organize Data
(B) interpret bar graphs.	20. Read and Make Graphs
(4.14) 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.	
The student is expected to:	
(A) identify the mathematics in everyday situations;	
(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	
(C) 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; and	
(D) use tools such as real objects, manipulatives, and technology to solve problems.	
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.	
The student is expected to:	
(A) explain and record observations using objects, words, pictures, numbers, and technology; and	
(B) relate informal language to mathematical language and symbols.	

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(4.16) Underlying processes and mathematical tools. The student uses logical reasoning.	
The student is expected to:	
(A) make generalizations from patterns or sets of examples and nonexamples; and	
(B) justify why an answer is reasonable and explain the solution process.	