Scope and Sequence
Fourth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
4.1(A)	use place value to read, write, compare, and order whole numbers through the millions place.	—	—	-	-	-	-
4.3(A)	use additional and subtraction to solve problems involving whole numbers.	—	—	-	-	-	-
4.4(A)	model factors and products using arrays and area models.	—	—	-	-	-	-
4.4 (B)	represent multiplication (concrete/semi-concrete, 1 digit picture, word and number form.	—	—	-	-	-	-
4.4 (C)	recall and apply multiplication facts through 12 X 12.	—	—	-	-	-	-
4.4(D)	use multiplication to solve problems involving two-digit numbers.	—	—	-	-	-	-
4.5 (A)	round whole numbers to the nearest ten, hundred, or thousand to approximate results in problem situations.	—	—	-	-	-	-
4.5 (B)	estimate a products or quotient beyond basic facts.	—	—	-	-	-	-
4.6(A)	use patterns to develop strategies to remember basic multiplication facts.	—	—	-	-	-	-
4.7	describe the relationship between two sets of related data such as ordered pairs in a table.	—	—	-	-	-	-
4.10(A)	locate and name points on a number line using whole numbers.	—	—	-	-	-	-
4.13(C)	interpret bar graphs.	—	—	-	-	-	-
4.14(A)	identify the mathematics in everyday situations.	—	—	-	-	-	-
4.14(B)	use a problem-solving model that incorporates understand the problem, making a plan, carrying out the plan, and evaluating the solutions for reasonableness.	—	—	-	-	-	-
4.14(C)	select or develop an appropriate problem-solving 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.	—	—	-	-	-	-
4.14(D)	use tools such as real objects, manipulatives, and technology to solve problems.	—	—	-	-	-	-
4.15(A)	explain and record observations using object, words, pictures, numbers, and technology.	—	—	-	-	-	-
4.15(B)	relate informal language to mathematical language and symbol.	—	—	-	-	-	-

Shaded objective indicates algebra emphasis

— Introduced objective - - - Maintained objective

Scope and Sequence
Fourth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
4.16(A)	make generalizations from patterns or sets of examples and non-examples.	———	- - -	- - -	- - -	- - -	- - -
4.16(B)	justify why an answer is reasonable and explain the solution process.	———	- - -	- - -	- - -	- - -	- - -

Shaded objective indicates algebra emphasis

——— Introduced objective - - - Maintained objective

Scope and Sequence
Fourth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
4.2(B)	model fraction quantities greater than one using concrete materials.		———	- - -	- - -	- - -	- - -
4.4(E))	use division to solve problems involving one-digit divisors.		———	- - -	- - -	- - -	- - -
4.8(A)	identify right, acute, and obtuse angles.		———	- - -	- - -	- - -	- - -
4.8(B)	identify models of parallel and perpendicular lines.		———	- - -	- - -	- - -	- - -
4.8(C)	describe shapes and solids in terms of vertices, edges and faces.		———	- - -	- - -	- - -	- - -

Shaded objective indicates algebra emphasis

——— Introduced objective - - - Maintained objective

Scope and Sequence
Fourth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
4.2(A)	generate equivalent fractions using concrete and pictorial models.						
4.2(C)	compare and order fractions using concrete and pictorial models.						
4.4(B)	represent division (2 digit/ 1 digit) situations in picture and number form.						
4.6(B)	solve division problems related to multiplication facts (fact families) such as 9 X 9.						
4.10	locate and name points on a number line using fractions such as halves and fourths.						
4.12	measure to solve problems length, including perimeter.						
4.12	measure to solve problems involving area.						
4.13(A)	list all possible outcomes of a probability experiment such as tossing a coin.						

Shaded objective indicates algebra emphasis

——— Introduced objective - - - - Maintained objective

Scope and Sequence
Fourth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
4.2 (D)	relate decimals to fractions that name tenths and hundredths using models.				———	- - -	- - -
4.3(B)	add and subtract decimals to the hundredths place using concrete and pictorial models.				———	- - -	- - -
4.4(B)	represent division (abstract, 2 digit / 1 digit) situations in number form.				———	- - -	- - -
4.6 (C)	use patterns to multiply by 10 and 100.				———	- - -	- - -
4.10	locate and name points on a number line using decimals such as tenths.				———	- - -	- - -
4.11	estimate and measure weight using standard units including ounces, pounds, grams, and kilograms.				———	- - -	- - -

Shaded objective indicates algebra emphasis

——— Introduced objective - - - Maintained objective

Scope and Sequence
Fourth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
4.9 (A)	demonstrate transition, reflections, and rotating using concrete models.						
4.9(B)	use translations, reflections, and rotations to verify that two shapes are congruent.						
4.9(C)	use reflections to verify that a shape has symmetry.						
4.11(B)	estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.						
4.12	measure to solve problems involving time and temperature.						
4.13(B)	use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin.						

Shaded objective indicates algebra emphasis

Introduced objective Maintained objective

Scope and Sequence
4th Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
4.1(B)	**The student is expected to:** use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete models.						

Shaded objective indicates algebra emphasis

Introduced objective Maintained objective