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Correlation of Texas Essential Knowledge and Skills (TEKS) for Mathematics to Moving with Math Foundations for Grade 4

		B1 *Numeration, Addition and Subtraction* Student Book Skill Builders (SB)	B2 *Multiplication and Division Facts* Student Book Skill Builders (SB)	B3 *Multiplication and Division Problem Solving* Student Book Skill Builders (SB)	B4 *Fractions, Decimals, Geometry and Measurement* Student Book Skill Builders (SB)
4.1	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.**				
(A)	apply mathematics to problems arising in everyday life, society, and the workplace	Throughout	Throughout	Throughout	Throughout
(B)	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	Throughout	Throughout	Throughout	Throughout
(C)	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	Throughout	Throughout	Throughout	Throughout
(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	Throughout	Throughout	Throughout	Throughout
(E)	create and use representations to organize, record, and communicate mathematical ideas	Throughout	Throughout	Throughout	Throughout
(F)	analyze mathematical relationships to connect and communicate mathematical ideas	Throughout	Throughout	Throughout	Throughout

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(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	Throughout	Throughout	Throughout	Throughout
4.2	**Number and operations. The student applies mathematical process standards to represent, compare, and order whole number 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;	3, 14 **SB:** 6-3			
(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	4, 15, 20 **SB:** 1-2, 4-1			
(C)	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =	5, 6, 16, 19 **SB:** 2-1 to 2-4			
(D)	round whole numbers to a given place value through the hundred thousands place	22-26 **SB:** 7-1, 7-2, 8-1 to 8-3			**SB:** 8-6
(E)	represent decimals, including tenths and hundredths, using concrete and visual models and money				23-25 **SB:** 47-11
(F)	compare and order decimals using concrete and visual models to the hundredths				26, 28 **SB:** 27-15
(G)	relate decimals to fractions that name tenths and hundredths				23-25, 27 **SB:** 47-11, 47-12, 47-13, 47-19
(H)	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line				26 **SB:** 47-14, 47-19
4.3	**Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems**				

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(A)	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				911 **SB:** 30-1, 30-2
(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				19 **SB:** 30-5, 33-8
(C)	determine if two given fractions are equivalent using a variety of methods				8, 14 **SB:** 32-3, 33-10
(D)	compare two fractions with different numerators and different denominators and represent the comparisons using the symbols >, =, or <				8, 15 **SB:** 32-1, 32-4
(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				17-19 **SB:** 32-3, 33-1 to 33-5, 34-4
(F)	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole				16
(G)	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line				7, 26 **SB:** 30-4, 47-14, 47-18
4.4	**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.**				

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(A)	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	29, 30, 35-37, 39, 40, 46, 48, 49 **SB:** 9-1, 9-2, 10-1, 10-2, 10-4, 10-5, 10-7 to 10-11, 10-13, 10-15, 10-16, 11-1, 12-1, 12-2, 15-1, to 15-7, 15-9 to 15-15, 15-17 to 15-19, 16-1, 16-2, 17-1, 17-2 ,18-1		24, 35, 36 **SB:** 13-4, 14-6, 15-22, 16-4, 17-4, 18-3, 19-9, 47-8, 47-9	**SB:** 10-20, 11-5, 12-5, 13-5, 15-23, 16-5, 17-5, 18-4, 47-17
(B)	determine products of a number and 10 or 100 using properties of operations and place value understandings			30, 31 **SB:** 20-28	
(C)	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15			30-33	
(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			24, 26-29, 51 **SB:** 20-19 to 20-21, 20-23, 20-25, 20-26, 20-34, 20-35, 21-3 to 21-5, 21-8 to 21-10, 21-12, 22-2, 22-3, 23-1, 23-2, 28-3	**SB:** 22-4
(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			43, 50-56, 61, 64, 66, 70	

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(F)	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor			58-60, 62, 65, 69, 71-75 **SB:** 25-18, 25-23, 25-27, 26-8, 26-11, 27-1, 27-2	**SB:** 25-28
(G)	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	60, 61, 63 **SB:** 10-14, 10-17, 15-16		23, 24, 35 **SB:** 21-6, 21-7, 23-3, 26-13, 28-2	
(H)	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders			51, 52 **SB:** SB: 22-2, 22-3, 23-1, 23-2, 23-4, 25-17, 25-21, 25-25, 25-26, 26-8 to 26-11, 27-2, 27-3, 28-1	
4.5	**Algebraic reasoning. 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			36, 40, 78 **SB:** 14-6, 19-9, 20-39, 24-3, 47-9	**SB:** 9-5, 14-7, 19-10
(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	11 **SB:** 14-2, 19-2, 19-6		14, 15 **SB:** 14-6, 19-9, 20-31	73
(C)	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 x w)				65, 66, 69, 70 **SB:** 46-6
(D)	solve problems related to perimeter and area of rectangles where dimensions are whole numbers				66 **SB:** 46-4 to 46-6, 46-8

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4.6	**Geometry and measurement. 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				29-33 **SB:** 35-1 to 35-5, 36-2, 36-3
(B)	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure				44, 45 **SB:** 38-1, 38-2
(C)	apply knowledge of right angles to identify acute, right, and obtuse triangles				37 **SB:** 37-3
(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				37-39 **SB:** 37-3, 37-6, 37-7, 37-8
4.7	**Geometry and measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees**				
(A)	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				31 **SB:** 35-2, 35-3
(B)	illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one 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				**SB:** 35-7, 35-9
(C)	determine the approximate measures of angles in degrees to the nearest whole number using a protractor				31 **SB:** 35-5
(D)	draw an angle with a given measure				37 **SB:** 35-6, 35-8

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(E)	determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures				
4.8	**Geometry and measurement. 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				56, 57, 62-64 **SB:** 44-3, 45-1, 45-2
(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				58, 60, 61, 63 **SB:** 44-1, 44-2, 45-1, 45-2
(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			63	51, 65, 66 **SB:** 41-1, 41-2, 46-1, 46-2, 46-3
4.9	**Data analysis. 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 a stem-and-leaf plot marked with whole numbers and fractions	**SB:** 48-3			
(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	**SB:** 11-2, 50-1			**SB:** 50-10
4.10	**Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.**				
(A)	distinguish between fixed and variable expenses				
(B)	calculate profit in a given situation			**SB:** 50-7, 50-8	

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(C)	compare the advantages and disadvantages of various savings options				
(D)	describe how to allocate a weekly allowance among spending; saving, including for college; and sharing				
(E)	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending				