

ARLINGTON ISD
TAKS Instructional/Assessment Timeline
Grade 4 MATHEMATICS**
2009-2010

Objectives/TEKS Student Expectations	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Review
<i>Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.</i>				X
4.1A use place value to read, write, compare, and order whole numbers through 999,999,999			X	
4.1B use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using pictorial models			X	
4.2A use pictorial models to generate equivalent fractions			X	
4.2B model fraction quantities greater than one using pictorial models			X	
4.2C compare and order fractions using pictorial models			X	
4.2D relate decimals to fractions that name tenths and hundredths using pictorial models			X	
4.3A use addition and subtraction to solve problems involving whole numbers			X	
4.3B add and subtract decimals to the hundredths place using pictorial models			X	
4.4A model factors and products using arrays and area models	X	X		
4.4B represent multiplication and division situations in picture, word, and number form	X			
4.4C recall and apply multiplication facts through 12 x 12	X			
4.4D use multiplication to solve problems (no more than two digits times two digits without technology)		X _{two-digit by one-digit}	X	
4.4E use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)		X	X	
4.5A round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations			X	
4.5B use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems		X		
<i>Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic thinking.</i>				X
4.6A 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 $81 \div 9 = 9$)	X			
4.6B use patterns to multiply by 10 and 100		X	X	
4.7A describe the relationship between two sets of related data such as ordered pairs in a table		X	X	

Grade 4, Mathematics, continued

Objectives/TEKS Student Expectations	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Review
Objective 3: The student will demonstrate an understanding of geometry and spatial reasoning.				X
4.8A identify and describe right, acute, and obtuse angles		X		
4.8B identify and describe parallel and intersecting (including perpendicular) lines using pictorial models		X		
4.8C use essential attributes to define two- and three-dimensional geometric figures		X		
4.9B use translations, reflections, and rotations to verify that two shapes are congruent		X		
4.9C use reflections to verify that a shape has symmetry		X		
4.10A locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths			X	
Objective 4: The student will demonstrate an understanding of concepts and uses of measurement.				X
4.11A estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary		X _{area, perimeter}	X	
4.11B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system			X	
4.11C use concrete models of standard cubic units to measure volume			X	
4.12A use a thermometer to measure temperature and changes in temperature		X		
Objective 5: The student will demonstrate an understanding of probability and statistics.				X
4.13A use concrete objects and pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation	X			
4.13B interpret bar graphs	X	X		
Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.				X
4.14A identify the mathematics in everyday situations	X	X	X	
4.14B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	X	X	X	
4.14C select or develop an appropriate problem-solving plan or strategy, including drawing a picture ¹ , looking for a pattern ² , systematic guessing and checking ³ , acting it out ⁴ , making a table ⁵ , working a simpler problem ⁶ , or working backwards to solve a problem ⁷	X _{1,2,4}	X _{5,7}	X _{3,6}	
4.15B relate informal language to mathematical language and symbols	X	X	X	
4.16A make generalizations from patterns or sets of examples and nonexamples	X	X	X	

** While the purpose of this Instructional Timeline is to focus instruction on specific TEKS, teachers are responsible for teaching all fourth grade TEKS.