

Course Overview	In 4th Grade Math, students continue building strong mathematical understanding through hands-on learning, problem solving, and clear explanations of their thinking. Instruction focuses on place value , multi-digit multiplication and division , fractions , and early work with decimals . Students learn to use models, drawings, numbers, and words to show how they solve problems and to explain their reasoning. Throughout the year, math lessons connect concepts to real-world situations, helping students see how math is useful and meaningful in everyday life.
Course Standards	TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS (G4) TEKS Snapshot Grade 4
Instructional Materials	Bluebonnet Learning Grade 4 Math, Edition 1

Scope & Sequence

Modules & Instructional Days	Assessments & Scanning Deadlines	Standards
Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction 19 days	TX_MAT_4thMath_F26_MM1 Scanning Deadline: September 3 rd , 2026 TX_MAT_4thMath_F26_EOM1 Scanning Deadline: September 22 nd , 2026	<p>4.2A 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;</p> <p>4.2B 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 compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$;</p> <p>4.2D round whole numbers to a given place value through the hundred thousands place.</p> <p>4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;</p> <p>4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.</p> <p>4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity</p>
Module 2: Unit Conversions and Problem Solving with Metric Measurement 9 days	TX_MAT_4thMath_F26_EOM2 Scanning Deadline: October 1 st , 2026	<p>4.5B 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.</p> <p>4.8A identify relative sizes of measurement units within the customary and metric systems;</p> <p>4.8B 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 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>Module 3: Multi-Digit Multiplication and Division</p> <p>32 days</p>	<p>TX_MAT_4thMath_F26_MM3 Scanning Deadline: October 22nd, 2026</p> <p>TX_MAT_4thMath_F26_EOM3 Scanning Deadline: November 19th, 2026</p>	<p>4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings;</p> <p>4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;</p> <p>4.4D 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 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>4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;</p> <p>4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.</p> <p>4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity;</p> <p>4.5C 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 solve problems related to perimeter and area of rectangles where dimensions are whole numbers.</p>
<p>Module 4: Angle Measure and Plane Figures</p> <p>17 days</p>	<p>TX_MAT_4thMath_F26_MM4 Scanning Deadline: December 10th, 2026</p> <p>TX_MAT_4thMath_F26_EOM4 Scanning Deadline: January 7th, 2027</p>	<p>4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;</p> <p>4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;</p> <p>4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles;</p> <p>4.6D 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>4.7A 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 illustrate degrees as the units used to measure an angle, where of any circle is one degree and an angle that "cuts" 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>4.7C determine the approximate measures of angles in degrees to the nearest whole number using a protractor;</p> <p>4.7D draw an angle with a given measure;</p> <p>4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures.</p>

<p>Module 5: Fraction Equivalence, Ordering, and Operations</p> <p>25 days</p>	<p>TX_MAT_4thMath_S27_MM5 Scanning Deadline: January 27th, 2027</p> <p>TX_MAT_4thMath_S27_EOM5 Scanning Deadline: February 18th, 2027</p>	<p>4.3A represent a fraction $\frac{a}{b}$ as a sum of fractions $\frac{1}{b}$, where a and b are whole numbers and b > 0, including when a > b;</p> <p>4.3B 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 determine if two given fractions are equivalent using a variety of methods;</p> <p>4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <;</p> <p>4.3E 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 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>4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions;</p> <p>4.9B 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>Module 6: Introduction to Decimals and Financial Literacy</p> <p>18 days</p>	<p>TX_MAT_4thMath_S27_MM6 Scanning Deadline: March 4th, 2027</p> <p>TX_MAT_4thMath_S27_EOM6 Scanning Deadline: March 18th, 2027</p>	<p>4.2A 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;</p> <p>4.2B 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 represent decimals, including tenths and hundredths, using concrete and visual models and money;</p> <p>4.2F compare and order decimals using concrete and visual models to the hundredths;</p> <p>4.2G relate decimals to fractions that name tenths and hundredths;</p> <p>4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.</p> <p>4.3C determine if two given fractions are equivalent using a variety of methods;</p> <p>4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.</p> <p>4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.</p> <p>4.8C 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>4.10A distinguish between fixed and variable expenses;</p> <p>4.10B calculate profit in a given situation;</p>

		<p>4.10C compare the advantages and disadvantages of various savings options;</p> <p>4.10D describe how to allocate a weekly allowance among spending; saving, including for college; and sharing;</p> <p>4.10E describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.</p>
<p>Module 7: Exploring Measurement with Multiplication and Data</p> <p>14 days</p>	<p>TX_MAT_4thMath_S27_EOM7 Scanning Deadline: April 15th, 2027</p>	<p>4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.</p> <p>4.5A represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity;</p> <p>4.5B 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.</p> <p>4.8A identify relative sizes of measurement units within the customary and metric systems;</p> <p>4.8B 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 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>4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions;</p> <p>4.9B 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>STAAR Success</p> <p>10 days</p>		<p>During the STAAR Success Unit, by analyzing data and student's needs, teachers select the most appropriate standards to address learning gaps and/or strengthen understanding.</p>

Interim Assessment Window: December 14th -18th, 2026

Scanning Deadline: December 18th, 2026

Interim Assessment Window (AUS, EP, RGV, TaCo): March 8th - 12th, 2027

Interim Assessment Window (HOU, PB, SA): March 1st - 5th, 2027

Scanning Deadline: March 12th, 2027

STAAR Assessment Window: April 19th – 30th, 2027

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.

Assessment Overview

Student learning is monitored through formative and summative assessments aligned to course standards. Assessment results are used to inform instruction and student supports. Students participate in required state assessments when applicable.