

Texas
TAKS and TEKS Student Expectations
Mathematics - Grade 4
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Domain: Number, Operation, and Quantitative Reasoning				
4.1 A	• <i>use place value to read, write, compare, and order whole numbers through the millions place</i>	Appetizers 4.1 A; Main Dish Objective 1 (Number Concepts) Lessons 1,2,&3		
4.2 A	• <i>generate equivalent fractions using concrete and pictorial models</i>	Appetizers 4.2 A; Main Dish Objective 1 (Number Concepts) Lesson 7		
4.2 B	• <i>model fraction quantities greater than one using concrete materials and pictures</i>	Appetizers 4.2 B; Main Dish Objective 1 (Number Concepts) Lesson 7		
4.2 C	• <i>compare and order fractions using concrete and pictorial models</i>	Appetizers 4.2 C; Main Dish Objective 1 (Number Concepts) Lesson 7		
4.2 D	• <i>relate decimals to fractions that name tenths and hundredths using models</i>	Appetizers 4.2 D; Main Dish Objective 1 (Number Concepts) Lesson 5		
4.3 A	• <i>use addition and subtraction to solve problems involving whole numbers</i>	Appetizers 4.3 A; Main Dish Objective 6 (Addition) Lesson 1; 7 (Subtraction) Lessons 1 & 2; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1		
4.3 B	• <i>add and subtract decimals to the hundredths place using concrete and pictorials models</i>	Appetizers 4.3 B; Main Dish Objective 6 (Addition) Lessons 2 & 3; 7 (Subtraction) Lesson 3; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
4.4 A	• <i>model factors and products using arrays and area models</i>	Appetizers 4.4 A; Main Dish Objective 8 (Multiplication) Lesson 1; 9 (Division) Lesson 1; 12 (Mathematical Representation) Lesson 1		
4.4 B	• <i>represent multiplication and division situations in picture, word, and number form</i>	Appetizers 4.4 B; Main Dish Objective 8 (Multiplication) Lessons 1 & 2; 9 (Division) Lessons 1,2,3&4; 11 (Problem Solving) Lesson 2; 12 (Mathematical Representation) Lesson 1		
4.4 C	• <i>recall and apply multiplication of facts through 12 x 12</i>	Appetizers 4.4 C; Main Dish Objective 8 (Multiplication) Lessons 1 & 2; 11 (Problem Solving) Lesson 2		
4.4 D	• <i>use multiplication to solve problems involving two-digit numbers</i>	Appetizers 4.4 D; Main Dish Objective 8 (Multiplication) Lesson 2		
4.4 E	• <i>use division to solve problems involving one-digit divisors</i>	Appetizers 4.4 E; Main Dish Objective 9 (Division) Lessons 1, 2, 3, & 4; 11 (Problem Solving) Lesson 2; 12 (Mathematical Representation) Lesson 1		
4.5 A	• <i>round two-digit numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations</i>	Appetizers 4.5 A; Main Dish Objective 1 (Number Concepts) Lesson 4; 10 (Estimation) Lesson 2		
4.5 B	• <i>estimate a product or quotient beyond basic facts</i>	Appetizers 4.5 B; Main Dish Objective 10 (Estimation) Lesson 2		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Domain: Patterns, Relationships, and Algebraic Thinking				
4.6 B	<ul style="list-style-type: none"> • solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$ 	Appetizers 4.6 B; Main Dish Objective 2 (Mathematical Relations) Lesson 1		
4.6 C	<ul style="list-style-type: none"> • use patterns to multiply by 10 and 100 	Appetizers 4.6 C; Main Dish Objective 8 (Multiplication)		
4.7 A	<ul style="list-style-type: none"> • describe the relationship between two sets of related data such as ordered pairs in a table 	Appetizers 4.7 A; Main Dish Objective 2 (Mathematical Relations) Lessons 2 & 4; 12 (Mathematical Representation) Lesson 2		
Domain: Geometry and Spatial Reasoning				
4.8 A	<ul style="list-style-type: none"> • identify right, acute, and obtuse angles 	Appetizers 4.8 A; Main Dish Objective 3 (Geometry) Lesson 4		
4.8 B	<ul style="list-style-type: none"> • identify models of parallel and perpendicular lines 	Appetizers 4.8 B; Main Dish Objective 3 (Geometry) Lesson 4		
4.8 C	<ul style="list-style-type: none"> • describe shapes and solids in terms of vertices, edges, and faces 	Appetizers 4.8 C; Main Dish Objective 3 (Geometry) Lesson 1		
4.9 B	<ul style="list-style-type: none"> • use translations, reflections, and rotations to verify that two shapes are congruent 	Appetizers 4.9 B; Main Dish Objective 3 (Geometry) Lesson 3		
4.9 C	<ul style="list-style-type: none"> • use reflections to verify that a shape has symmetry 	Appetizers 4.9 C; Main Dish Objective 3 (Geometry) Lessons 2 & 3		
4.10 A	<ul style="list-style-type: none"> • locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths 	Appetizers 4.10 A; Main Dish Objective 3 (Geometry) Lessons 2 & 3		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Domain: Measurement				
4.11 A	<ul style="list-style-type: none"> estimate and measure weight using standard units including ounces, pounds, grams, and kilograms 	Appetizers 4.11 A; Main Dish Objective 4 (Measurement) Lessons 5 & 6		
4.11 B	<ul style="list-style-type: none"> estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons 	Appetizers 4.11 B; Main Dish Objective 4 (Measurement) Lessons 5 & 6		
4.12 A	<ul style="list-style-type: none"> solve problems involving length, including perimeter, time, temperature, and area 	Appetizers 4.12 A; Main Dish Objective 4 (Measurement) Lessons 1,2,3,4,7,& 8; 11 (Problem Solving) Lesson 5		
Domain: Probability and Statistics				
4.13 A	<ul style="list-style-type: none"> list all possible outcomes of a probability experiment such as tossing a coin 	Appetizers 4.13 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1		
4.13 B	<ul style="list-style-type: none"> use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin 	Appetizers 4.13 B; Main Dish Objective 5 (Probability/Statistics) Lesson 1		
4.13 C	<ul style="list-style-type: none"> interpret bar graphs 	Appetizers 4.13 C; Main Dish Objective 2 (Probability/Statistics) Lesson 3; 12 (Mathematical Representation) Lesson 2		
Domain: Underlying Processes and Mathematical Tools				
4.14 A	<ul style="list-style-type: none"> identify the mathematics in everyday situations 	Appetizers 4.1 A through 4.16 A; Main Dish Objectives 1-13		
4.14 B	<ul style="list-style-type: none"> use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness 	Appetizers 4.1 A through 4.16 A; Main Dish Objectives 1-13		

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4.14 C	<ul style="list-style-type: none"> • <i>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</i> 	Appetizers 4.1 A through 4.16 A; Main Dish Objectives 1-13		
4.15 B	<ul style="list-style-type: none"> • <i>relate informal language to mathematical language and symbols</i> 	Appetizers 4.1 A through 4.16 A; Main Dish Objectives 1-13		
4.16 A	<ul style="list-style-type: none"> • <i>make generalizations from patterns or sets of examples and non examples</i> 	Appetizers 4.1 A through 4.16 A; Main Dish Objectives 1-13		