



Eureka Math® *TEKS Edition*: Guide to Content for Grade 4

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Introduction

This document provides an overview of the content contained in *Eureka Math TEKS Edition* and how that content aligns with the Texas Essential Knowledge and Skills (TEKS) for Mathematics.

Year at a Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Place Value, Rounding, and Algorithms for Addition and Subtraction	Unit Conversions and Problem Solving with Metric Measurement	Multi-Digit Multiplication and Division	Angle Measure and Plane Figures	Fraction Equivalence, Ordering, and Operations	Decimal Fractions and Financial Literacy	Exploring Measurement with Multiplication and Data
25 days	7 days	39 days	21 days	37 days	26 days	25 days
4.2A	4.8A	4.2A	4.6A	4.3A	4.2A	4.4C
4.2B	4.8B	4.4B	4.6B	4.3B	4.2B	4.4D
4.2C	4.8C	4.4C	4.6C	4.3C	4.2E	4.4E
4.2D		4.4D	4.6D	4.3D	4.2F	4.4F
4.4A		4.4E	4.7A	4.3E	4.2G	4.4G
4.4G		4.4F	4.7B	4.3F	4.2H	4.4H
4.5A		4.4G	4.7C	4.3G	4.3C	4.5A
		4.4H	4.7D	4.9A	4.3E	4.5B
		4.5A	4.7E	4.9B	4.4A	4.8A
		4.5C			4.4B	4.8B
		4.5D			4.4H	4.8C
					4.8A	4.9A
					4.8B	4.9B
					4.8C	
					4.10A	
					4.10B	
					4.10C	
					4.10D	
					4.10E	

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard
	SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic.

Scope and Sequence

Module 1	Lessons	TEKS Standards									
Topic A	1–4	4.2A	4.2B	4.2C	3.5C						
Topic B	5–6	4.2C	4.2B								
Topic C	7–10	4.2D	4.4G								
Mid-Module Assessment											
Topic D	11–12	4.4A	4.4G	4.5A	4.2A	4.2B	4.2C				
Topic E	13–16	4.4A	4.4G	4.5A	4.2A	4.2B					
Topic F	17–19	4.5A	4.2A	4.2B	4.2C	4.4A					
End-of-Module Assessment											
Total number of days: 25											

Module 2	Lessons	TEKS Standards									
Topic A	1–3	4.8A	4.8B	4.8C							
Topic B	4–5	4.8A	4.8B	4.8C							
End-of-Module Assessment											
Total number of days: 7											

Module 3	Lessons	TEKS Standards									
Topic A	1–3	4.4H	4.5A	4.5C	4.5D	4.4G					
Topic B	4–6	4.4C	4.4D	4.2A	4.4B	4.4H	4.5A				
Topic C	7–11	4.4C	4.4D	4.2A	4.4B	4.4H	4.5A				
Topic D	12–13	4.4C	4.4D	4.4H	4.5A	4.4G					
Mid-Module Assessment											
Topic E	14–21	4.4E	4.4F	4.4G	4.4H	4.5A					
Topic F	22–29	4.4E	4.4F	4.4H	4.5A	4.2A	4.4B	4.4G			
Topic G	30–34	4.4C	4.4D	4.4G	4.4H	4.5A	4.5C	4.5D			
End-of-Module Assessment											
Total number of days: 39											

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Module 4	Lessons	TEKS Standards									
Topic A	1–4	4.6A	4.6C								
Topic B	5–8	4.7A	4.7B	4.7C	4.7D						
Mid-Module Assessment											
Topic C	9–11	4.7E									
Topic D	12–16	4.6A	4.6B	4.6C	4.6D						
End-of-Module Assessment											
Total number of days: 21											

Module 5	Lessons	TEKS Standards									
Topic A	1–5	4.3A	4.3B	4.3C	4.3F						
Topic B	6–10	4.3C	4.3B	4.3G							
Topic C	11–14	4.3D									
Topic D	15–18	4.3A	4.3B	4.3E	4.3F	4.3G	4.3C				
Mid-Module Assessment											
Topic E	19–24	4.3A	4.3B	4.3D	4.3E	4.3F	4.3G	4.9A	4.9B	4.3C	
Topic F	25–31	4.3E	4.3F								
End-of-Module Assessment											
Total number of days: 37											

Module 6	Lessons	TEKS Standards									
Topic A	1–3	4.2A	4.2E	4.2G	4.4H	4.4B	4.8A	4.8B			
Topic B	4–8	4.2B	4.2E	4.2G	4.2H	4.3C	4.2A	4.2F	4.8B		
Mid-Module Assessment											
Topic C	9–11	4.2F	4.8C								
Topic D	12–14	4.2G	4.4A	4.2E	4.2H	4.3C	4.3E	4.8B	4.8C		
Topic E	15–18	4.8C	4.10A	4.10B	4.10C	4.10D	4.10E	4.2E	4.2G	4.2H	4.3C
End-of-Module Assessment											
Total number of days: 26											

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Module 7	Lessons	TEKS Standards									
Topic A	1–5	4.4H	4.5A	4.5B	4.8A	4.8B	4.4C	4.4D	4.8C		
Topic B	6–11	4.4H	4.5A	4.8A	4.8B	4.8C	4.4C	4.4D	4.4E	4.4F	4.5B
Topic C	12–14	4.4H	4.8B	4.8C	4.4C	4.4D	4.4E	4.4F	4.5A	4.5B	4.8A
Topic D	15–17	4.9A	4.9B	4.5B							
End-of-Module Assessment											
Topic E	18–21	Year in Review									
Total number of days: 25											

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Standards Alignment Guide

Mathematical Process Standards		
The student uses mathematical processes to acquire and demonstrate mathematical understanding.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
4.1A	apply mathematics to problems arising in everyday life, society, and the workplace	All modules and topics
4.1B	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	All modules and topics
4.1C	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	All modules and topics
4.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	All modules and topics
4.1E	create and use representations to organize, record, and communicate mathematical ideas	All modules and topics
4.1F	analyze mathematical relationships to connect and communicate mathematical ideas	All modules and topics
4.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	All modules and topics

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard
	SEs Not Included in Assessed Curriculum

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Number and Operations

The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
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	Module 1 Topics A and D–F Module 3 Topics B, C, and F Module 6 Topics B
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	Module 1 Topics A, B, D, E, and F Module 6 Topic B
4.2C	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$	Module 1 Topics A–B and F
4.2D	round whole numbers to a given place value through the hundred thousand place	Module 1 Topic C
4.2E	represent decimals, including tenths and hundredths, using concrete and visual models and money	Module 6 Topics A–B and D–E
4.2F	compare and order decimals using concrete and visual models to the hundredths	Module 6 Topics B and C
4.2G	relate decimals to fractions that name tenths and hundredths	Module 6 Topics A–B and D–E
4.2H	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	Module 6 Topics B, D, and E

The student applies mathematical process standards to represent and generate fractions to solve problems.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
4.3A	represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$	Module 5 Topics A, D, and E
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	Module 5 Topics A–B and D–E

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4.3C	determine if two given fractions are equivalent using a variety of methods	Module 5 Topics A, B, and D–E Module 6 Topics B, D, and E
4.3D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$	Module 5 Topics C and E
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	Module 5 Topics D–F Module 6 Topic D
4.3F	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	Module 5 Topics A and D–F
4.3G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	Module 5 Topics B, D, and E
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.		
Standard	The student is expected to:	Eureka Math Topic
4.4A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	Module 1 Topics D–F Module 6 Topic D
4.4B	determine products of a number and 10 or 100 using properties of operations and place value understandings	Module 3 Topics B, C, and F Module 6 Topic A
4.4C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	Module 3 Topics B–D and G Module 7 Topics A–C
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	Module 3 Topics B–D, and G Module 7 Topics A, B, and C
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	Module 3 Topics E and F Module 7 Topics B and C
4.4F	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	Module 3 Topics E and F Module 7 Topics B and C
4.4G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	Module 1 Topics C–E Module 3 Topics A and D–G

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4.4H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	Module 3 Topics A–G Module 6 Topic A Module 7 Topics A–C
The student applies mathematical process standards to develop concepts of expressions and equations.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
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	Module 1 Topics D–F Module 3 Topics A–G Module 7 Topics A–C
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	Module 7 Topics A–D
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 ($l \times w$)	Module 3 Topics A and G
4.5D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers	Module 3 Topics A and G
The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
4.6A	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	Module 4 Topics A and D
4.6B	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	Module 4 Topic D
4.6C	apply knowledge of right angles to identify acute, right, and obtuse triangles	Module 4 Topics A and D
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	Module 4 Topic D

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The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
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	Module 4 Topic B
4.7B	Illustrate degrees as the units used to measure an angle, where $1/360$ of any circle is 1 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	Module 4 Topic B
4.7C	determine the approximate measures of angles in degrees to the nearest whole number using a protractor	Module 4 Topic B
4.7D	draw an angle with a given measure	Module 4 Topic B
4.7E	determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	Module 4 Topic C
The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
4.8A	identify relative sizes of measurement units within the customary and metric systems	Module 2 Topics A and B Module 6 Module 7 Topics A, B, and C
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	Module 2 Topics A and B Module 6 Topics A, B, and D Module 7 Topics A–C
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	Module 2 Topics A and B Module 6 Topics C and E Module 7 Topics A–C

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Data Analysis

The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
4.9A	represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	Module 5 Topic E Module 7 Topic D
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	Module 5 Topic E Module 7 Topic D

Personal Financial Literacy

The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
4.10A	distinguish between fixed and variable expenses	Module 6 Topic E
4.10B	calculate profit in a given situation	Module 6 Topic E
4.10C	compare the advantages and disadvantages of various savings options	Module 6 Topic E
4.10D	describe how to allocate weekly allowance among spending, saving, including for college; and sharing	Module 6 Topic E
4.10E	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	Module 6 Topic E

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