

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(a) Introduction.					
(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 4 are comparing and ordering fractions and decimals, applying multiplication and division, and developing ideas related to congruence and symmetry.					
(2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.					
(3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Grades 3-5 use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.					
(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.					
(b) Knowledge and Skills.					
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and	(1) use place value to read whole numbers through 999,999,999; and	9780328272778	4-6, 8-9, 10-13	Another Example, Example across top of pages and Exercises 1-20, Another Example and Exercises 1-28
			9780328278480	4B, 8B	Topic 1 Interactive Learning, Topic 1 Interactive Learning

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(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and	(2) use place value to write whole numbers through 999,999,999; and	9780328272778	4-6, 8-9, 26	Exercises 1-6 and 10-15, Example across top of pages and Exercises 1-6 and 10-16, Reteaching Set A
			9780328278480	4B, 8B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and	(3) use place value to compare whole numbers through 999,999,999; and	9780328272778	7, 10-13, 26	Mixed Problem Solving, Lesson 1-3, Reteaching Set B
			9780328278480	10B, 13B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and	(4) use place value to order whole numbers through 999,999,999; and	9780328272778	7, 10-13	Mixed Problem Solving, Lesson 1-3
			9780328278480	10B, 13B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(1) use place value to read decimals involving tenths, including money, using concrete objects.	9780328272778	18-19	Example across top of pages
			9780328278480	14B, 15B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention, Topic 1 Intervention

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(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(2) use place value to read decimals involving tenths, including money, using pictorial models.	9780328272778	14-15, 16-17, 18-19	Example across top of pages, Example across top of pages, Lesson 1-6
			9780328278480	16B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(3) use place value to read decimals involving hundredths, including money, using concrete objects.	9780328272778	18-19	Lesson 1-6
			9780328278480	14B, 15B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(4) use place value to read decimals involving hundredths, including money, using pictorial models.	9780328272778	14-15, 16-17, 18-19	Example across top of pages and Exercises 1-9, Example across top of pages and Exercises 7-9, Lesson 1-6
			9780328278480	16B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention,
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(5) use place value to write decimals involving tenths, including money, using concrete objects.	9780328272778	18-19	Example across top of pages
			9780328278480	14B, 15B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention, Topic 1 Intervention

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(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(6) use place value to write decimals involving tenths, including money, using pictorial models.	9780328272778	14-15, 16-17, 18-19	Example across top of pages and Exercises 10-13, Example across top of pages and Exercises 7-9, Example across top of pages
			9780328278480	16B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(7) use place value to write, decimals involving hundredths, including money, using concrete objects.	9780328272778	18-19	Example across top of pages and Explain It
			9780328278480	14B, 15B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(8) use place value to write, involving hundredths, including money, using concrete pictorial models.	9780328272778	14-15, 16-17, 18-19	Lesson 1-4, Lesson 1-5, Example across top of pages
			9780328278480	16B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(9) use place value to compare decimals involving tenths, including money, using concrete objects.	9780328272778	18-19	Lesson 1-6
			9780328278480	18B, 21B	Topic 1 Interactive Learning, Topic 1 Intervention

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(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(10) use place value to compare decimals involving tenths, including money, using pictorial models.	9780328272778	18-19, 290-291	Example across top of pages and Another Example, Example across top of pages
			9780328278480	18B, 21B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(11) use place value to compare decimals involving hundredths, including money, using concrete objects.	9780328272778	18-19	Example across top of pages and Another Example
			9780328278480	15B, 18B, 21B	Topic 1 Intervention, Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(12) use place value to compare decimals involving hundredths, including money, using pictorial models.	9780328272778	18-19, 292, 298	Lesson 1-6, Other Examples and Exercises 3-4, Reteaching Set A
			9780328278480	18B, 21B	Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(13) use place value to order decimals involving tenths, including money, using concrete objects.	9780328272778	18-19, 27	Lesson 1-6, Reteaching Set E
			9780328278480	18B, 21B	Topic 1 Interactive Learning, Topic 1 Intervention

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(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(14) use place value to order decimals involving tenths, including money, using pictorial models.	9780328272778 9780328278602	18-19, 290-291, 292 297B	Example across top of pages, Example across top of pages, Other Examples Topic 13 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(15) use place value to order decimals involving hundredths, including money, using concrete objects.	9780328272778 9780328278480	18-19, 27 18B, 21B	Example across top of pages, Reteaching Set E Topic 1 Interactive Learning, Topic 1 Intervention
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	(16) use place value to order decimals involving hundredths, including money, using pictorial models.	9780328272778 9780328278480	18-19, 292, 299 21B	Example across top of pages, Other Examples, Reteaching Set C Topic 1 Intervention
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(A) use concrete objects and pictorial models to generate equivalent fractions;	(1) use concrete objects to generate equivalent fractions;	9780328272778 9780328278572 9780328278589	228-230, 232-233 228B, 232B 257B	Lesson 10-4, Example across top of pages and Exercises 1-28 Topic 10 Interactive Learning, Topic 10 Interactive Learning Topic 11 Intervention

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(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(A) use concrete objects and pictorial models to generate equivalent fractions;	(2) use pictorial models to generate equivalent fractions;	9780328272778	228-230, 232-233, 234-235, 241	Lesson 10-4, Lesson 10-5, Lesson 10-6, Reteaching Set D
			9780328278572	220B	Topic 10 Interactive Learning
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(B) model fraction quantities greater than one using concrete objects and pictorial models;	(1) model fraction quantities greater than one using concrete objects	9780328272778	246-248, 266	Lesson 11-1, Reteaching Set A
			9780328278589	246B, 249B	Topic 11 Interactive Learning, Topic 11 Intervention
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(B) model fraction quantities greater than one using concrete objects and pictorial models;	(2) model fraction quantities greater than one using pictorial models;	9780328272778	246-248, 266	Lesson 11-1, Reteaching Set A
			9780328278589	246B, 249B	Topic 11 Interactive Learning, Topic 11 Intervention
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(C) compare and order fractions using concrete objects and pictorial models; and	(1) compare fractions using concrete objects	9780328272778	254-255	Lesson 11-3
			9780328278572	226B	Topic 10 Interactive Learning
			9780328278589	250B, 253B, 254B	Topic 11 Interactive Learning, Topic 11 Intervention, Topic 11 Interactive Learning

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(C) compare and order fractions using concrete objects and pictorial models; and	(2) compare fractions using pictorial models	9780328272778	226-227, 250-252, 254-255, 290-291	Example across top of pages, Lesson 11-2, Lesson 11-3, Example across top of pages and Exercises 1-2
			9780328278572	226B	Topic 10 Interactive Learning
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(C) compare and order fractions using concrete objects and pictorial models; and	(3) order fractions using concrete objects	9780328272778	256-257	Lesson 11-4
			9780328278589	250B, 256B	Topic 11 Interactive Learning, Topic 11 Interactive Learning
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(C) compare and order fractions using concrete objects and pictorial models; and	(4) order fractions using pictorial models	9780328272778	226-227, 250-252, 256-257	Example across top of pages, Lesson 11-2, Lesson 11-4
			9780328278602	292B	Topic 13 Interactive Learning
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	(1) relate decimals to fractions that name tenths using concrete objects.	9780328272778	258-259, 260-261	Lesson 11-5, Lesson 11-6
			9780328278589	258B, 259B, 260B	Topic 11 Interactive Learning, Topic 11 Intervention, Topic 11 Interactive Learning

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(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	(2) relate decimals to fractions that name tenths using pictorial models.	9780328272778	258-259, 260-261, 267, 290-291	Lesson 11-5, Lesson 11-6, Reteaching Set E, Example across top of pages
			9780328278589	259B	Topic 11 Intervention
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	(3) relate decimals to fractions that name hundredths using concrete objects	9780328272778	258-259, 260-261	Lesson 11-5, Lesson 11-6
			9780328278589	258B, 260B	Topic 11 Interactive Learning, Topic 11 Interactive Learning
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:	(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	(4) relate decimals to fractions that name hundredths using pictorial models.	9780328272778	258-259, 260-261, 267	Lesson 11-5, Lesson 11-6, Reteaching Set E
			9780328278589	258B, 260B	Topic 11 Interactive Learning, Topic 11 Interactive Learning
(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:	(A) use addition and subtraction to solve problems involving whole numbers; and	(1) use addition to solve problems involving whole numbers; and	9780328272778	30-31, 36-37, 42-44	Example across top of pages and Other Examples left column, Lesson 2-3, Lesson 2-6
			9780328278497	30B	Topic 2 Interactive Learning

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(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:	(A) use addition and subtraction to solve problems involving whole numbers; and	(2) use subtraction to solve problems involving whole numbers; and	9780328272778	30-31, 36-37, 46-47, 48-49	Example across top of pages and Other Examples right column, Lesson 2-3, Lesson 2-7, Lesson 2-8
			9780328278497	46B	Topic 2 Interactive Learning
(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:	(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.	(1) add decimals to the hundredths place using concrete objects	9780328272778	50-52, 63	Example across top of pages and Exercises 1-2, Reteaching Set I upper right corner
			9780328278497	50B, 53B	Topic 2 Interactive Learning, Topic 2 Intervention
(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:	(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.	(2) add decimals to the hundredths place using pictorial models.	9780328272778	50-52, 63	Example across top of pages and Exercises 9-11, Reteaching Set I upper right column
			9780328278497	50B, 53B	Topic 2 Interactive Learning, Topic 2 Intervention

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(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:	(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.	(3) subtract decimals to the hundredths place using concrete objects	9780328272778	50-52, 63	Another Example and Exercises 3-5, Reteaching Set I left column
			9780328278497	50B, 53B	Topic 2 Use Drawings, Topic 2 Intervention fourth bullet
(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:	(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.	(4) subtract decimals to the hundredths place using pictorial models.	9780328272778	50-52, 63	Another Example and Exercises 12-13, Reteaching Set I left column
			9780328278497	50B, 53B	Topic 2 Use Drawings, Topic 2 Intervention fourth bullet
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(A) model factors and products using arrays and area models;	(1) model factors and products using arrays	9780328272778	68-70, 78-79, 130-131, 132-134, 158-159	Lesson 3-1, Example across top of pages, Lesson 6-1, Lesson 6-2, Lesson 7-3

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(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(A) model factors and products using arrays and area models;	(2) model factors and products using area models	9780328272778	162-163, 172, 352-353	Example across top of pages, Reteaching Set C, Example across top of pages
			9780328278633	352B, 354B	Topic 16 Interactive Learning, Topic 16 Interactive Learning
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(B) represent multiplication and division situations in picture, word, and number form;	(1) represent multiplication situations in picture form	9780328272778	68-70, 74-75, 80-81, 142-144	Lesson 3-1, Example across top of pages, Example across top of pages, Lesson 6-5
			9780328278503	68B	Topic 3 Interactive Learning
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(B) represent multiplication and division situations in picture, word, and number form;	(2) represent multiplication situations in word form;	9780328272778	68-70, 74-75, 78-79, 80-81	Lesson 3-1, Example across top of pages, Example across top of pages, Example across top of pages
			9780328278503	82B	Topic 3 Interactive Learning
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(B) represent multiplication and division situations in picture, word, and number form;	(3) represent multiplication situations in number form;	9780328272778	68-70, 74-75, 78-79, 80-81, 82-83	Lesson 3-1, Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 3-7

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Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(B) represent multiplication and division situations in picture, word, and number form;	(4) represent division situations in picture form;	9780328272778	100-101, 102-103, 180-181, 198-199	Example across top of pages, Example across top of pages, Example across top of pages, Lesson 9-1
			9780328278510	92B	Topic 4 Interactive Learning
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(B) represent multiplication and division situations in picture, word, and number form;	(5) represent division situations in word form;	9780328272778	92-94, 102-104, 176-177	Lesson 4-1, Lesson 4-5, Example across top of pages
			9780328278510	102B	Topic 4 Interactive Learning
			9780328278558	182B	Topic 8 Interactive Learning
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(B) represent multiplication and division situations in picture, word, and number form;	(6) represent division situations in number form;	9780328272778	92-93, 98-99, 100-101, 176-177, 180-181	Example across top of pages and Another Example, Lesson 4-3, Lesson 4-4, Lesson 8-1, Lesson 8-3
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(C) recall and apply multiplication facts through 12 x 12;	(1) recall multiplication facts through 12 x 12;	9780328272778	74-75, 78-79, 80-81, 82-83, 96-97	Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-2

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(C) recall and apply multiplication facts through 12 x 12;	(2) apply multiplication facts through 12 x 12;	9780328272778	74-75, 78-79, 80-81, 82-83, 84-85	Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(D) use multiplication to solve problems (no more than two digits times two digits without technology); and	>>>>>	9780328272778	84-85, 120-122, 136-138, 162-163, 164-165	Lesson 3-8, Lesson 5-4, Lesson 6-3, Lesson 7-4, Lesson 7-5
(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:	(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	>>>>>	9780328272778	92-94, 102-103, 176-177, 180-181, 182	Lesson 4-1, Lesson 4-5, Lesson 8-1, Lesson 8-3, Another Example
(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and	>>>>>	9780328272778	34-35, 36-37, 42-43, 118-119, 156-157	Example across top of pages, Lesson 2-3, Lesson 2-6, Lesson 5-3, Lesson 7-2

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	(1) use strategies including rounding to estimate solutions to multiplication problems.	9780328272778	118-119, 120-121, 156-157	Lesson 5-3, Lesson 5-4, Lesson 7-2
			9780328278527	118B, 120B	Topic 5 Interactive Learning, Topic 5 Interactive Learning
(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	(2) use strategies including rounding to estimate solutions to division problems.	9780328272778	178-179, 192, 203	Lesson 8-2, Reteaching Set B, Exercises 5-8
			9780328278558	178B, 179B	Topic 8 Interactive Learning, Topic 8 Intervention
(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	(3) use strategies including compatible numbers to estimate solutions to multiplication problems.	9780328272778	116-117, 126, 156-157	Lesson 5-2, Reteaching Set B, Lesson 7-2
			9780328278527	116B, 117B	Topic 5 Interactive Learning, Topic 5 Intervention
(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	(4) use strategies including compatible numbers to estimate solutions to division problems.	9780328272778	178-179, 192, 203	Lesson 8-2, Reteaching Set B, Exercises 5-8
			9780328278558	178B, 179B	Topic 8 Interactive Learning, Topic 8 Intervention

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:	(A) 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 $81 \div 9 = 9$); and	(1) use patterns to develop strategies to remember basic multiplication (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and	9780328272778	72-73, 82-83, 96-97, 100-101	Example across top of pages, Lesson 3-7, Lesson 4-2, Lesson 4-4
			9780328278503	82B	Topic 3 Interactive Learning
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:	(A) 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 $81 \div 9 = 9$); and	(2) use patterns to develop strategies to remember basic division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and	9780328272778	96-97, 98-99, 100-101	Lesson 4-2, Lesson 4-3, Lesson 4-4
			9780328278510	98B, 100B	Topic 4 Interactive Learning, Topic 4 Interactive Learning
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:	(A) 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 $81 \div 9 = 9$); and	(3) use relationships to develop strategies to remember basic multiplication	9780328272778	72-73, 74-75, 78-79, 80-81, 82-83	Lesson 3-2, Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 3-7

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:	(A) 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 $81 \div 9 = 9$); and	(4) use relationships to develop strategies to remember basic division facts	9780328272778	96-97, 98-99, 100-101	Lesson 4-2, Lesson 4-3, Lesson 4-4
			9780328278510	98B, 100B	Topic 4 Interactive Learning, Topic 4 Interactive Learning
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:	(B) use patterns to multiply by 10 and 100.	(1) use patterns to multiply by 10	9780328272778	82-83, 114-115, 154-155, 162-163	Example across top of pages, Lesson 5-1, Lesson 7-1, Lesson 7-4
			9780328278503	82B	Topic 3 Interactive Learning
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:	(B) use patterns to multiply by 10 and 100.	(2) use patterns to multiply by 100.	9780328272778	114-115, 154-155, 166-167	Lesson 5-1, Lesson 7-1, Lesson 7-6
			9780328278527	114B	Topic 5 Interactive Learning

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.	(A) describe the relationship between two sets of related data such as ordered pairs in a table.	>>>>	9780328272778	270-271, 272-273, 274-275	Lesson 12-1, Lesson 12-2, Lesson 12-3
			9780328278596	270B, 274B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(A) identify and describe right, acute, and obtuse angles;	(1) identify right angles;	9780328272778	304-305, 308-309	Lesson 14-2, Lesson 14-4
			9780328278619	306B, 307B, 310B	Topic 14 Interactive Learning, Topic 14 Intervention, Topic 14 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(A) identify and describe right, acute, and obtuse angles;	(2) identify acute angles;	9780328272778	304-305, 308-309	Lesson 14-2, Lesson 14-4
			9780328278619	306B, 307B, 310B	Topic 14 Interactive Learning, Topic 14 Intervention, Topic 14 Interactive Learning

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(A) identify and describe right, acute, and obtuse angles;	(3) identify obtuse angles;	9780328272778	304-305, 308-309	Lesson 14-2, Lesson 14-4
			9780328278619	306B, 307B, 310B	Topic 14 Interactive Learning, Topic 14 Intervention, Topic 14 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(A) identify and describe right, acute, and obtuse angles;	(4) describe right angles;	9780328272778	304-305	Lesson 14-2
			9780328278619	306B, 307B, 319B	Topic 14 Interactive Learning, Topic 14 Intervention, Topic 14 Intervention
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(A) identify and describe right, acute, and obtuse angles;	(5) describe acute angles;	9780328272778	304-305	Lesson 14-2
			9780328278619	306B, 307B	Topic 14 Interactive Learning, Topic 14 Intervention
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(A) identify and describe right, acute, and obtuse angles;	(6) describe obtuse angles;	9780328272778	304-305	Lesson 14-2
			9780328278619	306B, 307B	Topic 14 Interactive Learning, Topic 14 Intervention

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(1) identify parallel lines using concrete objects	9780328272778	302-303	Lesson 14-1
			9780328278619	304B, 305B	Topic 14 Interactive Learning, Topic14 Intervention
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(2) identify parallel lines using pictorial models	9780328272778	302-303, 320, 310-311, 321	Lesson 14-1, Reteaching Set A, Lesson 14-5, Reteaching Set D
			9780328278619	304B	Topic 14 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(3) describe parallel lines using concrete objects	9780328272778	302-303, 320, 310-311, 321	Lesson 14-1, Reteaching Set A, Lesson 14-5, Reteaching Set D
			9780328278619	302B	Topic 14 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(4) describe parallel lines pictorial models	9780328272778	302-303, 320, 310-311, 321	Lesson 14-1, Reteaching Set A, Lesson 14-5, Reteaching Set D
			9780328278619	302B	Topic 14 Interactive Learning

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(5) identify intersecting lines using concrete objects	9780328272778	302-303	Lesson 14-1
			9780328278619	302, 302B	Topic 14 Independent Practice Note, Topic 14 Interactive Learning and Extend
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(6) identify perpendicular lines using concrete objects	9780328272778	302-303	Lesson 14-1
			9780328278619	302, 302B, 303, 305B	Topic 14 Independent Practice Note, Topic 14 Interactive Learning and Extend, Topic 14 Error Intervention, Topic 14 Intervention
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(7) identify intersecting lines using pictorial models	9780328272778	302-303, 305, 320	Lesson 14-1, Exercise 18, Reteaching Set A
			9780328278619	304B	Topic 14 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(8) identify perpendicular lines using pictorial models	9780328272778	302-303, 305, 320	Lesson 14-1, Exercise 17-18, Reteaching Set B
			9780328278619	305B	Topic 14 Intervention

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(9) describe intersecting lines using concrete objects	9780328272778	302-303	Lesson 14-1
			9780328278619	302, 302B	Topic 14 Independent Practice Note, Topic 14 Interactive Learning and Extend
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(10) describe perpendicular lines using concrete objects	9780328272778	304-305	Lesson 14-2
			9780328278619	304B, 305B	Topic 14 Interactive Learning, Topic 14 Intervention
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and	(11) describe intersecting lines using pictorial models	9780328272778	302-303, 304-305, 320	Lesson 14-1, Lesson 14-2, Reteaching Set A
			9780328272778	302-303, 304-305, 320	Lesson 14-1, Lesson 14-2, Reteaching Set B

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(C) use essential attributes to define two- and three-dimensional geometric figures.	(1) use essential attributes to define two-dimensional geometric figures.	9780328272778	306-307, 308-309, 310-311, 316-317	Lesson 14-3, Lesson 14-4, Lesson 14-5, Lesson 14-7
			9780328278619	308B	Topic 14 Interactive Learning
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:	(C) use essential attributes to define two- and three-dimensional geometric figures.	(2) use essential attributes to define three-dimensional geometric figures.	9780328272778	312-315, 321	Lesson 14-6, Reteaching Set E
			9780328278619	314B, 317B	Topic 14 Interactive Learning, Topic 14 Intervention
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(A) demonstrate translations, reflections, and rotations using concrete models;	(1) demonstrate translations using concrete models;	9780328272778	326-327	Lesson 15-1
			9780328278626	328B, 329B	Topic 15 Interactive Learning, Topic 15 Intervention
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(A) demonstrate translations, reflections, and rotations using concrete models;	(2) demonstrate reflections using concrete models;	9780328272778	328-329	Lesson 15-2
			9780328278626	330B, 331B	Topic 15 Interactive Learning, Topic 15 Intervention

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(A) demonstrate translations, reflections, and rotations using concrete models;	(3) demonstrate rotations using concrete models;	9780328272778	330-331	Lesson 15-3
			9780328278626	332B, 333B	Topic 15 Interactive Learning, Topic 15 Intervention
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(B) use translations, reflections, and rotations to verify that two shapes are congruent; and	(1) use translations to verify that two shapes are congruent; and	9780328272778	326-327, 332-333, 341	Lesson 15-1, Lesson 15-4, Reteaching Set D
			9780328278626	334B, 335B	Topic 15 Interactive Learning, Topic 15 Intervention
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(B) use translations, reflections, and rotations to verify that two shapes are congruent; and	(2) use reflections to verify that two shapes are congruent; and	9780328272778	328-329, 332-333, 341	Lesson 15-2, Lesson 15-4, Reteaching Set D
			9780328278626	334B, 335B	Topic 15 Interactive Learning, Topic 15 Intervention
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(B) use translations, reflections, and rotations to verify that two shapes are congruent; and	(3) use rotations to verify that two shapes are congruent; and	9780328272778	330-331, 332-333, 341	Lesson 15-3, Lesson 15-4, Reteaching Set D
			9780328278626	334B, 335B	Topic 15 Interactive Learning, Topic 15 Intervention
(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:	(C) use reflections to verify that a shape has symmetry.	>>>>	9780328272778	334-335, 341	Lesson 15-5, Reteaching Set E
			9780328278626	336B, 337B	Topic 15 Interactive Learning, Topic 15 Intervention

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line. The student is expected to:	(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.	(1) locate and name points on a number line using whole numbers	9780328272778	4-5, 10-12	Example across top of pages, Another Example and Exercises 17-20
			9780328278480	10B	Topic 1 Interactive Learning
(4.10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line. The student is expected to:	(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.	(2) locate and name points on a number line using fractions such as halves and fourths	9780328272778	286-288, 290-291, 292-293	Lesson 13-1, Lesson 13-2, Lesson 13-3
			9780328278602	288B, 292B	Topic 13 Interactive Learning, Topic 13 Interactive Learning
(4.10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line. The student is expected to:	(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.	(3) locate and name points on a number line using decimals such as tenths	9780328272778	286-288, 290-291, 292-293	Lesson 13-1, Lesson 13-2, Lesson 13-3
			9780328278602	288B	Topic 13 Interactive Learning

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ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(1) estimate to determine length (including perimeter), using standard units SI (metric)	9780328272778	346-347, 348-350, 364	Lesson 16-2, Lesson 16-3, Reteaching Set B
			9780328278633	348B, 349B	Topic 16 Interactive Learning, Topic 16 Intervention
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(2) estimate to determine area using standard units SI (metric)	9780328272778	354, 355-356	Another Way in right column, Exercises 2 and 8-13
			9780328278633	354B, 357B	Topic 16 Interactive Learning, Topic 16 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(3) estimate to determine capacity using standard units SI (metric)	9780328272778	378-379, 390	Lesson 17-5, Reteaching Set E
			9780328278640	378B	Topic 17 Interactive Learning
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(4) estimate to determine weight/mass using standard units SI (metric)	9780328272778	382-383, 391	Lesson 17-7, Reteaching Set G
			9780328278640	382B, 383B	Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(5) estimate to determine length (including perimeter) using customary units;	9780328272778	344-345, 348-350, 364	Lesson 16-1, Lesson 16-3, Reteaching Set A
			9780328278633	346B, 347B	Topic 16 Interactive Learning, Topic 16 Intervention
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(6) estimate to determine area using customary units;	9780328272778	354-356	Lesson 16-5
			9780328278633	357B	Topic 16 Intervention
			9780328278640	372B, 373B	Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(7) estimate to determine capacity using customary units;	9780328272778	376-377, 389	Lesson 17-4, Reteaching Set D
			9780328278640	376B, 377B	Topic 17 Interactive Learning, Topic 17 Intervention
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(8) estimate to determine weight/mass using customary units;	9780328272778	380-381, 390	Lesson 17-6, Reteaching Set F
			9780328278640	380B, 381B	Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(9) use measurement tools to determine length (including perimeter), using standard units SI (metric)	9780328272778	346-347, 349, 352, 364	Lesson 16-2, Exercises 8-10, Exercises 7-8, Reteaching Set B Topic 16 Interactive Learning
			9780328278633	348B	
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(10) use measurement tools to determine area using standard units SI (metric)	9780328272778	352, 355	Exercises 7-8, Exercises 9-10 Topic 16 Interactive Learning, Topic 16 Interactive Learning
			9780328278633	352B, 354B	

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(11) use measurement tools to determine capacity using standard units SI (metric)	9780328272778	378-379, 390	Lesson 17-5, Reteaching Set E
			9780328278640	378B	Topic 17 Interactive Learning
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(12) use measurement tools to determine weight/mass using standard units SI (metric)	9780328272778	382-383	Example across top of pages
			9780328278640	382B, 383B	Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(13) use measurement tools to determine length (including perimeter) using customary units;	9780328272778	344-345, 364	Example across top of pages and Exercises 11-13, Reteaching Set A
			9780328278633	346B, 350B	Topic 16 Interactive Learning, Topic 16 Interactive Learning
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(14) use measurement tools to determine area using customary units;	9780328272778	352-353	Example across top of pages
			9780328278633	352B, 353B	Topic 16 Interactive Learning, Topic 16 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(15) use measurement tools to determine capacity using customary units;	9780328272778	376-377, 389	Lesson 17-4, Reteaching Set D
			9780328278640	377B	Topic 17 Intervention
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	(16) use measurement tools to determine weight/mass using customary units;	9780328272778	380-381, 390	Example across top of pages, Reteaching Set F
			9780328278640	381B	Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;	(1) perform simple conversions between different units of length within the customary measurement system;	9780328272778	394-395, 400-401, 404	Lesson 18-1, Example across top of pages, Reteaching Set A
			9780328278657	394B, 395B	Topic 18 Interactive Learning, Topic 18 Intervention
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;	(2) perform simple conversions between different units of capacity within the customary measurement system;	9780328272778	396-397, 404	Lesson 18-2, Reteaching Set B
			9780328278640	376B, 396B, 397B	Topic 17 Interactive Learning, Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;	(3) perform simple conversions between different units of weight within the customary measurement system;	9780328272778	398-399, 400-401, 405	Lesson 18-3, Independent Practice Exercises 4-7, Reteaching Set C
			9780328278657	398B, 399B	Topic 18 Interactive Learning, Topic 18 Intervention
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(C) use concrete models of standard cubic units to measure volume;	>>>>	9780328272778	370-371	Lesson 17-1
			9780328278640	370B, 371B, 372B, 373B	Topic 17 Interactive Learning, Topic 17 Intervention, Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(D) estimate volume in cubic units; and	>>>>	9780328272778	372-373, 374-375, 388	Independent Practice Exercises 5-7, Independent Practice Exercises 8-10, Reteaching Set B
			9780328278640	372B, 374B	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:	(E) explain the difference between weight and mass.	>>>>	9780328272778	382, 391	Others Examples, Reteaching Set G
			9780328278640	382B, 383B	Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.12) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:	(A) use a thermometer to measure temperature and changes in temperature; and	(1) use a thermometer to measure temperature	9780328272778 9780328278664	416-417, 418-419 416B, 417B, 418B	Lesson 19-3, Lesson 19-4 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning
(4.12) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:	(A) use a thermometer to measure temperature and changes in temperature; and	(2) use a thermometer to measure changes in temperature	9780328272778 9780328278664	416-417, 418-419 416B, 417B, 418B	Lesson 19-3, Lesson 19-4 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning
(4.12) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:	(B) use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.	>>>>	9780328272778 9780328278664	412-414, 424 410B, 412B, 415B	Lesson 19-2, Reteaching Set B Topic 19 Interactive Learning, Topic 19 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation; and	>>>>>	9780328272778	428-429, 430-431	Lesson 20-1, Lesson 20-2
			9780328278671	428B, 429B, 430B	Topic 20 Interactive Learning, Topic 20 Intervention, Topic 20 Interactive Learning
(4.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) interpret bar graphs.	>>>>>	9780328272778	434-435, 436-438, 440-442	Lesson 20-4, Lesson 20-5, Lesson 20-6
			9780328278671	434B, 436B	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(A) identify the mathematics in everyday situations;	>>>>>	9780328272778	186-187, 294-295, 344-345, 348-350, 420-421	Lesson 8-5, Lesson 13-4, Lesson 16-1, Lesson 16-3, Lesson 19-5

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(1) solve problems that incorporate understanding the problem	9780328272778	22-23, 40-41, 168-169, 186-188, 294-295	Lesson 1-7, Lesson 2-5, Lesson 7-7, Lesson 8-5, Lesson 13-4
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(2) solve problems that incorporate making a plan	9780328272778	22-23, 54-56, 142-144, 168-169, 262-263	Lesson 1-7, Lesson 2-10, Lesson 6-5, Lesson 7-7, Lesson 11-7
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(3) solve problems that incorporate carrying out the plan	9780328272778	54-56, 102-104, 168-169, 212-213, 316-317	Lesson 2-10, Lesson 4-5, Lesson 7-7, Lesson 9-6, Lesson 14-7

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(4) solve problems that incorporate evaluating the solution for reasonableness;	9780328272778	76-77, 120-122, 186-188, 276-277, 384-385	Lesson 3-4, Lesson 5-4, Lesson 8-5, Lesson 12-4, Lesson 17-8
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(C) select or develop an appropriate problem-solving plan or 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; and	>>>>	9780328272778	262-263, 276-277, 294-295, 358-359, 420-421	Lesson 11-7, Lesson 12-4, Lesson 13-4, Lesson 16-6, Lesson 19-5
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(D) use tools such as real objects, manipulatives, and technology to solve problems.	>>>>	9780328272778	130-131, 180-181, 198-200, 228-230, 276-277	Lesson 6-1, Lesson 8-3, Lesson 9-1, Lesson 10-4, Lesson 12-4

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
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Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(1) explain observations using objects	9780328272778	180-181, 198-199, 246-248, 250-252, 384-385	Lesson 8-3, Lesson 9-1, Lesson 11-1, Lesson 11-2, Lesson 17-8
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(2) explain observations using words	9780328272778	92-94, 180-181, 198-199, 234-236, 262-263	Lesson 4-1, Lesson 8-3, Lesson 9-1, Lesson 10-6, Lesson 11-7
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(3) explain observations using pictures	9780328272778	92-94, 142-144, 220-222, 234-236, 290-291	Lesson 4-1, Lesson 6-5, Lesson 10-1, Lesson 10-6, Lesson 13-2
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(4) explain observations using numbers	9780328272778	92-94, 198-199, 220-222, 228-230, 246-248	Lesson 4-1, Lesson 9-1, Lesson 10-1, Lesson 10-4, Lesson 11-1

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
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ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(5) explain observations using technology	9780328272778	53, 237, 415	Going Digital, Going Digital, Going Digital
			9780328278527 9780328278541	114B 154B	Topic 5 Interactive Learning, Topic 7 Interactive Learning
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(6) record observations using objects	9780328272778	132-134, 180-181, 228-229, 370-371, 384-385	Lesson 6-2, Lesson 8-3, Lesson 10-4, Lesson 17-1, Lesson 17-8
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(7) record observations using words	9780328272778	180-181, 270-271, 274-275, 306-307, 384-385	Lesson 8-3, Lesson 12-1, Lesson 12-3, Lesson 14-3, Lesson 17-8
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(8) record observations using pictures	9780328272778	92-94, 130-131, 142-144, 220-222, 294-295	Lesson 4-1, Lesson 6-1, Lesson 6-5, Lesson 10-1, Lesson 13-4

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.16. Mathematics, Grade 4.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman - Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272778				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(9) record observations using numbers	9780328272778	92-94, 130-131, 180-181, 258-259, 270-271	Lesson 4-1, Lesson 6-1, Lesson 8-3, Lesson 11-5, Lesson 12-1
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(10) record observations using technology	9780328272778 9780328278527 9780328278541	145, 189, 237 114B 154B	Going Digital, Going Digital, Going Digital Topic 5 Interactive Learning Topic 7 Interactive Learning
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(B) relate informal language to mathematical language and symbols.	(1) relate informal language to mathematical language	9780328272778	54-56, 84-85, 102-104, 142-144, 234-235	Lesson 2-10, Lesson 3-8, Lesson 4-5, Lesson 6-5, Lesson 10-6
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:	(B) relate informal language to mathematical language and symbols.	(2) relate informal language to mathematical symbols	9780328272778	54-56, 234-235, 270-271, 272-273, 274-275	Lesson 2-10, Lesson 10-6, Lesson 12-1, Lesson 12-2, Lesson 12-3

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(4.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(A) make generalizations from patterns or sets of examples and nonexamples; and	>>>>	9780328272778	306-307, 310-311, 316-317, 332-333, 334-335	Lesson 14-3, Lesson 14-5, Lesson 14-7, Lesson 15-4, Lesson 15-5
(4.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(B) justify why an answer is reasonable and explain the solution process.	(1) justify why an answer is reasonable	9780328272778	120-122, 234-235, 276-277, 316-317	Lesson 5-4, Lesson 10-6, Lesson 12-4, Lesson 14-7
			9780328278527	120B	Topic 5 Interactive Learning
(4.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(B) justify why an answer is reasonable and explain the solution process.	(2) explain the solution process	9780328272778	120-122, 234-235, 316-317	Lesson 5-4, Lesson 10-6, Lesson 14-7
			9780328278527	120B	Topic 5 Interactive Learning
			9780328278572	234B	Topic 10 Interactive Learning