



Texas 4th Grade Standards
Excel Math Correlation by Lesson Number

Lesson (Activity) Number	Excel Math Lesson Objective	Texas Essential Knowledge and Skills
L1	Recognizing the thousands, hundreds, tens and ones places; solving multi-step story problems using addition and subtraction; adding 4 four-digit numbers with regrouping and subtracting two three-digit numbers	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C)
L2	Subtracting two three-digit numbers with regrouping	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A)
L3	Recognizing any number less than 1,000	Number, operation, and quantitative reasoning 4.1(A), 4.3 (A)
L4	Solving word problems using deductive reasoning	Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L5	Calculating probability, interpreting pie graphs	Probability and Statistics: 4.13 (A) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L6	Filling in missing numbers in sequences counting by 1, 2, 3, 4, 5, or 10	Number, operation, and quantitative reasoning: 4.3 (A) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L7	Recognizing any number less than 10,000	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A)
L8	Recognizing the symbols and terms < less than, > greater than; arranging 4 four-digit numbers in order from least to greatest and from greatest to least	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A)
L9	Learning change equivalents up to \$1.00 for dimes, nickels and pennies; recognizing coins	Number, operation, and quantitative reasoning: 4.1*(B), 4.3 (A) (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (B)
L10	Determining if there is sufficient information to answer the question; determining what information is needed to answer a question	Underlying Processes and Mathematical Tools 4.14 (A) (B) (C)
L11	Recognizing the dollar symbol and decimal point; recognizing money number words; regrouping with money amounts when adding or subtracting	Number, operation, and quantitative reasoning: 4.1(B), 4.3 (A) (B)



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L12	Learning the multiplication facts with products up through 20 and products with 5 (up to 45), 10 (up to 90), 11 (up to 99) or 12 (up to 48) as a factor; multiplying a one-digit times a two or three-digit number; multiplying money amounts	Number, operation, and quantitative reasoning: 4.4 (A) (B) (C)
L13	Recognizing addition and subtraction fact families; bridging 20 or 30 when adding	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (C)
L14	Filling in a missing number in an equation; determining the value of a letter that has been substituted for a number	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (C)
L15	Recognizing squares, circles, triangles and rectangles; recognizing the numerator and denominator; determining the fractional part of a group of items when modeled or given in words, sometimes including extraneous information or the word “not”	Number, operation, and quantitative reasoning: 4.2 (A) Geometry and Spatial Reasoning: 4.8 (C) Underlying Processes and Mathematical Tools: 4.14 (A)
L16	Learning that the whole is the sum of its parts; learning change equivalents up to \$1.00 for quarters and half-dollars	Number, operation, and quantitative reasoning: 4.1(B), 4.2 *(A)
L17	Computing half of a group; recognizing odd and even numbers less than 100	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B) (C) (E) Underlying Processes and Mathematical Tools: 4.14 (A)
L18	Telling time to the minute; recognizing a quarter past or to the hour, half past the hour; calculating minutes before the hour; learning 60 minutes = 1 hour; calculating elapsed time	Number, operation, and quantitative reasoning: 4.4 (C) Measurement: 4.12 (B) Underlying Processes and Mathematical Tools: 4.14 (A)
L19	Computing the date within one week; learning 7 days = 1 week; learning the abbreviations for days and months	Number, operation, and quantitative reasoning: 4.4 (C) Underlying Processes and Mathematical Tools: 4.14 (A)
L20	Interpreting bar graphs and picture graphs	Probability and Statistics: 4.13 (B)
L21	Learning division facts with dividends up through 20 and dividends with 5 as a factor	Number, operation, and quantitative reasoning: 4.4 (A) (B) (C) (E) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L22	Selecting the correct operation; recognizing numbers greater than 1,000	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A), 4.4 (C) (D) (E)



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L23	Filling in missing numbers in sequences counting by 6, 7, 8, or 9	Number, operation, and quantitative reasoning: 4.4 (C) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L24	Learning multiplication facts with products up to 30; recognizing multiplication and division fact families; learning the terminology for multiplication and division	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (A) (B) (C)
L25	Completing patterns in a chart	Number, operation, and quantitative reasoning: 4.4 *(A) (D) Patterns, Relationships, Algebraic Thinking 4.6 (A)
L26	Solving word problems using mental multiplication of coins; calculating change using the least number of coins	Number, operation, and quantitative reasoning: 4.1(B), 4.3 (B) Underlying Processes and Mathematical Tools: 4.14 (A)
L27	Dividing a one-digit divisor into a two-digit dividend with a two-digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B)
L28	Dividing a one-digit divisor into a three-digit dividend with a three digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B)
L29	Estimating standard measurements	Measurement: 4.11 (A)
L30	Recognizing lines of symmetry; reading measuring devices	Geometry and Spatial Reasoning 4.9 (C) Measurement: 4.11 (A) (B), 4.12 (A)
L31	Solving word problems involving multiplication and division	Number, operation, and quantitative reasoning: 4.4 (C) (D) (E) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C)
L32	Multiplying with a two-digit multiplier without a zero in the ones place in the multiplier and without regrouping	Number, operation, and quantitative reasoning: 4.4 (B)
L33	Learning division facts with remainders with dividends up through 20; solving word problems involving division with remainders	Number, operation, and quantitative reasoning: 4.4 (B) (E) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B)
L34	Filling in missing numbers in equations with parentheses; learning the order of operations when solving an equation; replacing letters with numbers in an equation	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (B) (D)



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L35	Changing a number sentence from \neq to $=$; finding the value of an unknown by performing the same operation on both sides of an equation	Number, operation, and quantitative reasoning: 4.3 (A)
L36	Subtracting four-digit numbers; learning multiplication facts with products to 50	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A), 4.4 (A) (B) (C)
L37	Measuring line segments to the nearest half inch, quarter inch and half centimeter; learning the equivalents for feet, inches and yards	Measurement: 4.11 (A) (B)
L38	Learning the terminology of parallel, intersecting and perpendicular	Geometry and Spatial Reasoning: 4.8 (B)
L39	Learning the terminology of plane figure, polygon, quadrilateral, parallelogram, and diagonal	Geometry and Spatial Reasoning: 4.8 (B) (C)
L40	Recognizing three-dimensional figures - sphere, cube, cone, cylinder, rectangular, square and triangular pyramid and rectangular prism; learning the terminology of flat and curved faces, vertices and edges	Geometry and Spatial Reasoning: 4.8 (C)
L41	Solving word problems using reasoning	Number, operation, and quantitative reasoning: 4.3 (A) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L42	Dividing a one-digit divisor into a three-digit dividend with a two-digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B)
L43	Continued - Dividing a one-digit divisor into a three-digit dividend with a two-digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B)
L44	Using Venn Diagrams to understand the union and intersection of sets	Patterns, Relationships, Algebraic Thinking: 4.7 (A)
L45	Rounding to the nearest ten; estimating range for an answer; estimating the answers for addition, subtraction and multiplication word problems using rounding	Number, operation, and quantitative reasoning: 4.5 (A) (B) Geometry and Spatial Reasoning: 4.10 (A)
L46	Recognizing ordinal number words up to 100	Number, operation, and quantitative reasoning: 4.4 (C) Underlying Processes and Mathematical Tools: 4.14 (A)



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L47	Multiplying two two-digit numbers when there is a zero in the ones place in the multiplier, no regrouping	Number, operation, and quantitative reasoning: 4.4 (B) (C) Patterns, Relationships, Algebraic Thinking: 4.6 (A) (B)
L48	Filling in missing numbers in sequences involving three-digit numbers	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (C)
L49	Learning multiplication facts with products to 81; learning division facts with dividends to 30 and dividends that are multiples of 10 (to 90), 11 (to 99) or 12 (to 48)	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (A) (B) (C)
L50	Recognizing numbers less than a million given in words, expanded notation or place value	Number, operation, and quantitative reasoning: 4.4 (A)
L51	Recognizing multiples	Number, operation, and quantitative reasoning: 4.4 (C) (D) Underlying Processes and Mathematical Tools: 4.14 (A)
L52	Dividing a one-digit divisor into a three-digit dividend with a two-digit quotient, with regrouping and remainders	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B) (C)
L53	Continuing to divide a one-digit divisor into a three-digit dividend with a two-digit quotient, with regrouping and remainders	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B) (C)
L54	Computing $\frac{1}{2}$ to $\frac{1}{9}$ of a group	Number, operation, and quantitative reasoning: 4.4 (B) (E) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
L55	Rounding to the nearest hundred or thousand; using rounding in order to estimate; rounding to the nearest dollar	Number, operation, and quantitative reasoning: 4.5 (A) Geometry and Spatial Reasoning: 4.10 (A)
L56	Calculating ratios of 2 to 1 and 3 to 1	Number, operation, and quantitative reasoning: 4.4 (D) Patterns, Relationships, Algebraic Thinking: 4.6 (A), 4.7 (A) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L57	Calculating elapsed time (hours) involving AM and PM	Measurement: 4.12 (B) Underlying Processes and Mathematical Tools: 4.14 (A)



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L58	Recognizing patterns; learning the terminology of pentagon, hexagon, and octagon; determining figures that do or do not belong in a set	Geometry and Spatial Reasoning: 4.8 (C)
L59	Dividing a two-digit divisor into a dividend less than 100, no remainders	Number, operation, and quantitative reasoning: 4.4 (B) (C)
L60	Recognizing when figures are similar or congruent; recognizing flips, turns and slides	Geometry and Spatial Reasoning: 4.9 (A) (B) *(C)
L61	Recognizing sets of odd and even numbers; dividing money by a one-digit divisor	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (C)
L62	Multiplying two two-digit numbers, regrouping only with the ones or the tens place	Number, operation, and quantitative reasoning 4.4 (B) (C)
L63	Learning measurement equivalents for meters, kilometers, kilograms, dozen; converting 2 feet 3 inches to 27 inches; determining the measurement that is longer or shorter or heavier or lighter	Number, operation, and quantitative reasoning: 4.4 (D) Measurement: 4.11 (B)
L64	Calculating perimeters; learning length abbreviations	Measurement: 4.11 (A) (B)
L65	Determining coordinate points	
L66	Learning the equivalent for one year in weeks and the number of days in each month	Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L67	Adding and subtracting fractions	Number, operation, and quantitative reasoning: 4.2 (A) (B)
L68	Calculating the area of a rectangle	Number, operation, and quantitative reasoning: 4.4 (D) Measurement: 4.11 (A)
L69	Estimating answers to word problems rounding to the nearest hundred or thousand; using rounding to establish a range	Number, operation, and quantitative reasoning: 4.5 (A) (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C)
L70	Learning division facts with remainders with dividends up to 30 and dividends with 5 as a factor; measuring angles; learning the sum of the angles for a rectangle and a triangle	Geometry and Spatial Reasoning: 4.8 (A) (B)
L71	Recognizing the parts of a circle	Number, operation, and quantitative reasoning: 4.4 (C) Geometry and Spatial Reasoning: 4.8 (C)



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L72	Selecting the correct equation; learning about the Commutative Property of Addition and of Multiplication	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L73	Learning division facts with dividends up through 50; learning multiplication facts with products up through 81 and products less than 100 with 12 as a factor; converting measurements using division	Number, operation, and quantitative reasoning: 4.4 (B) (C) Measurement: 4.11 (B)
L74	Recognizing true and not true number sentences; selecting the correct symbol for a number sentence	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (D)
L75	Determining equivalent fractions using models or money	Number, operation, and quantitative reasoning 4.1(B), 4.2 (A) (C)
L76	Adding and subtracting fractions with like denominators	Number, operation, and quantitative reasoning: 4.4 (C)
L77	Solving word problems by listing possibilities	Number, operation, and quantitative reasoning: 4.4 (C) Probability and Statistics: 4.13 (A) Underlying Processes and Mathematical Tools: 4.14 (A)
L78	Recognizing right, obtuse and acute angles	Number, operation, and quantitative reasoning: 4.4 (C) Geometry and Spatial Reasoning: 4.8 (A)
L79	Comparing fractions	Number, operation, and quantitative reasoning: 4.2 (C)
L80	Interpreting information given in a line graph	Number, operation, and quantitative reasoning: 4.3 (A)
L81	Adding and subtracting mixed numbers	Number, operation, and quantitative reasoning: 4.2 (B), 4.4 (C)
L82	Dividing a one-digit divisor into a four-digit dividend with a three-digit quotient	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B)
L83	Continued - Dividing a one-digit divisor into a four-digit dividend with a three-digit quotient	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (B)
L84	Multiplying two two-digit numbers, regrouping twice	Number, operation, and quantitative reasoning: 4.4 (A) (C), 4.4 (B) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L85	Recognizing tenths and hundredths places; recognizing decimal number words	Number, operation, and quantitative reasoning: 4.1(B), 4.2 (D)



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L86	Adding and subtracting decimal numbers	Number, operation, and quantitative reasoning: 4.1(B), 4.3 (B)
L87	Learning division facts with dividends up to 81 and dividends less than 100 with 12 as a factor; using trial and error to replace letters with numbers in an equation; learning the equivalents of gallons, pounds, tons	Number, operation, and quantitative reasoning: 4.4 (A) (B) (C) Patterns, Relationships, Algebraic Thinking: 4.6 (A) Measurement: 4.11 (B)
L88	Changing an improper fraction to a mixed number	Number, operation, and quantitative reasoning: 4.2 (A) (B) (C)
L89	Dividing with a two-digit divisor and a dividend less than 100 with remainders	Number, operation, and quantitative reasoning: 4.4 (A) (B) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L90	Determining the question, given the information and the answer; learning the equivalent for one year in days; estimating which answer is most reasonable	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (D), 4.5 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C)
L91	Determining the lowest common multiple; learning the multiplication facts with products with 11 (up to 121) and 12 (up to 144) as a factor; learning division facts with remainders with dividends to 50	Number, operation, and quantitative reasoning: 4.4 (C) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L92	Calculating distance, time and speed in word problems	Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
L93	Determining factors	Number, operation, and quantitative reasoning: 4.4 (A) (C) (D)
L94	Determining prime numbers and prime factors	Number, operation, and quantitative reasoning: 4.4 (A) (D)
L95	Calculating the volume of a rectangular prism with one or more layers of cubes; determining the improper fraction with the greatest or least value in a set of fractions	Geometry and Spatial Reasoning 4.8 (C) Measurement: 4.11 (C) (D)
L96	Solving word problems involving area and perimeter; calculating the diameter, given the radius	Geometry and Spatial Reasoning 4.8 (C) Measurement: 4.11 (A)
L97	Measuring vertical or horizontal lines by subtracting x or y-coordinates	
L98	Recognizing equilateral, isosceles and scalene triangles	Number, operation, and quantitative reasoning: 4.4 (C) Geometry and Spatial Reasoning: 4.8 (A) (C)
L99	Calculating equivalent fractions using multiplication	Number, operation, and quantitative reasoning: 4.2 (A), 4.4 (D)



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L100	Comparing decimal numbers in true and not true statements and in less than and greater than problems	Number, operation, and quantitative reasoning: 4.1(B), 4.2 (D)
L101	Recognizing the pattern in a sequence of figures or pattern of shading	Geometry and Spatial Reasoning: 4.8 (C)
L102	Recognizing numbers up through trillions; recognizing three-digit odd and even numbers	Number, operation, and quantitative reasoning: 4.1(A), 4.4 (C)
L103	Filling in missing numbers in sequences counting by 11 or 12	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A), 4.4 (C)
L104	Rounding to the nearest whole number	Number, operation, and quantitative reasoning: 4.3 (B), 4.5 (A) (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
L105	Calculating the volume of a rectangular prism using the formula $L \times W \times H$; putting decimal numbers in order from least to greatest and greatest to least	Number, operation, and quantitative reasoning: 4.1(B), 4.4 (D) Geometry and Spatial Reasoning: 4.10 *(A) Measurement 4.11: (A) (C) (D)
L106	Determining the greatest common factor	Number, operation, and quantitative reasoning: 4.4 (A)
L107	Dividing decimal numbers by a whole number	
L108	Learning the Distributive Property of Multiplication and the Associative Property of Multiplication and Addition	Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L109	Dividing dollars by dollars	Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L110	Calculating equivalent fractions using division	Number, operation, and quantitative reasoning: 4.2 (A), 4.4 (D) (E)
L111	Calculating elapsed time in minutes across the 12 on a clock	Measurement: 4.12 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
L112	Converting improper fractions as part of mixed numbers	Number, operation, and quantitative reasoning: 4.2 (B)
L113	Filling in missing numbers in sequences counting by varying amounts	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A)
L114	Selecting the fraction that best represents a shaded region	Number, operation, and quantitative reasoning: 4.2 (A)(C)
L115	Calculating a decimal answer in division problems when zeroes need to be added to the right of the dividend	Patterns, Relationships, Algebraic Thinking: 4.6 (B)



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L116	Multiplying a three-digit number by a two-digit number; multiplying money amounts with a two-digit multiplier	
L117	Filling in missing numbers in a sequence of decimal numbers	Number, operation, and quantitative reasoning: 4.1(B), 4.3 (A)
L118	Converting mixed numbers to decimal numbers by setting up equivalent fractions	Number, operation, and quantitative reasoning: 4.2 (A) (B) (C) (D)
L119	Comparing two or more sets of data using bar or line graphs	Probability and Statistics: 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L120	Calculating area and perimeter given coordinates on a coordinate grid	Measurement: 4.11 (A)
L121	Reading maps drawn to scale	Number, operation, and quantitative reasoning: 4.4 (D) Measurement: 4.11 (A) (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
L122	Calculating averages	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (D) (E) Measurement: 4.11 (E) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
L123	Learning the abbreviations for quarts, gallons, kilograms, grams, pounds and ounces; continued - Calculating averages	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (D) (E) Measurement: 4.11 (B) (E) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
L124	Learning the equivalent for one year in days; learning about leap year	Number, operation, and quantitative reasoning: 4.4 (E) Measurement: 4.11 (B)
L125	Comparing fractions in less than and greater than problems and in true and not true number sentences by setting up equivalent fractions	Number, operation, and quantitative reasoning: 4.2 (C)
L126	Recognizing Roman Numerals I, V, X, L, C, D, M	Number, operation, and quantitative reasoning: 4.1(A), 4.3 (A)
L127	Converting fractions to percent by setting up equivalent fractions	Number, operation, and quantitative reasoning: 4.2 (A)
L128	Continued - Converting fractions to percent by setting up equivalent fractions	Number, operation, and quantitative reasoning: 4.2 (A)



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L129	Estimating answers to problems involving nine-digit numbers	Number, operation, and quantitative reasoning: 4.4 (C), 4.5 (A) (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C)
L130	Determining if coordinate points are on a given line	
L131	Recognizing the thousandth place; rounding decimal numbers to the nearest tenth or hundredth	Number, operation, and quantitative reasoning: 4.1(B), 4.4 (C)
L132	Associating the 360 degrees in a circle with one-quarter, one-half, three-quarter and full turns	Number, operation, and quantitative reasoning: 4.4 (C) Geometry and Spatial Reasoning: 4.8 (A) (C)
L133	Comparing positive and negative numbers	Number, operation, and quantitative reasoning: 4.1(A) Geometry and Spatial Reasoning: 4.10 (A)
L134	Determining the equation that represents a problem and the one that solves the problem	Number, operation, and quantitative reasoning: 4.4 (D)
L135	Determining if a number, greater than 20, is a prime number	Number, operation, and quantitative reasoning 4.1(A), 4.4 (A) (D)
L136	Selecting the percent that represents a shaded region	
L137	Selecting the decimal that represents a shaded region	Number, operation, and quantitative reasoning: 4.2 (D), 4.4 (C)
L138	Dividing a two-digit divisor into a three-digit dividend with a two-digit quotient	Number, operation, and quantitative reasoning: 4.4 (E)
L139	Calculating cost per unit	Number, operation, and quantitative reasoning: 4.4 (E) Patterns, Relationships, Algebraic Thinking: 4.7 (A) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C)
L140	Determining negative numbers using coordinate points	
L141	Computing products involving two decimal numbers	Number, operation, and quantitative reasoning: 4.1(B), 4.4 (C)
L142	Continued - Computing products involving two decimal numbers	Number, operation, and quantitative reasoning: 4.1(B)
L143	Solving word problems involving percent	Number, operation, and quantitative reasoning: 4.4 (D) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)



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L144	Learning the terminology of rhombus and trapezoid	Number, operation, and quantitative reasoning: 4.1(A) (B) Geometry and Spatial Reasoning: 4.8 (C)
L145	Arranging fractions, decimals, and mixed numbers on a number line	Number, operation, and quantitative reasoning: 4.2 (C), 4.2 (D) Geometry and Spatial Reasoning: 4.10 (A)
L146	Multiplying a three-digit number times a three-digit number	Number, operation, and quantitative reasoning: 4.4 (B)
L147	Calculating the area of a parallelogram	Measurement: 4.11 (A)
L148	Converting fractions to decimals using division	Number, operation, and quantitative reasoning: 4.2 (D)
L149	Calculating the surface area of a rectangular prism	Measurement: 4.11 (A)
L150	Calculating the mean, mode and median	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (E)
L151	Dividing a two-digit divisor into a three-digit dividend with a one-digit quotient	Number, operation, and quantitative reasoning: 4.4 (A) (B) Patterns, Relationships, Algebraic Thinking: 4.6 (A)
L152	Determining the rule that creates a pattern	Patterns, Relationships, Algebraic Thinking: 4.6 (A), 4.7 (A)
L153	Multiplying fractions	
L154	Multiplying fractions and whole numbers	Number, operation, and quantitative reasoning: 4.2 (B)
L155	Calculating the area of a triangle	Number, operation, and quantitative reasoning: 4.4 (D) Measurement: 4.11 (A)
Graphing 1	Recording & Interpreting	Probability and Statistics 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Graphing 2	Bar & Line Graphs	Probability and Statistics: 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Graphing 3	Line Graphs	Probability and Statistics: 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Graphing 4	Interpreting Line Graphs	Probability and Statistics: 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Graphing 5	Interpreting Line Graphs	Probability and Statistics: 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)



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Graphing 6	Pie Graphs	Probability and Statistics: 4.13 (B) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Activity 1	Listing Possibilities	Probability and Statistics: 4.13 (A) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D), 4.15 (A) (B), 4.16 (A) (B)
Activity 2	Asking Questions	Probability and Statistics: 4.13 (A) Underlying Processes and Mathematical Tools: 4.15 (A) (B), 4.16 (A) (B)
Activity 3	Arranging Figures	Geometry and Spatial Reasoning: 4.8 (C)
Activity 4	Creating Squares	Geometry and Spatial Reasoning: 4.8 (C)
Activity 5	Coordinate Points	
Activity 6	Advertising Information	
Activity 7	Perimeter & Area	Measurement: 4.11 (A)
Activity 8	Word Problems	Number, operation, and quantitative reasoning: 4.3 (A), 4.4 (D) (E) Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Activity 9	Strength of Figures	Geometry and Spatial Reasoning: 4.8 (C)
Activity 10	Pieces on a Grid	Geometry and Spatial Reasoning: 4.8 (C)
Activity 11	Questions from a Story	Underlying Processes and Mathematical Tools: 4.14 (A) (B) (C) (D)
Activity 12	Number Lines	Geometry and Spatial Reasoning: 4.10 (A)



Texas Essential Knowledge and Skills (w/ STARR updates)	<i>Excel Math</i> Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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<h2 style="margin: 0;">REPORTING CATEGORY 1</h2> <h3 style="margin: 0;">NUMBER, OPERATION, QUANTITATIVE REASONING</h3>
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(4.1) The student uses place value to represent whole numbers and decimals.		
(A) Use place value to read, write, compare, and order whole numbers through 999,999,999; and SS	1, 2, 3, 7, 8, 17, 22, 27, 28, 36, 42, 43, 48, 52, 53, 61, 74, 82, 83, 102, 103, 113, 126, 133, 135, 145 Ordinals: 46	8, 13, 17, 21, 63, 68, 90, 105, 113, 122
(B) Use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models. RS	*9, 11, 16, 26, 75, 85, 86, 100, 105, 117, 131, 141, 142, 145	30, 146
(4.2) The student describes and compares fractional parts of whole objects or sets of objects.		
(A) Use concrete objects and pictorial models to generate equivalent fractions; SS	15, *16, 67, 75, 88, 99, 110, 114, 118, 127, 128	
(B) Model fraction quantities greater than one using concrete objects and pictorial models; SS	67, 81, 88, 112, 118, 154	
(C) Compare and order fractions using concrete objects and pictorial models; and SS	75, 79, 88, 114, 118, 125, 145 Add / Sub: 67, 76, 81 Multiply: 153, 154	
(D) Relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models. RS	85, 100, 118, 137, 145, 148 Percent: 127, 128, 136, 143	
(4.3) The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.		
(A) Use addition and subtraction to solve problems involving whole numbers; and SS	1, 2, 3, 6, 7, 8, 9, 11, 13, 14, 22, 24, 34, 35, 36, 41, 49, 72, 80, 90, 103, 113, 117, 122, 123, 126, 150	3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 22, 25, 26, 28, 29, 30, 31, 33, 35, 39, 43, 47, 48, 52, 56, 62, 69, 72, 75, 76, 77, 80, 87, 89, 90, 92, 93, 95, 102, 105, 106, 113, 115, 116, 122, 124, 126, 128, 129, 130, 132, 133, 136, 137, 138, 142, 143, 145, 147, 148, 151, 155 Activity 8
(B) Add and subtract decimals to the hundredths place using concrete objects and pictorial models. SS	9, 11, 26, 86, 104 Multiply / Divide: 61, 107, 109, 115, 116, 139, 141, 142, 148	83, 91, 101, 103, 111, 114, 146

*Gives opportunity to teach specific State Standard



Texas 4th Grade STARR (TEKS)/ Excel Math Correlation

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Texas Essential Knowledge and Skills (w/ STARR updates)	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
(4.4) The student multiplies and divides to solve meaningful problems involving whole numbers.		
(A) Model factors and products using arrays and area models; SS	12, 21, 24, *25, 36, 49, 50, 84, 87, 89, 93, 94, 106, 135, 151 Multiples: 51, 91	
(B) Represent multiplication and division situations in picture, word, and number form; SS	12, 17, 21, 24, 27, 28, 32, 33, 34, 36, 42, 43, 47, 49, 52, 53, 54, 59, 62, 72, 73, 82, 83, 84, 87, 89, 146, 151	
(C) Recall and apply multiplication facts through 12 x 12; SS	12, 13, 14, 17, 18, 19, 21, 22, 23, 24, 31, 36, 46, 47, 48, 49, 51, 52, 53, 59, 61, 62, 71, 73, 76, 77, 78, 81, 84, 87, 91, 93, 98, 102, 103, 129, 131, 132, 137, 141 Division Facts: 26, 29, 31, 46, 48, 49, 51, 52, 56, 59, 61, 62, 66, 71, 73, 74, 76, 77, 78, 79, 81, 84, 87, 89, 91, 92, 93, 94, 96, 98, 101, 102, 103, 108, 112, 114, 115, 117, 124, 129, 131, 132, 136, 137, 138, 141, 142	16
(D) Use multiplication to solve problems (no more than two digits times two digits without technology); and RS	22, 25, 31, 34, 51, 56, 63, 68, 74, 90, 93, 94, 99, 105, 109, 121, 122, 123, 134, 135, 143, 155	14, 15, 16, 19, 22, 27, 29, 31, 41, 45, 56, 67, 69, 71, 79, 80, 89, 93, 96, 104, 109, 114, 115, 117, 118, 125, 129, 132, 135, 137, 142, 148, 150, 155 Activity 8
(E) Use division to solve problems (no more than one-digit divisors and three-digit dividends without technology). RS	17, 21, 22, 31, 33, 54, 109, 122, 123, 124, 138, 139, 150	27, 31, 39, 41, 55, 59, 69, 75, 89, 99, 104, 109, 115, 117, 121, 148, 150, 153 Activity 8
(4.5) The student estimates to determine reasonable results.		
(A) Round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; SS	45, 55, 69, 104, 129 Decimals: 131	
(B) Use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems. SS	45, 69, 90, 104, 129 Averages, Mean, Median, Mode: 122, 123, 150	6, 7, 8, 11, 14, 21, 31, 39, 45, 56, 75, 80, 89, 99, 109, 132

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Texas Essential Knowledge and Skills (w/ STARR updates)	<i>Excel Math</i> Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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REPORTING CATEGORY 2

PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING

(4.6) The student uses patterns in multiplication and division.

(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 SS	6, 21, 23, 25, 47, 56, 84, 87, 89, 91, 108, 151, 152 Non-number pattern: 58, 101	16, 67, 118 Non-number pattern: 60
(B) Use patterns to multiply by 10 and 100. SS	47, 115	

(4.7) The student uses organizational structures to analyze and describe patterns and relationships.

(A) Describe the relationship between two sets of related data such as ordered pairs in a table. RS	44, 56, 139, 152 Line Equations / unknowns: 14, 22, 34, 35, 74, 87, 108, 134, 152	12, 35, 43, 62, 71, 79, 97, 112, 121, 124, 145, 151 Equations / unknowns: 9, 15, 19, 20, 28, 31, 39, 45, 52, 56, 75, 80, 89, 93, 99, 104, 109, 128, 129, 143
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REPORTING CATEGORY 3

GEOMETRY AND SPATIAL REASONING

(4.8) The student identifies and describes attributes of geometric figures using formal geometric language.

(A) Identify and describe right, acute, and obtuse angles; SS	70, 78, 98, 132	
(B) Identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and SS	38, 39, 70 Intersecting sets: 44	
(C) Use essential attributes to define two- and three-dimensional geometric figures. RS	15, 39, 40, 58, 71, 95, 96, 98, 101, 132, 144	4, 24, 32, 44, 53, 58, 60, 65, 66, 78, 82, 94, 100, 107, 110, 119, 123, 131, 140, 141 Activity 3, 4, 9, 10

(4.9) The student connects transformations to congruence and symmetry.

(A) <i>Demonstrate translations, reflections, and rotations using concrete models;</i> NSR	60	*24, 36, *94, *110, 140, 141
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Texas Essential Knowledge and Skills (w/ STARR updates)	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
(B) Use translations, reflections, and rotations to verify that two shapes are congruent; and RS	60	*32, *65, *94, *110
(C) Use reflections to verify that a shape has symmetry. SS	30, *60	*32, *53, *94, *110
(4.10) The student recognizes the connection between numbers and their properties and points on a line.		
(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths. RS	45, 55, *105, 133, 145 Coordinate Points: 65, 97, 120, 130, 140	Activity 12 Coordinate Points: Activity 5
REPORTING CATEGORY 4		
MEASUREMENT		
(4.11) 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.		
(A) Estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary; RS	29, 30, 37, 64, 68, 96, 105, 120, 121, 147, 149, 155 Distance / Speed: 92	23, 49, 76, 87, 95, 118, 125, 133, 134, 135, 137, 139, 144, 149, 150, 154 Activity 7 Distance: 35, 117, 130, 138
(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; SS	30, 37, 63, 64, 73, 87, 121, 123, 124	118
(C) Use concrete models of standard cubic units to measure volume; SS	95, 105	
(D) Estimate volume in cubic units; and SS	95, 105	
(E) Explain the difference between weight and mass. SS	122, 123	*23, 49, *76, *87, *95, *133, *134, *144, *154
(4.12) The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).		
(A) Use a thermometer to measure temperature and changes in temperature; SS	30	
(B) Use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time. SS	18, 57, 111 Days / Months: 19, 66, 90, 124	1, 54, 70, 148 Days / Months: 10, 18, 43

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REPORTING CATEGORY 5

PROBABILITY AND STATISTICS

(4.13) The student solves problems by collecting, organizing, displaying, and interpreting sets of data.		
(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; SS	5, 77	85, 121, 141, 155 Activity 1, 2
(B) Interpret bar graphs. RS	20, 119 Circle Graph: 5 Line Graph: 80	Graphing Activity: 1, 2, 3, 4, 5, 6

UNDERLYING PROCESSES AND MATHEMATICAL TOOLS

(4.14) The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.		
(A) Identify the mathematics in everyday situations;	1, 4, 5, 9, 10, 15, 17, 18, 19, 26, 31, 33, 41, 46, 51, 54, 56, 57, 66, 69, 72, 77, 90, 92, 104, 109, 111, 119, 121, 122, 123, 129, 139, 143	1, 2, 5, 10, 12, 14, 16, 18, 22, 23, 27, 33, 34, 35, 37, 38, 40, 41, 42, 43, 46, 47, 48, 50, 51, 54, 55, 57, 59, 61, 62, 64, 71, 72, 73, 74, 76, 77, 81, 83, 84, 86, 88, 91, 97, 98, 101, 103, 108, 111, 112, 114, 115, 116, 117, 118, 120, 124, 125, 127, 130, 133, 136, 138, 139, 144, 147, 148, 153, 154, 155 Graphing Activity: 1, 2, 3, 4, 5, 6 Activity 1, 8, 11
(B) Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	1, 4, 5, 9, 10, 31, 33, 41, 54, 56, 66, 69, 72, 90, 92, 104, 109, 111, 119, 121, 122, 123, 129, 139, 143	1, 2, 5, 10, 12, 14, 16, 18, 22, 23, 27, 33, 34, 35, 37, 38, 40, 41, 42, 43, 46, 47, 48, 50, 51, 54, 55, 57, 59, 61, 62, 64, 71, 72, 73, 74, 76, 77, 81, 83, 84, 86, 88, 91, 97, 98, 101, 103, 108, 111, 112, 114, 115, 116, 117, 118, 120, 124, 125, 127, 130, 133, 136, 138, 139, 144, 147, 148, 152, 153, 154, 155 Graphing Activity: 1, 2, 3, 4, 5, 6 Activity 1, 8, 11

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(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;	1, 4, 5, 9, 10, 31, 33, 41, 54, 56, 66, 69, 72, 90, 92, 104, 109, 111, 119, 121, 122, 123, 129, 139, 143	1, 2, 5, 10, 12, 14, 16, 18, 22, 23, 27, 33, 34, 35, 37, 38, 40, 41, 42, 43, 46, 47, 48, 50, 51, 54, 55, 57, 59, 61, 62, 64, 71, 72, 73, 74, 76, 77, 81, 83, 84, 86, 88, 91, 97, 98, 101, 103, 108, 111, 112, 114, 115, 116, 117, 118, 120, 124, 125, 127, 130, 133, 136, 138, 139, 144, 147, 148, 152, 153, 154, 155 Graphing Activity: 1, 2, 3, 4, 5, 6 Activity 1, 8, 11
(D) Use tools such as real objects, manipulatives, and technology to solve problems.	4, 5, 9, 33, 41, 54, 56, 66, 72, 92, 104, 109, 111, 119, 121, 122, 123, 143	1, 2, 10, 12, 14, 16, 18, 22, 23, 27, 33, 37, 38, 41, 43, 47, 54, 59, 61, 62, 71, 72, 76, 81, 83, 86, 91, 97, 101, 103, 111, 112, 114, 115, 116, 117, 118, 124, 125, 133, 139, 144, 147, 148, 153, 154, 155 Graphing Activity: 1, 2, 3, 4, 5, 6 Activity 1, 8, 11
(4.15) The student communicates about Grade 4 mathematics using informal language.		
(A) Explain and record observations using objects, words, pictures, numbers, and technology; and	4, 5, 33, 41, 56, 66, 72, 109, 119, 121	2, 10, 12, 18, 23, 34, 43, 62, 86, 97, 112, 124, 154 Activity 1, 2
(B) Relate informal language to mathematical language and symbols.	4, 5, 10, 33, 41, 56, 66, 72, 109, 119, 121	2, 10, 12, 18, 23, 34, 43, 62, 86, 97, 112, 124, 154 Activity 1, 2
(4.16) The student uses logical reasoning.		
(A) Make generalizations from patterns or sets of examples and non-examples; and	4, 5, 41, 56, 66, 72, 109, 119, 121	10, 12, 16, 18, 38, 43, 62, 86, 97, 112, 124, 154 Activity 1, 2
(B) Justify why an answer is reasonable and explain the solution process.	4, 5, 41, 56, 66, 72, 109, 119, 121	10, 12, 16, 18, 38, 43, 62, 86, 97, 112, 124, 154 Activity 1, 2

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