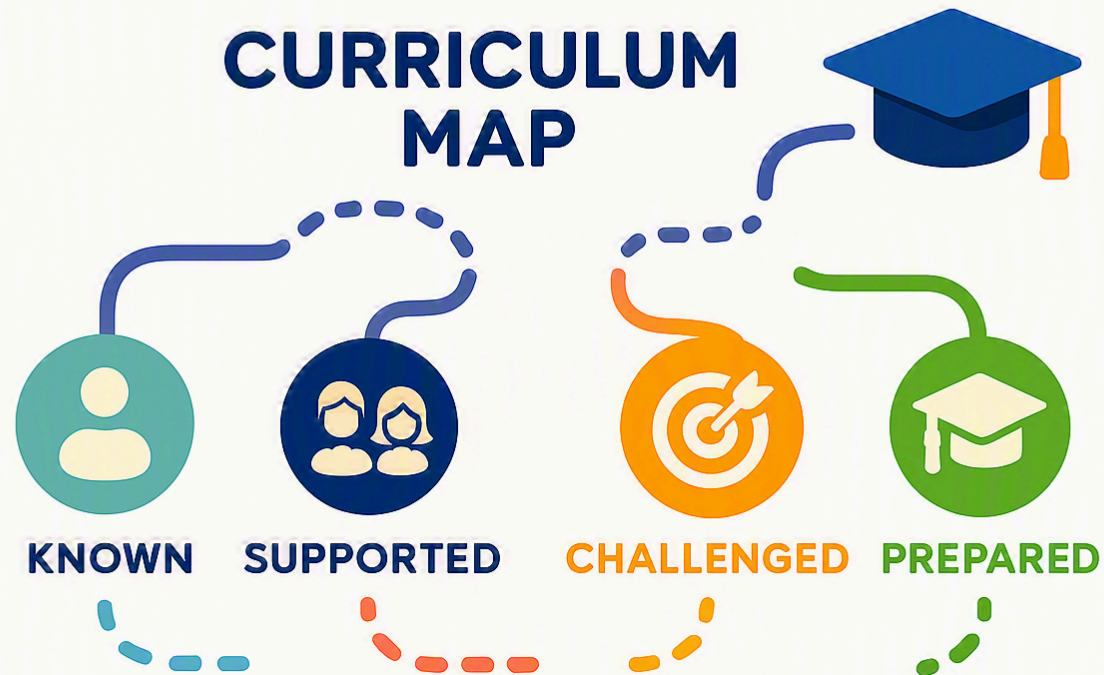


Every student in BISD will be known,
supported, challenged, and prepared.



Quarter 1 <i>August 12, 2026 - October 8, 2026</i>	
Learning Objective <i>The student will be able to . . .</i>	TEKS
interpret a multiplication equation as a comparison.	4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left
- recognize a digit represents 10 times the value of what it represents in the place to its right. - interpret multiplication as a comparison and recognize that each digit in a place value chart represents 10 times the value of the same digit in the place to its right.	4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals 4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left
- name numbers within 1 billion by building understanding of the place value chart and placement of commas for naming base thousand units. - read and write multi-digit numbers using base ten numerals, number names, and expanded notation. - use place value understanding to read and write multi-digit whole numbers in base-ten numerals, number names, and expanded notation.	4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals
compare numbers up to 1,000,000,000 using comparison symbols.	4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$

• order numbers up to 1,000,000,000 using comparison symbols. • compare and order numbers up to 1,000,000,000 using comparison symbols.	
• round whole numbers to a given place value up to the hundred thousands place.	4.2D Round whole numbers to a given place value through the hundred thousands place
• represent addition and subtraction problems and estimate solutions. ○ (strip diagrams and equations) ○ (compatible numbers, strip diagrams, and equations)	4.4G Round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers 4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity
• estimate, represent, and solve addition and subtraction problems up to thousands. • estimate, represent, and solve addition and subtraction problems up to ten thousand.	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm 4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 4.4G Round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers
• add and subtract whole numbers using standard algorithm.	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm
• multiply a number by 10 or 100 using place value understanding.	4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings
• multiply up to a four-digit number by a one-digit number. ○ (3-digit number by 1-digit number) ○ (4-digit number by 1-digit number)	4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four digit number by a one-digit number and to ~~multiply a two-digit number by a two-digit number.~~

• represent or solve the product of 2 two-digit numbers. ○ (arrays and area models) ○ (area models and a transitional algorithm)	4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 4.4D use strategies and algorithms, ~~including the standard algorithm, to multiply up to a four digit number by a one digit number and to multiply a two-digit number by a two-digit number.~~
• solve multiplication problems involving two-digit by two-digit numbers. ○ (area models, transitional algorithm, or standard algorithm)	4.4D use strategies and algorithms, including the standard algorithm to multiply a two-digit number by a two-digit number. 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
• represent and solve problems involving multiplication. ○ (strip diagrams and equations)	4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
• represent and solve the quotient of up to a four-digit number divided by a one-digit number. ○ (concrete, array, area models, and equations)	4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations 4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by a one-digit divisor
• divide up to a four-digit number by a one-digit number. ○ (partial quotients)	4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by a one-digit divisor 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
• divide up to a four-digit number by a one-digit number. ○ (compatible numbers and standard algorithm)	4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by a one-digit divisor 4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder

● divide up to a four-digit number by a one-digit number ○ (standard algorithm) ○ (standard algorithm, interpret the remainder)	4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by a one-digit divisor 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
● represent and solve division problems, including interpreting the remainder. ○ (strip diagrams and equations interpret the remainder)	4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
● solve problems involving division, including interpreting the remainder. ○ (real-world application)	4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
● represent and solve problems involving multiplication and division. ● solve problems involving multiplication and division.	4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity 4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder

Quarter 2 <i>October 14, 2026 - December 18, 2026</i>	
Learning Objective <i>The student will be able to ...</i>	TEKS
represent problems using an input and output table. (additive)	4.5B Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule, representing the relationship of the values in the resulting sequence and their position in the sequence.
represent problems using an input and output table. (multiplicative)	4.5B Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule, representing the relationship of the values in the resulting sequence and their position in the sequence. 4.4B Determine products of a number and 10 or 100 using properties of operations and place value understandings.
represent problems using an input and output table. (additive, multiplicative, and position and value)	4.5B Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule, representing the relationship of the values in the resulting sequence and their position in the sequence.
- Use the formulas for perimeter to solve problems. (concrete and pictorial models) - Use the formulas for area to solve problems. (concrete and pictorial models)	4.5C Use models to determine the formulas for the perimeter of a rectangle ($l + w + l + w$ or $2l + 2w$), including the special form for perimeter of a square ($4s$) and the area of a rectangle ($l \times w$). 4.5D Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

- Use the formulas for perimeter and area to solve problems. (all dimensions are given)	
- solve perimeter and area problems. (missing dimensions) - solve perimeter and area problems (all dimensions are given and missing dimensions) - solve perimeter and area problems. (composite figures) - solve perimeter and area problems. (find the difference and total) - solve perimeter and area problems.	4.5D Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.
- represent the value of a decimal. (tenths- concrete and pictorial models) - represent the value of a decimal. (tenths and hundredths - concrete and pictorial models)	4.2E Represent decimals, including tenths and hundredths, using concrete and visual models and money.
represent and interpret the value of decimals up to the hundredths using expanded notation.	4.2A Interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left. 4.2B Represent the value of the digit in whole numbers through 1,000,000,00 and decimals to the hundredths using expanded notation and numerals.
represent the value of decimals using expanded notation. (number line)	4.2B Represent the value of the digit in whole numbers through 1,000,000,00 and decimals to the hundredths using expanded notation and numerals. 4.2H Determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.

- compare decimals to the hundredths. (concrete and pictorial models) - order decimals to the hundredths. (concrete and pictorial models) - compare and order decimals to the hundredths. (concrete and pictorial models)	4.2F Compare and order decimals using concrete and visual models to the hundredths.
add and subtract decimals, including money. (pictorial model-coins)	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. 4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.
add and subtract decimals to the tenths.	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.
compare and order decimals to the hundredths. (concrete and pictorial models)	4.2F Compare and order decimals using concrete and visual models to the hundredths.
- add and subtract decimals to the hundredths. - add and subtract decimals. (standard algorithm)	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.
add and subtract decimals, including money. (pictorial model-bills and coins)	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. 4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.
- relate and represent fractions and decimals less than a whole. (grids and number lines) - relate and represent fractions and decimals greater than one.	4.2G Relate decimals to fractions that name tenths and hundredths. 4.3G Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.

(grids and number lines)	
represent a fraction as a sum of unit fractions. (concrete and pictorial)	4.3A Represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including $a > b$.
- represent and decompose a fraction as a sum of fractions. - represent and decompose a fraction greater than one as a sum of fractions. (improper fractions) - represent and decompose a fraction as a sum of fractions. (less than and greater than one)	4.3A Represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including $a > b$. 4.3B Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations.

Quarter 3 <i>January 5, 2027 - March 19, 2027</i>	
Learning Objective	TEKS
<i>The student will be able to ...</i>	
- represent and solve addition and subtraction of fractions with equal denominators. (objects and pictorial models) - represent and solve addition and subtraction of fractions with equal denominators. (pictorial models that build to the number line) - represent and solve addition and subtraction of fractions with equal denominators.	4.3E Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.
evaluate the reasonableness of answers using benchmark fractions.	4.3F Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole.
represent and solve addition and subtraction of fractions, and evaluate the reasonableness of answers using benchmark fractions.	4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations. 4.3F Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole.
use benchmark fractions to evaluate the reasonableness of sums and differences of fractions.	4.3B Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations. 4.3C Determine if two given fractions are equivalent using a variety of methods.

	4.3F Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole.
represent and solve addition and subtraction of fractions greater than one with equal denominators.	4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.
describe the basic purposes of financial institutions, compare the advantages and disadvantages of various savings options	4.10C Compare the advantages and disadvantages of various savings options 4.10E Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.
calculate a profit, compare saving options, and explain how to budget a weekly allowance, including saving money.	4.10B Calculate profit in a given situation. 4.10C Compare the advantages and disadvantages of various savings options 4.10D Describe how to allocate weekly allowance among spending, saving, including for college; and sharing
distinguish between fixed and variable expenses and calculate a profit.	4.10A Distinguish between fixed and variable expenses. 4.10B Calculate profit in a given situation.
identify and draw lines of symmetry.	4.6B Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure
identify points, lines, line segments, rays, and angles.	4.6A Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.
classify two-dimensional figures based on presence or absence of parallel or perpendicular lines.	4.6D Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

identify acute, right, and obtuse triangles.	4.6C Apply knowledge of right angles to identify acute, right, and obtuse triangles.
- classify two-dimensional figures based on angle size. - classify two-dimensional figures based on angle size or line type.	4.6D Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.
classify two-dimensional figures based on angle size or line type, and identify acute, right, and obtuse triangles.	4.6D Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. 4.6C Apply knowledge of right angles to identify acute, right, and obtuse triangles.
determine approximate angle measures and illustrate the measure of an angle as part of a circle in degrees.	4.7A Illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is “cut out” by the rays of the angle. Angle measures are limited to whole numbers. 4.7B Illustrate degrees as the units used to measure an angle, where $\frac{1}{360}$ of any circle is 1 degree and an angle that “cuts” $\frac{n}{360}$ out of any circle whose center is at the angle’s vertex has a measure of n degrees. Angle measures are limited to whole numbers.
use a protractor to determine approximate angle measures. (aligned and not aligned to zero)	4.7C Determine the approximate measures of angles in degrees to the nearest whole number using a protractor.
use a protractor to determine approximate angle measures and draw an angle with a given measure. (aligned and not aligned to zero)	4.7C Determine the approximate measures of angles in degrees to the nearest whole number using a protractor. 4.7D Draw an angle with a given measure.
- determine the measure of an unknown angle. (determine the total) - determine the measure of an unknown angle. (determine the unknown)	4.7E Determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures.

identify relative sizes of measurement units. (customary & metric system)	4.8A Identify relative sizes of measurement units within the customary and metric systems.
- convert measurements involving length using a table. (metric system) - convert measurements involving length using a table. (customary system)	4.8B Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a smaller unit when given other equivalent measures represented in a table.
- convert and solve measurement problems involving length using a table. (customary and metric systems) - convert and solve measurements involving mass/weight, and volume/capacity using a table. (metric system)	4.8B Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a smaller unit when given other equivalent measures represented in a table. 4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.
solve measurement problems involving length. (customary and metric systems)	4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.
convert measurements involving mass/weight, and volume/capacity using a table. (customary system)	4.8B Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a smaller unit when given other equivalent measures represented in a table.
- solve measurement problems involving volume/capacity and weight/mass. (customary and metric systems) - solve measurement problems involving time. (start time + duration = end time) - solve measurement problems involving time. (end time - duration = start time) - solve measurement problems.	4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.

- | | |
|---|--|
| <ul style="list-style-type: none">• solve measurement problems involving time. (end time - start time = duration or given times, determine duration)• solve problems involving money.• solve problems involving measurement.• solve problems involving measurements, time and money. | |
|---|--|

Quarter 4 <i>March 22, 2027 - May 27, 2027</i>	
Learning Objective	TEKS
<i>The student will be able to ...</i>	
represent and solve problems using data from a frequency table or dot plot. (whole numbers)	4.9A Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.
- represent and solve problems using data from a frequency table or dot plot. (whole numbers and/or fractions) - represent and solve problems using data from a frequency table or dot plot. (whole numbers and/or fractions and/or decimals) - represent and solve problems using data from a frequency table or a stem-and-leaf plot. (whole numbers and/or decimals) - represent and solve problems using data from a frequency table or stem-and-leaf plot. (whole numbers and/or fractions and/or decimals) - represent and solve problems using data.	4.9A Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions. 4.9B Solve one- and two-step problems using whole data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.
relate decimals to fractions.	4.2G Relate decimals to fractions that name tenths and hundredths.
compare two fractions using comparison symbols.	4.3D Compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $<$, or $=$.
represent multi-step problems.	4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.

add and subtract decimals.	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.
solve problems involving multiplication and division.	4.4H Solve with fluency one-and two-step problem involving multiplication and division, including interpreting remainders.
- solve problems involving measurement. (length, liquid volume, and mass) - solve problems involving measurement. (intervals of time and money)	4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.
solve problems involving perimeter and area.	4.5D Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.
classify two-dimensional figures based on angle size or parallel or perpendicular lines.	4.6D Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.
represent and solve problems using data.	4.9A Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions. 4.9B Solve one- and two-step problems using whole data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.
represent the value of decimals using expanded notation.	4.2B Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.
relate decimals to fractions. (cube as the whole)	4.2G Relate decimals to fractions that name tenths and hundredths.

compare and order decimals.	4.2F Compare and order decimals using concrete and visual models to the hundredths.
represent, and solve addition and subtraction problems.	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. 4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.
determine if two fractions are equivalent. (finding a common denominator)	4.3C Determine if two given fractions are equivalent using a variety of methods.
- compare two fractions using comparison symbols. (finding a common denominator) - compare two fractions greater than one using comparison symbols. (finding a common denominator)	4.3D Compare two fractions with different numerators and different denominators and represent the comparison using symbols $>$, $<$, or $=$.
- represent and solve addition and subtraction of fractions with equal denominators. (less than a whole) - represent and solve addition and subtraction of fractions with equal denominators. (greater than one)	4.3E Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.
represent multi-step problems involving multiplication..	4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.
represent and solve addition and subtraction of fractions with equal denominators.	4.3E Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
solve problems involving multiplication and division.	4.4H Solve with fluency one-and two-step problems involving

	multiplication and division, including interpreting remainders.
• solve problems involving measurement.	4.8C Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate.
• identify acute, right, and obtuse triangles.	4.6C Apply knowledge of right angles to identify acute, right, and obtuse triangles.
• classify two-dimensional figures based on angle size and/or parallel or perpendicular lines.	4.6D Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.