

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: **K** - Adopted: **2012**

Correlations as Provided by EdGate Correlation Services ©2014

TX.111.2.	Kindergarten, Adopted 2012	Unit 4						
(K.1)	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
K.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
K.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
K.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
K.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: **1** - Adopted: **2012**

Correlations as Provided by EdGate Correlation Services ©2014

TX.111.3.	Grade 1, Adopted 2012	Unit 4						
-1.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
1.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
1.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
1.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
1.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27
-1.5	Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:							
1.5 (B)	Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	21	22	23				

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: **2** - Adopted: **2012**

Correlations as Provided by EdGate Correlation Services ©2014

TX. 111.4.	Grade 2, Adopted 2012.	Unit 4						
-2.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
2.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
2.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
2.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
2.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27
-2.3	Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:							
2.3 (B)	Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.		22	23				
2.3 (C)	Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.				24	25	26	

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: **3** - Adopted: **2012**

Correlations as Provided by EdGate Correlation Services ©2014

TX. 111.5. Grade 3, Adopted 2012.		Unit 4						
-3.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
3.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
3.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
3.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
3.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27
-3.3	Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:							
3.3 (A)	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	21	22	23	24	25	26	27
3.3 (B)	Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.				24			
3.3 (D)	Compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$.						26	
3.3 (F)	Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.	21	22	23		25	26	
3.3 (G)	Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.	21	22	23		25	26	
3.3 (H)	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.		22	23				
-3.7	Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:							
3.7 (A)	Represent fractions of halves, fourths, and eighths as distances from zero on a number line.				24			

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: **4** - Adopted: **2012**

Correlations as Provided by EdGate Correlation Services ©2014

TX. 111. 6. Grade 4, Adopted 2012.		Unit 4						
-4.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
4.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
4.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
4.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
4.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27
-4.3	Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:							
4.3 (A)	Represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$.						26	
4.3 (B)	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.						26	
4.3 (C)	Determine if two given fractions are equivalent using a variety of methods.	21	22	23		25	26	
4.3 (D)	Compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$.		22	23				
4.3 (E)	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.					25	26	27
4.3 (G)	Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.				24			

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: 5 - Adopted: 2012

Correlations as Provided by EdGate Correlation Services ©2014

TX. 111. 7. Grade 5, Adopted 2012.		Unit 4						
-5.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
5.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
5.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
5.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
5.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27
-5.3	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:							
5.3 (H)	Represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.	21	22	23		25	26	27
5.3 (K)	Add and subtract positive rational numbers fluently.	21	22	23		25	26	27

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

TEKS: Texas Essential Knowledge and Skills

Grade: **6** - Adopted: **2012**

Correlations as Provided by EdGate Correlation Services ©2014

TX.111.26. Grade 6, Adopted 2012.		Unit 4						
-6.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:							
6.1 (A)	Apply mathematics to problems arising in everyday life, society, and the workplace.	21	22	23	24	25	26	27
6.1 (B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	21	22	23	24	25	26	27
6.1 (C)	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	21	22	23	24	25	26	27
6.1 (F)	Analyze mathematical relationships to connect and communicate mathematical ideas.	21	22	23	24	25	26	27
-6.2	Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:							
6.2 (C)	Locate, compare, and order integers and rational numbers using a number line.				24			
6.2 (D)	Order a set of rational numbers arising from mathematical and real-world contexts.		22	23				