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MSAD # 54 - Grade 4 MATH Curriculum							
CCSS Student Mathematical Practices							
Practice 1: Make Sense of Problems and Persevere in Solving Them MP1	Practice 2: Reason Abstractly and Quantitatively MP2	Practice 3: Construct Viable Arguments and Critique the Reasoning of Others MP3	Practice 4: Model with Mathematics MP4	Practice 5: Use Appropriate Tools Strategically MP5	Practice 6: Attend to Precision MP6	Practice 7: Look for and Make Use of Structure MP7	Practice 8: Look for and Express Regularity in Repeated Reasoning MP8

The big ideas in grade 4 include: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

The mathematical work for grade 4 is partitioned into 9 units:

IM Unit 1: [Factors and Multiples](#)

IM Unit 2: [Fraction Equivalence and Comparison](#)

IM Unit 3: [Extending Operations to Fractions](#)

IM Unit 4: [From Hundredths to Hundred-thousands](#)

IM Unit 5: [Multiplicative Comparison and Measurement](#)

IM Unit 6: [Multiplying and Dividing Multi-digit Numbers](#)

IM Unit 7: [Angles and Angle Measurement](#)

IM Unit 8: [Properties of Two-Dimensional Shapes](#)

IM Unit 9: [Putting it All Together](#)

District Resources for Supplementing:

[IXL IM Aligned Skills Plan for 4th Grade](#)

MSAD#54 Revised April 2024

MSAD # 54 - Grade 4 MATH Curriculum		
Algebraic Reasoning Algebraic reasoning is about generalizing arithmetic operations and determining unknown quantities by recognizing and analyzing patterns along with developing generalizations about these patterns.		
Performance Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers and decimals to hundredths.		
4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Unit 5 - Lessons: 2, 3, 4, 5, and 6	• I can explain how a multiplication equation can be interpreted as a comparison. • I can write an equation for a situation involving multiplicative comparison. • I can distinguish between multiplicative (as many times as) and additive (more) comparisons. • I can determine when to multiply or divide in word problems. • I can solve a multiplication or division word problem involving multiplicative comparisons using drawings and equations. • I can write an equation using a variable to represent the unknown. • I can choose the correct operation to perform at each step of a multi-step word problem. • I can interpret remainders in word problems. • I can use mental math or estimation strategies to check if my answer is reasonable	No Report Card Indicator
4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and		MAT.AR.PROBSOLV4

equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Unit 5 - Lessons: 2, 3, 4, 5, 6, 10, 14, 15, 16, 17, and 18 Unit 6 - Lesson: 24 Unit 9 - Lesson 7		Students will be able to solve word problems using the four operations. (4)
4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Unit 1 - Lessons: 5 Unit 5 - Lessons: 5, 10, 11, 12, and 13 Unit 6 - Lessons: 12, 14, 15, 18, 19, 20, 21, 22, 24, and 25 Unit 9 - Lessons: 7, 8, 9, 10	• I can determine when to multiply or divide in word problems. • I can solve a multiplication or division word problem involving multiplicative comparisons using drawings and equations. • I can write an equation using a variable to represent the unknown. • I can interpret remainders in word problems. • I can use mental math or estimation strategies to check if my answer is reasonable.	
Gain familiarity with factors and multiples.		
4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. Unit 1 - Lessons: 1, 2, 3, 5, 6, 7, 8 Unit 6 - Lesson: 19	• I can define factors and multiples. • I can list factor pairs for any whole number in the range 1 - 100. • I can determine multiples given a whole number (1 - 100). • I can define prime and composite. • I can determine if a number is prime or composite.	MAT.AR.FACTMULT4 Students will be able to identify factors and multiples of whole numbers. (4) Centers to reinforce skill: ☐ Five in a Row ☐ ...

Unit 9 - Lesson: 11		
4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. Unit 6 - Lessons: 1, 2, 3, 4, 25 Unit 9 - Lesson: 11	• I can generate a pattern that follows a given rule. • I can identify and explain additional patterns or special patterns or special behaviors in a pattern that go beyond the given rule.	No Report Card Indicator

MSAD # 54 - Grade 4 MATH Curriculum		
Statistical Reasoning Statistical reasoning is the way people analyze data and make sense of information. It involves generalizations that connect one concept to another.		
Performance Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Solve problems involving measurement, conversion of measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... Unit 5 - Lessons: 7, 8, 9, 11, 12, 14, 18	- I can describe the relative size of measurement units (e.g. km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec.). - I can represent a larger unit as a multiple of smaller units within the same system of measurement and record the equivalent measures in a two-column table (e.g. 1 foot = 12 inches, 2 feet = 24 inches, 3 feet = 36 inches). - I can represent measurement using diagrams and correct measurement scale.	No Report Card Indicator
4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as	- I can use the four operations to solve measurement word problems. - I can solve word problems involving various measurements expressed by whole numbers, fractions, and decimals. - I can convert a measurement given in a larger unit into an equivalent measurement in a smaller unit in order to solve a problem.	No Report Card Indicator

number line diagrams that feature a measurement scale. Unit 5 - Lessons: 8, 9, 10, 11, 12, 13, 14, 15, 17 Unit 6 - Lessons: 12, 22, 23		
4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. Unit 5 - Lessons: 16, 17 Unit 6 - Lessons: 15, 22 Unit 8 - Lessons: 7, 9	I can explain the formulas for area and perimeter.	No Report Card Indicator
Represent and interpret data.		
4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. Unit 3 - Lessons: 13 and 14	- I can create a line plot with a given data set of measurements using fractions as a unit. - I can use information on the line plot to solve addition and subtraction problems.	No Report Card Indicator

MSAD # 54 - Grade 4 MATH Curriculum		
Geometric Reasoning Geometric reasoning is the use of critical thinking, logical argument and spatial reasoning to solve problems and find new relationships. Students must first have a critical understanding of any underlying assumptions and relationships. This allows them to develop coherent knowledge and apply their reasoning skills.		
Performance Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Draw and identify lines and angles and classify shapes by properties of their lines and angles.		
4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Unit 7 - Lessons: 1, 2, 3, 4, 5, 6, 10, 11, 12, 15, 16 Unit 8 - Lessons: 1, 3, 5, 6, 9 Unit 9 - Lesson: 11	- I can draw an example of a point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines. - I can look for and identify the following in a given two-dimensional figure: point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines.	MAT.GR.LINES4 Students will be able to draw and identify lines and angles. (4)
4.G.A.2 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. Recognize right triangles as a category, and identify right triangles. Unit 7 - Lesson: 16 Unit 8 - Lessons: 1, 2, 3, 4, 6, and 9	- I can classify two-dimensional shapes into the following categories: those with parallel lines, those with perpendicular lines, those with both parallel and perpendicular lines, those with no parallel or perpendicular lines. - I can identify a right triangle.	MAT.GR.SHAPES4 Students will be able to classify shapes by properties of their lines and angles. (4)
4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.	- I can identify line-symmetric figures. - I can define, <i>line of symmetry</i>, explain how to identify it in a two-dimensional figure, and explain how folding along the line of symmetry results in matching parts.	No Report Card Indicator

Identify line-symmetric figures and draw lines of symmetry. Unit 8 - Lessons: 4, 5, 6, 7, 8, 9, and 10	I can draw a line on a figure to create two symmetric figures.	
Geometric measurement: understand concept of angle and measure angles.		
4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: Unit 7 - Lessons: 5, 6, and 7		No Report Card Indicator
4.MD.C.5.A An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. Unit 7 - Lessons: 7, 8, 9, and 11	- I can identify the parts of an angle (vertex, common endpoint, rays) and define an angle. - I can explain that an angle is measured in degrees related to the 360 degrees in a circle.	
4.MD.C.5.B An angle that turns through n one-degree angles is said to have an angle measure of n degrees. Unit 7 - Lessons: 9, 10		
4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Unit 7 - Lessons: 9, 10, 11, 14	- I can use a protractor to create a given angle measurement. - I can measure an angle using a protractor in whole-number degrees. - I can sketch angles with a given measurement.	No Report Card Indicator

4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Unit 7- Lessons: 8, 9, 11, 12, 13, 14, and 15 Unit 8 - Lesson: 10	• I can explain that the angle measurement of a larger angle is the sum of the angle measures of its decomposed parts. • I can write an equation with an unknown angle measurement. • I can use addition and subtraction to solve for the missing angle measurements. • I can solve word problems involving unknown angles.	No Report Card Indicator
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MSAD # 54 - Grade 4 MATH Curriculum		
Quantitative Reasoning Quantitative reasoning is the application of basic mathematics skills to analyze and process real-world information.		
Performance Indicators	Suggested Learning Targets	Assessment and Teacher Resources
Understand the place value system.		
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. Unit 4 - Lessons: 6 , 8, 9, 10, and 11 Unit 9 - Lesson: 12	I can explain the value of each digit in a multi-digit number as ten times the digit to the right. <i>*Note: When reading numbers, the word and is only used when there is a decimal. Ex: 345 Three hundred forty-five, or 345.5 Three hundred forty-five and 5 tenths.</i>	MAT.QR.PLCVALU4 Students will use place value to compare numbers. (4)
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Unit 4 - Lessons: 7, 8, 9, 10, 11, 12, 13, 14, 21	- I can read and write a multi-digit number in word form, base-ten numerals, and expanded form. - I can compare two multi-digit numbers using place value and record the comparison using symbols, $<$, $>$, or $=$.	
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. Unit 4 - Lessons: 14, 15, 16, 17	- I can explain how to use place value and what digits to look for in order to round a multi-digit number. - I can use the value of the digit to the right of the place to be rounded to determine whether to round up or down. - I can write a multi-digit number rounded to any given place.	

Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers and decimals to hundredths.		
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. Unit 4 - Lessons: 10, 18, 19, 20, 21, 22, 23 Unit 6 - Lessons: 8, 23, 24 Unit 7 - Lesson: 2 Unit 9 - Lessons: 4, 9	- I can add multi-digit numbers with ease by using the standard algorithm. - I can subtract multi-digit whole numbers with ease by using the standard algorithm.	MAT.QR.ADDSUB4 Students will add and subtract multi-digit whole numbers. (4)
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Unit 5 - Lesson: 6 Unit 6 - Lessons: 5, 6, 7, 8, 9, 10, 11, 12, 21, 22, 23 Unit 7 - Lessons: 2, 9 Unit 8 - Lesson: 5 Unit 9 - Lessons: 5, 7, 8, 9, 11	- I can multiply a multi-digit number by a one-digit whole number. - I can demonstrate multiplication of two two-digit numbers using rectangular arrays, place value, and the area model. - I can solve multiplication of two two-digit numbers using properties of operations and equations. - I can explain my chosen multiplication strategy.	MAT.QR.MULT4 Students will multiply multi-digit whole numbers. (4)
4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Unit 6 - Lessons: 13, 14, 15, 16, 17, 18, 19, 20, 21, 23 Unit 7 - Lesson: 10 Unit 9 - Lessons: 6, 7, 8, 9	- I can demonstrate division of a multi-digit number by a one-digit number using place value, rectangular arrays, and area model. - I can solve division of a multi-digit number by a one-digit number using properties of operations and equations. - I can explain my chosen division strategy.	MAT.QR.DIV4 Students will be able to divide multi-digit whole numbers. (4)

Develop and extend the understanding of fractions as numbers, including equivalence and ordering.		
4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Unit 2 - Lessons: 4, 5, 7, 8, 9, 10, 11, 13, 14, and 15 Unit 3 - Lessons: 15 and 16 Unit 9 - Lesson: 2	• I can explain why fractions are equivalent using models. • I can generate equivalent fractions by multiplying or dividing the numerator and denominator by the same number. • I can visualize models to justify why multiplying or dividing the numerator and denominator by the same number generates equivalent fractions.	No Report Card Indicator
4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. Unit 2 - Lessons: 3, 6, 12, 13, 14, 15, 16 Unit 3 - Lesson: 15 Unit 9 - Lesson: 2	• I can explain that comparing two fractions is valid only when they refer to the same whole. • I can compare two given fractions by generating equivalent fractions with common denominators. • I can compare two given fractions by reasoning about their size or their location on a number line, or comparing them to a benchmark fraction. • I can record the comparison using symbols ($<$, $=$, and $>$) and justify each comparison.	MAT.QR.ORFRAC4 Students will compare and order fractions. (4)

Use equivalent fractions as a strategy to add and subtract fractions.		
4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Unit 3 - Lesson: 7 Unit 9 - Lesson: 1		No Report Card Indicator
4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Unit 3 - Lessons: 8, 9 Unit 9 - Lesson: 2	I can use visual models to add and subtract fractions within the same whole.	MAT.QR.ADFRAC4 Students will be able to add fractions with like denominators. (4) MAT.QR.SUBFRAC4 Students will be able to subtract fractions with like denominators. (4)
4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. Unit 3 - Lessons: 7, 8 Unit 9 - Lesson: 2	- I can use visual models to decompose a fraction in more than one way, including decomposing a fraction into a sum of its unit fractions. - I can record decomposition in an equation.	
4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Unit 3 - Lessons: 9, 10, 11, 12, 14, 19 Unit 4 - Lesson: 19 Unit 8 - Lessons 2, 7, 8 Unit 9 - Lessons 2, 3	I can add or subtract a mixed fraction using equivalent fractions, properties of operations, or the relationship between addition and subtraction.	MAT.QR.ADMIXNO4 Students will be able to add mixed numbers. (4) MAT.QR.SUBMIXNO4 Students will be able to subtract mixed numbers. (4)

4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. Unit 3 - Lessons: 10, 11, 12, 13, 15, 19, 20 Unit 9 - Lessons: 2, 3	I can solve addition and subtraction word problems using drawings, pictures and equations.	No Report Card Indicator
4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Unit 3 - Lessons: 1, 2, 3, 4, 19, 20 Unit 5 - Lesson: 16 Unit 8 - Lessons 2, 7, 8 Unit 9 - Lessons 1, 12	See learning targets for 4.NF.B.4.A, B, C, D below.	No Report Card Indicator
4.NF.B.4.A Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. Unit 3 - Lessons: 1, 2, 3, 5, 6	I can explain why $a/b = a \times 1/b$ by using visual models to show how to decompose fractions into unit fractions and represent it as a multiple of unit fractions. (e.g. $3/4 = 1/4 + 1/4 + 1/4$).	MAT.QR.UNITFRAC4 Students will be able to multiply groups of unit fractions. (4)
4.NF.B.4.B Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) Unit 3 - Lessons: 4, 5, 6 Unit 8 - Lesson: 7	I can decompose a fraction (a/b) into a multiple of unit fractions $(a \times 1/b)$ in order to show why multiplying a whole number by a fraction $(n \times (a/b))$ results in $(n \times a)/b$.	No Report Card Indicator

4.NF.B.4.C Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? Unit 3 - Lessons: 2, 5, 6, 10, 18 Unit 5 - Lesson: 15	I can solve word problems that involve multiplying a whole number and a fraction with visual models and equations.	No Report Card Indicator
Understand decimal notation for fractions, and compare decimal fractions.		
4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. Unit 3 - Lessons: 16, 17, 18, 19 Unit 4 - Lessons: 2, 5 Unit 9 - Lessons: 1, 3	- I can rewrite a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100. - I can add two fractions with denominators 10 and 100.	MAT.QR.FRACDEC4 Students will relate fractions and decimals to the hundredths. This is a foundational element that leads to all future place value.
4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. Unit 4 - Lessons: 1, 2, and 5 Unit 9 - Lesson: 3	- I can explain the relationship between a fraction and the decimal representation. - I can represent fractions with denominators of 10 and 100 as a decimal. - I can identify the tenths and the hundredths place of a decimal. - I can show the placement of a decimal on a number line.	Pay careful attention to language when reading and connecting fractions to decimals. (i.e. 422.13 four hundred twenty two <i>and</i> thirteen hundredths.)

4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. Unit 4 - Lessons: 2, 3, 4, and 5 Unit 9 - Lesson: 3	• I can explain that comparing two decimals is valid only when they refer to the same whole. • I can justify the comparison by reasoning about the size of the decimals by using a visual model. • I can compare two decimals to the hundredths place and record the comparison using symbols $<$, $>$, or $=$.	No Report Card Indicator
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