

**Green Township School District  
Grade 4 Marking Period Mathematics Benchmarks**

Report Card Indicators			
	MP #1 (1-3)	MP #2(5-6)	MP #3(7-4)
<b>Domain: Operations &amp; Algebraic Thinking</b>			
<b>A. Use the four operations with whole numbers to solve problems.</b>			
<b>Standard:</b> 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.			
	Interpret a multiplication equation as a comparison. (M3 L2)		
	Represent verbal/written statements of multiplicative comparisons as multiplication equations.(M3 L13)		Represent verbal/written statements of multiplicative comparisons as multiplication equations.(M7 L4)
<b>Standard:</b> 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.			
	Multiply to solve word problems involving multiplicative comparison. (M3 L13)		Multiply to solve word problems involving multiplicative comparison. (M7 L4)
	Divide to solve word problems involving multiplicative comparison. (M3)		
	Represent problems with drawings and equations, using a symbol for the unknown number.(M3 L13)		
	Distinguish between and use multiplication, addition, or subtraction to solve multi-step word problems. (M3 L13)		

**Standard:** 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.

	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. (Addition algorithm) (M1 L12,19)	Reinforce	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. (Addition algorithm) (M7 Topic B&C)
	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. (Subtraction algorithm) (M1 L16,19)	Reinforce	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. (Subtraction algorithm) (M7 Topic B&C)
	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. (Multiplication) (M3 L13)	Reinforce	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. (Multiplication) (M7 Topic B&C)
	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. (Division) (M3 Topic E & G)	Reinforce	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. (Division) (M7 Topic B&C)

	Represent multi-step word problems using equations with a letter standing for the unknown quantity. (M1 L19)		Represent multi-step word problems using equations with a letter standing for the unknown quantity. (M7 Topic B&C)
	Assess the reasonableness of answers using mental computation. (M1 L18)		Assess the reasonableness of answers using mental computation. (M7 Topic B&C)
	Assess the reasonableness of answers using estimation strategies, including rounding. (M1 L18)		Assess the reasonableness of answers using estimation strategies, including rounding. (M7 Topic B&C)
	Solve multi-step word problems involving a remainder. (M3)		Solve multi-step word problems involving a remainder. (M7 Topic B&C)

**Standard 4.OA.B. Gain familiarity with factors and multiples**

**Standard:** 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.

	Find all factor pairs for any whole number (between 1 and 100) (M3 L22)		
	Recognize that a whole number is a multiple of each of its factors. (M3 L22)		
	Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. (M3 L22)		
	Given a whole number in the range 1-100, determine whether it is prime or composite. (M3 L25)		

**C. Generate and analyze patterns.**

**Standard 4.NF.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.

		Generate a number or shape pattern that follows a given rule. (M5 L41)	
		Identify apparent features of the pattern that were not explicit in the rule itself. (M5 L41)	
		Explain informally why the numbers will continue to alternate in this way. (M5 L41)	

**Domain: Number and Operations in Base Ten**

**Standard:** 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.

	Up to a million, identify the digit in one place represents ten times what is would represent to the place to the right. (M1 Topic A)	Reinforce	
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**Standard:** 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.

	Read multi-digit whole numbers using base-ten numerals. (M1 L4)		
	Read multi-digit whole numbers using number names. (M1 L4)		
	Read multi-digit whole numbers using expanded form. (M1 L4)		
	Compare two multi-digit whole numbers based on the meanings of the digits in each place. (M1 L6)		

	Record comparisons using the symbols $<$ , $>$ , and $=$ . (M1 L6)		
<b>Standard:</b> 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.			
	Use place value understanding to round multi-digit whole numbers to any place. (M1 L10)	Reinforce	
<b>Standard:</b> 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.			
	Fluently add multi-digit whole numbers using the standard algorithm. (M1 L11)	Fluently add multi-digit whole numbers using the standard algorithm.	Fluently add multi-digit whole numbers using the standard algorithm.
	Fluently subtract multi-digit whole numbers using the standard algorithm. (M1 L15)	Fluently subtract multi-digit whole numbers using the standard algorithm.	Fluently subtract multi-digit whole numbers using the standard algorithm.
<b>Standard:</b> 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.			
Multiply a whole number of up to four digits by a one-digit whole number.	Multiply a whole number of up to four digits by a one-digit whole number. (M3 L11)	Reinforce	
Multiply a whole number of two digits by a one-digit whole number.	Multiply a whole number of two digits by a one-digit whole number. (M3 L11)	Reinforce	
Multiply a whole number of three digits by a one-digit whole number.	Multiply a whole number of three digits by a one-digit whole number. (M3 L11)	Reinforce	
Multiply a whole number of four digits by a one-digit whole number.	Multiply a whole number of four digits by a one-digit whole number. (M3 L11)	Reinforce	
Multiply two-digit numbers.	Multiply two-digit by two digit numbers using partial products (place value understanding). (M3 L36)	Reinforce	

	Multiply two-digit by two digit numbers using the standard algorithm.(M3 L37)	Reinforce	
Use strategies based on place value.	Use strategies based on place value. (M3 L11,36)	Reinforce	
Use strategies based on properties of operations.	Use strategies based on properties of operations. (M3 L11,36)	Reinforce	
Illustrate the calculation using equations.	Illustrate the calculation using equations. (M3 L11,36)	Reinforce	
Explain a calculation using equations.	Explain a calculation using equations. (M3 L11,38)	Reinforce	
Illustrate the calculation using rectangular arrays.	Illustrate the calculation using rectangular arrays. (M3 L11)	Reinforce	
Explain a calculation using rectangular arrays.	Explain a calculation using rectangular arrays. (M3 L11)	Reinforce	
Illustrate the calculation using area models.	Illustrate the calculation using area models. (M3 L11,36)	Reinforce	
Explain a calculation using area models.	Explain a calculation using area models. (M3 L11,36)	Reinforce	
<b>Standard:</b> 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.			
	Find whole-number quotients with one-digit dividends and one-digit divisors. (M3 L33)	Reinforce	
	Find whole-number quotients with two-digit dividends and one-digit divisors.(M3 L33)	Reinforce	
	Find whole-number quotients with three-digit dividends and one-digit divisors.(M3 L33)	Reinforce	

	Find whole-number quotients with four-digit dividends and one-digit divisors.(M3 L33)	Reinforce	
	Find whole-number quotients <i>with a remainder</i> with one-digit dividends and one-digit divisors.(M3 L33)	Reinforce	
	Find whole-number quotients <i>with a remainder</i> with two-digit dividends and one-digit divisors.(M3 L33)	Reinforce	
	Find whole-number quotients <i>with a remainder</i> with three-digit dividends and one-digit divisors.(M3 L33)	Reinforce	
	Find whole-number quotients <i>with a remainder</i> with four-digit dividends and one-digit divisors.(M3 L33)	Reinforce	
	Use strategies based on place value.(M3 L33)	Reinforce	
	Use strategies based on properties of operations.(M3 L33)	Reinforce	
	Use strategies based on the relationship between multiplication and division.(M3 L33)	Reinforce	
	Illustrate the calculation using equations. (M3 L33)	Reinforce	
	Explain a calculation using equations. (M3 L33)	Reinforce	
	Illustrate the calculation using rectangular arrays. (M3 L20,L33)	Reinforce	
	Explain a calculation using rectangular arrays. (M3 L20, L33)	Reinforce	

	Illustrate the calculation using area models. (M3 L33)	Reinforce	
	Explain a calculation using area models. (M3 L33)	Reinforce	

**Domain: Measurement and Data**

**A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

**Standard:** 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; 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.

Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.	Know relative sizes of measurement units within one system of units including km, m, cm, mm. (M2 L5)	Reinforce	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. (M7 L14)
Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. <i>(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.)</i>	Express metric length, mass and capacity in a larger unit in terms of a smaller unit. (M2 L3)	Reinforce	Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. <i>(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.)</i> (M7 L14)
Record measurement equivalents in a two column table.	Record measurement equivalents in a two column table. (M2 L5)	Reinforce	Record measurement equivalents in a two column table. (M7 L5)

**Standard:** 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 number line diagrams that feature a measurement scale.

Use the four operations to solve word problems involving distance.	Use the four operations to solve word problems involving distance. (M2 L1)	Reinforce	Use the four operations to solve word problems involving distance. (M7 Topic B&C)
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Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Distance/length problems)	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Distance problems) (M2 L1)	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Distance/length problems) (M5 Topic F, M6 Topic B)	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Distance/length problems) (M7 Topic B&C)
Use the four operations to solve word problems involving intervals of time.			Use the four operations to solve word problems involving intervals of time. (M7 Topic B&C)
Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Intervals of time problems)			Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Intervals of time problems) (M7 Topic B&C)
Use the four operations to solve word problems involving liquid volumes.	Use the four operations to solve word problems involving liquid volumes. (M2 L3)	Reinforce	Use the four operations to solve word problems involving liquid volumes. (M7 Topic B&C)
Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Liquid volume problems)	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Liquid volume problems) (M2 L3)	Reinforce	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Liquid volume problems) (M7 Topic B&C)
Use the four operations to solve word problems involving masses of objects.	Use the four operations to solve word problems involving masses of objects. (M2 L2)	Reinforce	Use the four operations to solve word problems involving masses of objects. (M7 Topic B&C)
Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Masses of objects problems)	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Masses of objects problems) (M2 L2)	Reinforce	Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Masses of objects problems) (M7 Topic B&C)
Use the four operations to solve word problems involving money.		Use the four operations to solve word problems involving money. (M6 Topic E)	

Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Money problems)		Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit. (Money problems) (M6 Topic E)	
Solve word problems involving simple fractions.	Solve word problems involving simple fractions. (M2 L5)	Solve word problems involving simple fractions. (M5)	Reinforc
Solve word problems involving decimals.	Solve word problems involving decimals. (M2 L5)	Solve word problems involving decimals. (M6 Topic A)	Reinforce
Represent measurement quantities using diagrams, e.g. number line diagrams, that feature a measurement scale.	Represent measurement quantities using diagrams, e.g. number line diagrams, that feature a measurement scale. (M2 L4)	Represent measurement quantities using diagrams, e.g. number line diagrams, that feature a measurement scale. (M5 Topic F)	Reinforce
<b>Standard:</b> 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.			
	Apply the area formula for rectangles in real world problems. (M3 L3)		Reinforce
	Apply the perimeter formula for rectangles in real world problems. (M3 L3)		Reinforce
	Apply the area formula for rectangles in mathematical problems. (M3 L3)		Reinforce
	Apply the perimeter formula for rectangles in mathematical problems. (M3 L3)		Reinforce
<b>Standard:</b> 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.			
		Make a line plot to display a data set in measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ) (M5 L28)	
		Use a line plot to solve problems	

		involving addition with like denominators. (M5 L28)	
		Use a line plot to solve problems involving subtraction with like denominators. (M5 L28)	
<b>C. Geometric measurement: understand concepts of angle and measure angles.</b>			
<b>Standard:</b> 4.MD.B.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.			
		Introduce: 5.a. Understand 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 $\frac{1}{360}$ of a circle is called a "one degree angle," and can be used to measure angles. (M4 Topic B)	5.a. Understand 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 $\frac{1}{360}$ of a circle is called a "one degree angle," and can be used to measure angles. (M4 Topic B)
		Introduce: 5.b. Understand an angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees. (M4 Topic B)	5.b. Understand an angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees. (M4 Topic B)
<b>Standard:</b> 4.MD.B.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.			
		Introduce: Measure angles in whole-number degrees using a protractor. (M4 Topic B)	Measure angles in whole-number degrees using a protractor. (M4 Topic B)
		Introduce: Sketch angles of specified measure. (M4 Topic B)	Sketch angles of specified measure. (M4 Topic B)
<b>Standard:</b> 4.MD.B.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.

			Recognize angle measure as additive.
Addition			Solve addition problems to find unknown angles on a diagram in real world problems, e.g., by using an equation with a symbol for the unknown angle measure. (M4 Topic C)
			Solve addition problems to find unknown angles on a diagram in mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (M4 Topic C)
Subtraction			Solve subtraction problems to find unknown angles on a diagram in real world problems, e.g., by using an equation with a symbol for the unknown angle measure. (M4 Topic C)
			Solve subtraction problems to find unknown angles on a diagram in mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (M4 Topic C)

**Domain: Number and Operations - Fractions**

**4.NF.A. Extend understanding of fraction equivalence and ordering.**

**Standard:** 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.

		Explain why a fraction $a/b$ is	
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		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. (M5 L11)	
		Use this principle to recognize and generate equivalent fractions. (M5 L11)	
<p><b>Standard:</b> 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 <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>			
		Create common denominators in order to compare two fractions. (M5 L15)	
		Create common numerators in order to compare two fractions. (M5 L15)	
		Compare two fractions with different numerators and different denominators by comparing to a benchmark fraction on the number line. (M5 L13, 27)	
		Compare two fractions with different numerators and different denominators, recording comparison with $<$ , $>$ , or $=$ . (M5 L15, 27)	
		Justify the conclusions, e.g., by using a visual fraction model. (M5 L15, 27)	
<p><b>4.NF.B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b></p>			

**Standard:** 4.NF.B.3 Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

Addition		3.a. Understand addition of fractions as joining and separating parts referring to the same whole.(M5 L18)	
Subtraction		3.a. Understand subtraction of fractions as joining and separating parts referring to the same whole. (M5 L18)	
		3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way.Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ . (M5 L6)	
		3.b. Recording various decompositions by an equation. (M5 L6)	
		3.b Justify decompositions, e.g., by using a visual fraction model. (M5 L6)	
Addition		3.c. Add 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. (M5 L31)	
		d. Solve word problems involving addition of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (M5 L21)	

Subtraction		3.c. 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. (M5 L34)	
		d. Solve word problems involving 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. (M5 L21)	
<b>Standard:</b> 4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.			
		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 $5/4 = 5 \times (1/4)$ . (M5 L3)	
		4.b. Understand a multiple of $a/b$ as a multiple of $1/b$ . (M5 L3)	
		4.b. 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, $n \times (a/b) = (n \times a)/b$ .) (M5 L40)	
		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. <i>For example, if each</i>	

		<p>person at a party will eat <math>\frac{3}{8}</math> 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?</p> <p>(M5 L40)</p>	
<p><b>4.NF.C. Understand decimal notation for fractions, and compare decimal fractions.</b></p>			
<p><b>Standard:</b> 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. <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i></p>			
		<p>5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100. For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>.</p> <p>(M6 Topic D)</p>	
		<p>5. Use this technique to add two fractions with respective denominators 10 and 100. For example, add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</p> <p>(M6 Topic D)</p>	
<p><b>Standard:</b> 4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram</i></p>			
		<p>Use decimal notation for fractions with denominators 10 or 100.</p> <p>(M6 Topic D)</p>	
<p><b>Standard:</b> 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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>			
		<p>Compare two decimals to hundredths by reasoning about their size.</p> <p>(M6 Topic C)</p>	
		<p>Recognize that comparisons are valid only when the two decimals refer to the same whole.(M6 Topic C)</p>	

		Record the results of comparisons with the symbols $>$ , $=$ , or $<$ .(M6 Topic C)	
		Justify the conclusions, e.g., by using a visual model.(M6 Topic C)	
<b>Geometry</b>			
<b>A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>			
<b>Standard</b> 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.			
			Draw points.(M4 Topic A)
			Draw lines.(M4 Topic A)
			Draw line segments.(M4 Topic A)
			Draw rays.(M4 Topic A)
			Draw right angles.(M4 Topic A)
			Draw acute angles.(M4 Topic A)
			Draw obtuse angles.(M4 Topic A)
			Draw perpendicular lines.(M4 Topic A)
			Draw parallel lines.(M4 Topic A)
			Identify above in two-dimensional figures. (M4 Topic A)

**Standard 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.

			Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines (M4 Topic C)
			Classify two-dimensional figures based on the presence or absence of angles of a specified size. (M4 Topic C)
			Recognize right triangles as a category.(M4 Topic C)
			Identify right triangles. (m4 Topic C)

**Standard 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. Identify line-symmetric figures and draw lines of symmetry.

			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.(M4 Topic C)
			Identify line-symmetric figures. (M4 Topic C)
			Draw lines of symmetry. (M4 Topic C)