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Collections sorted by grade-band and topic IM K-12 Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. EdReports, a highly-regarded independent nonprofit that reviews K-12 instructional materials for standards alignment and quality, deemed IM K-5 Math, IM 6-8 Math, and IM 9-12 Math as meeting expectations across all three gateways for focus, coherence, rigor, mathematical practices, and usability. Stay connected to our IM social media channels. Follow us on Facebook, Twitter, LinkedIn, and Instagram to exchange information and engage with the IM Community. Students read, write and compare numbers in decimal notation. They also extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000. Represent, compare, and order decimals to the hundredths by reasoning about their size. Write tenths and hundredths in decimal notation. Read, represent, and describe the relative magnitude of multi-digit whole numbers up to 1 million. Recognize that in a multi-digit whole number, the value of a digit in one place represents ten times what it represents in the place to its right. Compare, order, and round multi-digit whole numbers within 1,000,000. Add and subtract multi-digit whole numbers using the standard algorithm. Read More Decimals with Tenths and Hundredths Place-value Relationships through 1,000,000 Compare, Order, and Round Add and Subtract Students begin their work in Grade 4 by revisiting their work with multiplication and division through 100 from Grade 3. They develop an understanding of multiplicative comparisons, distinguishing it from additive comparison. They continue their study of the base-ten system, and compare, order, and round base-ten numbers. They multiply and divide multi-digit numbers, and illustrate and explain calculations using equations, arrays, and area models. They solve word problems involving adding, subtracting, multiplying, and dividing whole numbers. Next, students deepen their understanding of fraction equivalence and reason about the size of fractions, which leads to comparing and ordering fractions, including decimal fractions. They extend their understanding of multiplication to multiply fractions by whole numbers. They apply their understanding to solve word problems involving multiplication of a fraction by a whole number. Then they extend their understanding of adding and subtracting whole numbers to fractions, including work with decimals. Traditionally, many curricula begin fraction arithmetic by adding and subtracting fractions. This blueprint suggests beginning with multiplication and division because fractions were invented because the quotient of two whole numbers is not always a whole number. Fractions feel at home with multiplication and division; they submit to addition and subtraction more reluctantly. The standard 4.OA.A.3 is a pinnacle standard for grades K-4, calling on students to use much of what they've learned throughout the grade, as well as previous grade's learning, in order to solve multistep word problems using the four operations. Students represent problems using equations with letters for unknown quantities and assess the reasonableness of answers using mental computation and estimation strategies. This is an opportunity for students to do additional work with unit conversions, applications in measurement, multiplicative comparison. It is in this unit that fluency with addition and subtraction of multi-digit whole numbers is expected. Students finish the year with a short unit on geometry, where they are introduced to angles. They also classify shapes by their properties and study line symmetry. Note that this course blueprint is only one of many possible ways of arranging a sequence of topics designed to achieve the standards. It is a continually evolving document and we welcome your comments here. Page 2 In this unit students revisit their work with multiplication and division within 100 from Grade 3. They understand and find factors and multiples and solve problems involving converting measurement units from a larger unit to a smaller unit. Additionally, students analyze and generate number patterns that follow given rules involving multiples. Comment on this unit here. xSorry to interruptCSS Error

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