**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 ½. 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.

* What is the conceptual understanding/learning in this standard?
* What is the procedural skill?

**7.NS.A.2d**  
*Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.* Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0’s or eventually repeats.

* What is the conceptual understanding/learning in this standard?
* What is the procedural skill?

**F-IF.A.2**Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

* What is the conceptual understanding/learning in this standard?
* What is the procedural skill?