



Welcome, Educators!

As you plan for this year, we hope that *Math in Focus*[®] and the Singapore Math[®] approach will provide effective strategies for focusing and differentiating instruction. The framework below is designed to help you focus your planning.

Using the Essential Content Framework

To move forward this fall, we recommend beginning with the content from the current grade. Review this framework against your school's and state's specific goals, and in collaboration with administrators and your colleagues across grades, to determine where you want to add new content or prior-year review.

As you reach the priority topics shown below, as well as the topics that address your specific priorities, you may want to reinforce prerequisite knowledge. The third column suggests where you can find support from the prior grade. If the third column is empty, it means that students learned the prerequisites earlier this grade, or several grades in the past.

When you reach content that is *not* listed as priority content, you can take several paths to give students a targeted grounding:

- Combine some content from that section into a related priority section.
- Teach a mini-lesson on that topic, with the Learn activities and practice, possibly using learning stations.
- Use these topics to extend concepts within a related section.

Evaluating Readiness

We recommend using the Recall Prior Knowledge and Quick Check to get a sense of students' readiness for each chapter and to identify areas to dig into more deeply as you move through grade-level content. You can also administer chapter Pre-Tests; we recommend emphasizing the diagnostic and formative nature of these to provide the most supportive learning environment.

From Engagement to Mastery

Students should start with engaging, hands-on learning experiences to the greatest possible extent. Using the Concrete-Pictorial-Abstract (CPA) approach, you may want students to use physical math manipulatives throughout the lessons and as a strategic resource to solve non-routine problems. The goal is for students to grow as problem solvers and as mathematicians.

We look forward to supporting you on this worthwhile journey.

The Math in Focus® Team

Math in Focus © 2015 Grade 3

Priority standards were identified through Achieve the Core.*
Standards in *italics* were further selected by International Center for Leadership in Education.**

Grade 3 Section	Priority Standards	Prior Learning
Chapter 1 Numbers to 10,00	00	
1.1 Counting	Not identified as a Priority Standard. See teaching suggestions above.	
1.2 Place Value	Not identified as a Priority Standard. See teaching suggestions above.	
1.3 Comparing and Ordering Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 2 Mental Math and		
2.1 Mental Addition	Not identified as a Priority Standard. See teaching suggestions above.	
2.2 Mental Subtractions	Not identified as a Priority Standard. See teaching suggestions above.	
2.3 More Mental Addition	Not identified as a Priority Standard. See teaching suggestions above.	
2.4 Rounding Numbers to Estimate	3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.**	
2.5 Using Front-End Estimation	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 3 Addition up to 10	,000	
3.1 Addition Without Regrouping	Not identified as a Priority Standard. See teaching suggestions above.	
3.2 Addition With Regrouping in Hundreds	Not identified as a Priority Standard. See teaching suggestions above.	
3.3 Addition With Regrouping in Ones, Tens, and Hundreds	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 4 Subtraction up to	10,000	
4.1 Subtraction Without Regrouping	Not identified as a Priority Standard. See teaching suggestions above.	
4.2 Subtraction With Regrouping in Hundreds and Thousands	Not identified as a Priority Standard. See teaching suggestions above.	
4.3 Subtraction With Regrouping in Ones, Tens, Hundreds, and Thousands	Not identified as a Priority Standard. See teaching suggestions above.	
4.4 Subtraction Across Zeros	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 5 Using Bar Models		
5.1 Real-World Problems: Addition and Subtraction	3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Grade 2 Lesson 4.1 Grade 2 Lesson 4.2 Grade 2 Lesson 4.3

Grade 3 Section	Priority Standards	Prior Learning
Chapter 6 Multiplication Ta		
6.1 Multiplication Properties	3.OA.A Represent and solve problems involving multiplication and division. 3.OA.B Understand properties of multiplication and the relationship between multiplication and division. 3.OA.C Multiply and divide within 100.	Grade 2 Lesson 5.1
6.2 Multiply by 6	 3.OA.A Represent and solve problems involving multiplication and division. 3.OA.B Understand properties of multiplication and the relationship between multiplication and division. 3.OA.C Multiply and divide within 100. 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.+ 	Grade 2 Lesson 6.1 Grade 2 Lesson 6.2 Grade 2 Lesson 6.3 Grade 2 Lesson 6.4 Grade 2 Lesson 15.1 Grade 2 Lesson 15.2 Grade 2 Lesson 15.3 Grade 2 Lesson 15.4
6.3 Multiply by 7	3.OA.A Represent and solve problems involving multiplication and division. 3.OA.B Understand properties of multiplication and the relationship between multiplication and division. 3.OA.C Multiply and divide within 100. 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.+	Grade 2 Lesson 6.1 Grade 2 Lesson 6.2 Grade 2 Lesson 6.3 Grade 2 Lesson 6.4 Grade 2 Lesson 6.5 Grade 2 Lesson 15.1 Grade 2 Lesson 15.2 Grade 2 Lesson 15.3 Grade 2 Lesson 15.4
6.4 Multiply by 8	3.OA.A Represent and solve problems involving multiplication and division. 3.OA.B Understand properties of multiplication and the relationship between multiplication and division. 3.OA.C Multiply and divide within 100. 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.+	Grade 2 Lesson 6.1 Grade 2 Lesson 6.2 Grade 2 Lesson 6.3 Grade 2 Lesson 6.4 Grade 2 Lesson 6.5 Grade 2 Lesson 15.1 Grade 2 Lesson 15.2 Grade 2 Lesson 15.3 Grade 2 Lesson 15.4
6.5 Multiply by 9	3.OA.A Represent and solve problems involving multiplication and division. 3.OA.B Understand properties of multiplication and the relationship between multiplication and division. 3.OA.C Multiply and divide within 100. 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.+	Grade 2 Lesson 6.1 Grade 2 Lesson 6.2 Grade 2 Lesson 6.3 Grade 2 Lesson 6.4 Grade 2 Lesson 6.5 Grade 2 Lesson 15.1 Grade 2 Lesson 15.2 Grade 2 Lesson 15.3 Grade 2 Lesson 15.4

Grade 3 Section	Priority Standards	Prior Learning
6.6 Division: Finding the	3.OA.A Represent and solve problems involving	Grade 2 Lesson 5.2
Number of Items in Each	multiplication and division.	Grade 2 Lesson 5.3
Group	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
6.7 Division: Making Equal	3.OA.A Represent and solve problems involving	Grade 2 Lesson 5.2
Groups	multiplication and division.	Grade 2 Lesson 5.3
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
Chapter 7 Multiplication		
7.1 Mental Multiplication	3.OA.A Represent and solve problems involving	Grade 2 Lesson 6.1
	multiplication and division.	Grade 2 Lesson 6.2
	3.OA.B Understand properties of multiplication	Grade 2 Lesson 6.3
	and the relationship between multiplication and	Grade 2 Lesson 6.4
	division.	Grade 2 Lesson 6.5
	3.OA.C Multiply and divide within 100.	
	3.NBT.A Use place value understanding and	
	properties of operations to perform multi-digit	
	arithmetic.+	
7.2 Multiplying Without	3.OA.A Represent and solve problems involving	
Regrouping	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
7.2 Multiplying Open	3.OA.C Multiply and divide within 100.	
7.3 Multiplying Ones,	3.OA.A Represent and solve problems involving	
Tens, and Hundreds with	multiplication and division.	
Regrouping	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and division.	
	3.OA.C Multiply and divide within 100.	
	3.NBT.A Use place value understanding and	
	properties of operations to perform multi-digit	
	arithmetic.+	
Chapter 8 Division	antimetic.	
8.1 Mental Division	3.OA.A Represent and solve problems involving	Grade 2 Lesson 15.5
	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	

Grade 3 Section	Priority Standards	Prior Learning
8.2 Quotient and	3.OA.A Represent and solve problems involving	
Remainder	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
8.3 Odd and Even	3.OA.A Represent and solve problems involving	Grade 2 Lesson 6.6
Numbers	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
8.4 Division Without	3.OA.A Represent and solve problems involving	
Remainder and	multiplication and division.	
Regrouping	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
8.5 Division with	3.OA.A Represent and solve problems involving	
Regrouping in Tens and	multiplication and division.	
Ones	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
	: Multiplication and Division	
9.1 Real-World Problems:	3.OA.A Represent and solve problems involving	Grade 2 Lesson 16.1
Multiplication	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
9.2 Real-World Problems:	3.OA.A Represent and solve problems involving	
Two-Step Problems with	multiplication and division.	
Multiplication	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
	3.OA.D Solve problems involving the four	
	operations, and identify and explain patterns in	
0.2 Part Martit Partit	arithmetic.	Condo 2 Lacros 4C 2
9.3 Real-World Problems:	3.OA.A Represent and solve problems involving	Grade 2 Lesson 16.2
Division	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	

Grade 3 Section	Priority Standards	Prior Learning
9.4 Real-World Problems:	3.OA.A Represent and solve problems involving	
Two-Step Problems with	multiplication and division.	
Division	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
	3.OA.D Solve problems involving the four	
	operations, and identify and explain patterns in	
	arithmetic.	
Chapter 10 Money		
10.1 Addition	Not identified as a Priority Standard. See teaching	
	suggestions above.	
10.2 Subtraction	Not identified as a Priority Standard. See teaching	
	suggestions above.	
10.3 Real-World	Not identified as a Priority Standard. See teaching	
Problems: Money	suggestions above.	
Chapter 11 Metric Length, N	Mass, and Volume	
11.1 Meters and	Not identified as a Priority Standard. See teaching	
Centimeters	suggestions above.	
11.2 Kilometers and	Not identified as a Priority Standard. See teaching	
Meters	suggestions above.	
11.3 Kilograms and Grams	Not identified as a Priority Standard. See teaching	
	suggestions above.	
11.4 Liters and Milliliters	Not identified as a Priority Standard. See teaching	
	suggestions above.	
Chapter 12 Real-World Prob	lems: Measurement	
12.1 Real-World Problems:	3.OA.A Represent and solve problems involving	Grade 2 Lesson 13.5
One-Step Problems	multiplication and division.	Grade 2 Lesson 16.3
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
12.2 Real-World Problems:	3.OA.A Represent and solve problems involving	
Two-Step Problems	multiplication and division.	
	3.OA.B Understand properties of multiplication	
	and the relationship between multiplication and	
	division.	
	3.OA.C Multiply and divide within 100.	
Chapter 13 Bar Graphs and I		
13.1 Making Bar Graphs	3.MD.B Represent and interpret data.+	Grade 2 Lesson 17.4
with Scales		
13.2 Reading and	3.MD.B Represent and interpret data.+	Grade 2 Lesson 17.4
Interpreting Bar Graphs		
13.3 Line Plots	3.MD.B Represent and interpret data.+	Grade 2 Lesson 17.4

Grade 3 Section	Priority Standards	Prior Learning
Chapter 14 Fractions		<u> </u>
14.1 Understanding	3.NF.A Develop understanding of fractions as	Grade 2 Lesson 12.1
Fractions	numbers.	
	3.G.A Reason with shapes and their attributes.+	
14.2 Understanding	3.NF.A Develop understanding of fractions as	Grade 2 Lesson 12.1
Equivalent Fractions	numbers.	
,	3.G.A Reason with shapes and their attributes.+	
14.3 More Equivalent	3.NF.A Develop understanding of fractions as	Grade 2 Lesson 12.1
Fractions	numbers.	
	3.G.A Reason with shapes and their attributes.+	
14.4 Comparing Fractions	3.NF.A Develop understanding of fractions as	Grade 2 Lesson 12.2
, ,	numbers.	
	3.G.A Reason with shapes and their attributes.+	
14.5 Fractions as a Whole	3.NF.A Develop understanding of fractions as	
or Set	numbers.	
	3.G.A Reason with shapes and their attributes.+	
Chapter 15 Customary Leng	·	
15.1 Measuring Length	Not identified as a Priority Standard. See teaching	
	suggestions above.	
15.2 Measuring Weight	Not identified as a Priority Standard. See teaching	
	suggestions above.	
15.3 Measuring Capacity	Not identified as a Priority Standard. See teaching	
	suggestions above.	
Chapter 16 Time and Measu	rement	
16.1 Telling Time	Not identified as a Priority Standard. See teaching	
	suggestions above.	
16.2 Converting Hours and	Not identified as a Priority Standard. See teaching	
Minutes	suggestions above.	
16.3 Adding Hours and	Not identified as a Priority Standard. See teaching	
Minutes	suggestions above.	
16.4 Subtracting Hours	Not identified as a Priority Standard. See teaching	
and Minutes	suggestions above.	
16.5 Elapsed Time	Not identified as a Priority Standard. See teaching	
	suggestions above.	
16.6 Measuring	Not identified as a Priority Standard. See teaching	
Temperature	suggestions above.	
16.7 Real-World	Not identified as a Priority Standard. See teaching	
Problems: Time and	suggestions above.	
Temperature		
Chapter 17 Angels and Lines		
17.1 Understanding and	Not identified as a Priority Standard. See teaching	
Identifying Angles	suggestions above.	
17.2 Right Angles	Not identified as a Priority Standard. See teaching	
	suggestions above.	
17.3 Perpendicular Lines	Not identified as a Priority Standard. See teaching	
	suggestions above.	

Grade 3 Section	Priority Standards	Prior Learning
17.4 Parallel Lines	Not identified as a Priority Standard. See teaching	
	suggestions above.	
Chapter 18 Two-Dimension	al Shapes	
18.1 Classifying Polygons	Not identified as a Priority Standard. See teaching	
	suggestions above.	
18.2 Congruent Figures	Not identified as a Priority Standard. See teaching	
	suggestions above.	
18.3 Symmetry	Not identified as a Priority Standard. See teaching	
	suggestions above.	
Chapter 19 Area and Perime	eter	
19.1 Area	Not identified as a Priority Standard. See teaching	
	suggestions above.	
19.2 Square Units (cm2	Not identified as a Priority Standard. See teaching	
and in.2)	suggestions above.	
19.3 Square Units (m ₂ and	Not identified as a Priority Standard. See teaching	
ft ₂)	suggestions above.	
19.4 Perimeter and Area	3.MD.C Geometric measurement: understand	
	concepts of area and relate area to multiplication	
	and to addition.+	
19.5 More Perimeter	Not identified as a Priority Standard. See teaching	
	suggestions above.	

^{*} Priority standards clusters were identified as Priority Instructional Content through Achieve the Core by Student Achievement Partners, Pre-Publication Draft, May 2020. Full documents are available at AchieveTheCore.org.

^{**}International Center for Leadership in Education (ICLE) selected further priority standards, in most cases within the clusters called out by Achieve the Core.

⁺ Indicates standard selected by ICLE that is not within an Achieve the Core cluster.

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Priority standards were identified through Achieve the Core.*
Standards in *italics* were further selected by International Center for Leadership in Education.**

Grade 4 Section	Priority Standards	Prior Learning
Chapter 1 Working with Wh	ole Numbers	
1.1 Numbers to 100,000	4.NBT.A Generalize place value understanding for multi-digit whole numbers.**	Grade 3 Lesson 1.2
1.2 Comparing Numbers to 100,000	4.NBT.A Generalize place value understanding for multi-digit whole numbers.	Grade 3 Lesson 1.3
1.3 Adding and	4.NBT.B Use place value understanding and	Grade 3 Lesson 3.3
Subtracting Multi-Digit	properties of operations to perform multi-digit	Grade 3 Lesson 4.3
Numbers	arithmetic.+	
Chapter 2 Estimation and N	umber Theory	
2.1 Estimation	4.OA.A Use the four operations with whole numbers to solve problems.	Grade 3 Lesson 2.4
2.2 Factors	Not identified as a Priority Standard. See teaching suggestions above.	
2.3 Multiples	4.NBT.A Generalize place value understanding for multi-digit whole numbers.	
2.4 Multiplying Using	4.NBT.B Use place value understanding and	Grade 3 Lesson 6.1
Models	properties of operations to perform multi-digit	
	arithmetic.+	
Chapter 3 Whole Number M	Aultiplication and Division	
3.1 Multiplying by a 1-	4.NBT.A Generalize place value understanding for	Grade 3 Lesson 6.2
Digit Number	multi-digit whole numbers.*	Grade 3 Lesson 6.3
	4.NBT.B Use place value understanding and	Grade 3 Lesson 6.4
	properties of operations to perform multi-digit	Grade 3 Lesson 6.5
	arithmetic.+	Grade 3 Lesson 7.1
	4.OA.A Use the four operations with whole	Grade 3 Lesson 7.2
	numbers to solve problems.	Grade 3 Lesson 7.3
3.2 Multiplying by a 2-	4.NBT.A Generalize place value understanding for	Grade 3 Lesson 6.2
Digit Number	multi-digit whole numbers.	Grade 3 Lesson 6.3
	4.NBT.B Use place value understanding and	Grade 3 Lesson 6.4
	properties of operations to perform multi-digit	Grade 3 Lesson 6.5
	arithmetic.+	Grade 3 Lesson 7.1
	4.OA.A Use the four operations with whole	Grade 3 Lesson 7.2
	numbers to solve problems.	Grade 3 Lesson 7.3
3.3 Modeling Division by a	4.NBT.A Generalize place value understanding for	Grade 3 Lesson 6.6
1-Digiti Number	multi-digit whole numbers.	Grade 3 Lesson 6.7
	4.NBT.B Use place value understanding and	
	properties of operations to perform multi-digit arithmetic.+	
3.4 Dividing by a 1-Digit	4.NBT.B Use place value understanding and	Grade 3 Lesson 8.1
Number	properties of operations to perform multi-digit	Grade 3 Lesson 8.2
	arithmetic.+	Grade 3 Lesson 8.4
		Grade 3 Lesson 8.5

Grade 4 Section	Priority Standards	Prior Learning
3.5 Real-World Problems	4.OA.A Use the four operations with whole	Grade 3 Lesson 9.1
Multiplication and	numbers to solve problems.	Grade 3 Lesson 9.3
Division		
Chapter 4 Tables and Line G	raphs	
4.1 Making and	Not identified as a Priority Standard. See teaching	
Interpreting a Table	suggestions above.	
4.2 Using a Table	Not identified as a Priority Standard. See teaching	
	suggestions above.	
4.3 Line Graphs	Not identified as a Priority Standard. See teaching	
	suggestions above.	
Chapter 5 Data and Probabi		<u> </u>
5.1 Average	Not identified as a Priority Standard. See teaching	
	suggestions above.	
5.2 Median, Mode, and	Not identified as a Priority Standard. See teaching	
Range	suggestions above.	
5.3 Stem-and-Leaf Plots	Not identified as a Priority Standard. See teaching	
	suggestions above.	
5.4 Outcomes	Not identified as a Priority Standard. See teaching	
	suggestions above.	
5.5 Probability as a	4.NF.A Extend understanding of fraction	Grade 3 Lesson 14.1
Fraction	equivalence and ordering.	Grade 3 Lesson 14.2
5.6 Real-World Problems:	4.NF.A Extend understanding of fraction	Grade 3 Lesson 14.1
Data and Probability	equivalence and ordering.	Grade 3 Lesson 14.2
Data and Probability	4.OA.A Use the four operations with whole	Grade 3 Ec33011 14.2
	numbers to solve problems.	
Chapter 6 Fractions and Mix		l e
6.1 Adding Fractions	4.NF.A Extend understanding of fraction	
9	equivalence and ordering.	
6.2 Subtracting Fractions	4.NF.A Extend understanding of fraction	
_	equivalence and ordering.	
6.3 Mixed Numbers	Not identified as a Priority Standard. See teaching	
	suggestions above.	
6.4 Improper Fractions	Not identified as a Priority Standard. See teaching	
	suggestions above.	
6.5 Renaming Improper	Not identified as a Priority Standard. See teaching	
Fractions and Mixed	suggestions above.	
Numbers		
6.6 Renaming Whole	4.NF.A Extend understanding of fraction	
Numbers When Adding	equivalence and ordering.	
and Subtracting Fractions		
6.7 Fraction of a Set	4.NF.B Build fractions from unit fractions by	rade 3 Lesson 14.5
	applying and extending previous understandings	
	of operations on whole numbers.+	

Grade 4 Section	Priority Standards	Prior Learning
6.8 Real-World Problems:	4.NF.B Build fractions from unit fractions by	
Fractions	applying and extending previous understandings	
	of operations on whole numbers.+	
	4.OA.A Use the four operations with whole	
	numbers to solve problems.	
6.9 Line Plots with	4.MD.B Represent and interpret data.+	
Fractions of a Unit		
Chapter 7 Decimals		
7.1 Understanding Tenths	4.NF.C Understand decimal notation for	
	fractions, and compare decimal fractions.	
7.2 Understanding	4.NF.C Understand decimal notation for	
Hundredths	fractions, and compare decimal fractions.	
7.3 Comparing Decimals	4.NF.C Understand decimal notation for fractions,	
	and compare decimal fractions.	
7.4 Rounding Decimals	Not identified as a Priority Standard. See teaching	
	suggestions above.	
7.5 Fractions and	4.NF.A Extend understanding of fraction	
Decimals	equivalence and ordering.	
	4.NF.C Understand decimal notation for fractions,	
	and compare decimal fractions.	
Chapter 8 Adding and Subtr	acting Decimals	
8.1 Adding Decimals	4.NBT.A Generalize place value understanding for	
	multi-digit whole numbers.	
	4.NBT.B Use place value understanding and	
	properties of operations to perform multi-digit	
	arithmetic.+	
	4.NF.C Understand decimal notation for	
	fractions, and compare decimal fractions.	
8.2 Subtracting Decimals	4.NBT.A Generalize place value understanding for	
	multi-digit whole numbers.	
	4.NBT.B Use place value understanding and	
	properties of operations to perform multi-digit	
	arithmetic.+	
8.3 Real-World Problems:	Not identified as a Priority Standard. See	
Decimals	teaching suggestions above.	
Chapter 9 Angles		
9.1 Understanding and	Not identified as a Priority Standard. See	
Measuring Angles	teaching suggestions above.	
9.2 Drawing Angles to	Not identified as a Priority Standard. See	
180°	teaching suggestions above.	
9.3 Turns and Angle	Not identified as a Priority Standard. See	
Measures	teaching suggestions above.	

Grade 4 Section	Priority Standards	Prior Learning
Chapter 10 Perpendicular a	nd Parallel Line Segments	
10.1 Drawing	Not identified as a Priority Standard. See	
Perpendicular Line	teaching suggestions above.	
Segments		
10.2 Drawing Parallel Line	Not identified as a Priority Standard. See	
Segments	teaching suggestions above.	
10.3 Horizontal and	Not identified as a Priority Standard. See	
Vertical Lines	teaching suggestions above.	
Chapter 11 Squares and Rec		
11.1 Squares and	Not identified as a Priority Standard. See	
Rectangles	teaching suggestions above.	
11.2 Properties of Squares	4.OA.A Use the four operations with whole	
and Rectangles	numbers to solve problems.	
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Chapter 12 Conversion of M	leasurements	
12.1 Length	Not identified as a Priority Standard. See	
	teaching suggestions above.	
12.2 Mass, Weight, and	Not identified as a Priority Standard. See	
Volume	teaching suggestions above.	
12.3 Time	Not identified as a Priority Standard. See	
	teaching suggestions above.	
12.4 Real-World	Not identified as a Priority Standard. See	
Problems: Measurement	teaching suggestions above.	
Chapter 13 Area and Perime	eter	
13.1 Area of a Rectangle	4.MD.A Solve problems involving measurement	Grade 3 Lesson 19.1
	and conversion of measurements from a larger	
	unit to a smaller unit.+	
13.2 Rectangles and	4.MD.A Solve problems involving measurement	Grade 3 Lesson 19.2
Squares	and conversion of measurements from a larger	Grade 3 Lesson 19.3
	unit to a smaller unit.+	
13.3 Composite Figures	4.MD.A Solve problems involving measurement	
	and conversion of measurements from a larger	
	unit to a smaller unit.+	
	4.OA.A Use the four operations with whole	
	numbers to solve problems.	
13.4 Using Formulas for	4.OA.A Use the four operations with whole	Grade 3 Lesson 19.4
Area and Perimeter	numbers to solve problems.	
	4.MD.A Solve problems involving measurement	
	and conversion of measurements from a larger	
	unit to a smaller unit.+	
Chapter 14 Symmetry		
14.1 Identifying Lines of	4.G.A Draw and identify lines and angles, and	
Symmetry	classify shapes by properties of their lines and	
	angles.+	

Grade 4 Section	Priority Standards	Prior Learning
14.2 Rotational Symmetry	Not identified as a Priority Standard. See teaching	
	suggestions above.	
14.3 Making Symmetric	4.G.A Draw and identify lines and angles, and	
Shapes and Patterns	classify shapes by properties of their lines and	
	angles.+	
Chapter 15 Tessellations		
15.1 Identifying	Not identified as a Priority Standard. See teaching	
Tessellations	suggestions above.	
15.2 More Tessellations	Not identified as a Priority Standard. See teaching	
	suggestions above.	

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Standards in *italics* were further selected by International Center for Leadership in Education.**

Chapter 1 Whole Numbers 1.1 Numbers to 1.0,000,000 1.2 Place Value 5.NBT.A Understand the place value system. Grade 4 Lesson 1.1 1.3 Comparing Numbers to 10,000,000 1.2 Place Value 5.NBT.A Understand the place value system. Grade 4 Lesson 1.2 1.3 Comparing Numbers to 10,000,000 1.4 Rounding and Not identified as a Priority Standard. See teaching suggestions above. Chapter 2 Whole Number Multiplication and Division 2.1 Using a Calculator 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.** 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 6.0 Dividing by 2-Digit Numbers 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 6.0 Dividing by 2-Digit S.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths. 6.0 Dividing 6.0 Dividi	Grade 5 Section	Priority Standards	Prior Learning
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		5.NF.A Use equivalent fractions as a strategy to	Grade 4 Lesson 3.1
	Numbers	add and subtract fractions.	Grade 4 Lesson 6.3

Grade 5 Section	Priority Standards	Prior Learning
3.6 Subtracting Mixed	5.NF.A Use equivalent fractions as a strategy to	Grade 4 Lesson 3.2
Numbers	add and subtract fractions.	Grade 4 Lesson 6.3
3.7 Real-World Problems:	5.NF.A Use equivalent fractions as a strategy to	Grade 4 Lesson 6.8
Fractions and Mixed	add and subtract fractions.	
Numbers	5.NF.B Apply and extend previous understandings	
	of multiplication and division to multiply and	
	divide fractions.	
Chapter 4 Multiplying and D	Dividing Fractions and Mixed Numbers	
4.1 Multiplying Proper	5.NF.B Apply and extend previous understandings	
Fractions	of multiplication and division to multiply and	
	divide fractions.	
4.2 Real-World Problems:	5.NF.B Apply and extend previous understandings	
Multiplying with Proper	of multiplication and division to multiply and	
Fractions	divide fractions.	
4.3 Multiplying Improper	5.NF.B Apply and extend previous understandings	
Fractions by Fractions	of multiplication and division to multiply and	
	divide fractions.	
4.4 Multiplying Mixed	5.NF.B Apply and extend previous understandings	
Numbers and Whole	of multiplication and division to multiply and	
Numbers	divide fractions.	
4.5 Real-World Problems:	5.NF.B Apply and extend previous understandings	
Multiplying with Mixed	of multiplication and division to multiply and	
Numbers	divide fractions.	
4.6 Dividing Fractions and Whole Numbers	5.NF.B Apply and extend previous understandings	
Whole Numbers	of multiplication and division to multiply and divide fractions.	
4.7 Real-World Problems:	5.NF.B Apply and extend previous understandings	
Multiplying and Dividing	of multiplication and division to multiply and	
with Fractions	divide fractions.	
Chapter 5 Algebra	annae ji detionor	<u> </u>
5.1 Number Patterns and	5.OA.B Analyze patterns and relationships.+	
Relationships		
5.2 Using Letters as	Not identified as a Priority Standard. See teaching	
Numbers	suggestions above.	
5.3 Simplifying Algebraic	Not identified as a Priority Standard. See teaching	
Expressions	suggestions above.	
5.4 Inequalities and	Not identified as a Priority Standard. See teaching	
Equations	suggestions above.	
5.5 Real-World Problems:	Not identified as a Priority Standard. See teaching	
Algebra	suggestions above.	
Chapter 6 Area		
6.1 Finding the Area of a	5.NF.B Apply and extend previous understandings	Grade 4 Lesson 13.1
Rectangle with Fractional	of multiplication and division to multiply and	Grade 4 Lesson 13.4
Side Lengths	divide fractions.	
6.2 Base and Height of a	Not identified as a Priority Standard. See teaching	
Triangle	suggestions above.	

Grade 5 Section	Priority Standards	Prior Learning
6.3 Finding the Area of a	Not identified as a Priority Standard. See teaching	
Triangle	suggestions above.	
Chapter 7 Ratio		
7.1 Finding Ratio	Not identified as a Priority Standard. See teaching	
	suggestions above.	
7.2 Equivalent Ratios	5.NF.B Apply and extend previous	
	understandings of multiplication and division to	
	multiply and divide fractions.	
7.3 Real-World Problems:	Not identified as a Priority Standard. See teaching	
Ratios	suggestions above.	
7.4 Ratios in Fraction	Not identified as a Priority Standard. See teaching	
Form	suggestions above.	
7.5 Comparing Three	5.NF.B Apply and extend previous	
Quantities	understandings of multiplication and division to	
	multiply and divide fractions.	
7.6 Real-World Problems:	5.NF.B Apply and extend previous	
More Ratios	understandings of multiplication and division to	
	multiply and divide fractions.	
Chapter 8 Decimals		
8.1 Understanding	5.NBT.A Understand the place value system.	Grade 4 Lesson 7.1
Thousandths	5.NBT.B Perform operations with multi-digit	Grade 4 Lesson 7.2
	whole numbers and with decimals to hundredths.	
8.2 Comparing and	5.NBT.A Understand the place value system.	Grade 4 Lesson 7.3
Rounding Decimals		Grade 4 Lesson 7.4
8.3 Rewriting Decimals as	5.NBT.A Understand the place value system.	Grade 4 Lesson 7.5
Fractions and Mixed		
Numbers		
Chapter 9 Multiplying and D	Dividing Decimals	
9.1 Multiplying Decimals	5.NBT.A Understand the place value system.	
	5.NBT.B Perform operations with multi-digit	
	whole numbers and with decimals to hundredths.	
9.2 Multiplying by Tens,	5.NBT.A Understand the place value system.	
Hundreds, or Thousands	5.NBT.B Perform operations with multi-digit	
	whole numbers and with decimals to hundredths.	
9.3 Dividing Decimals	5.NBT.A Understand the place value system.	
	5.NBT.B Perform operations with multi-digit	
	whole numbers and with decimals to hundredths.	
9.4 Dividing by Tens,	5.NBT.A Understand the place value system.	
Hundreds, or Thousands	5.NBT.B Perform operations with multi-digit	
	whole numbers and with decimals to hundredths.	
9.5 Estimating Decimals	5.NBT.A Understand the place value system.	
	5.NBT.B Perform operations with multi-digit	
	whole numbers and with decimals to hundredths.	
9.6 Converting Metric	Not identified as a Priority Standard. See teaching	
Units	suggestions above.	

Grade 5 Section	Priority Standards	Prior Learning
9.7 Real-World Problems:	5.NBT.A Understand the place value system.	
Decimals	5.NBT.B Perform operations with multi-digit	
	whole numbers and with decimals to hundredths	
Chapter 10 Percent		
10.1 Percent	Not identified as a Priority Standard. See teaching	
	suggestions above.	
10.2 Expressing Fractions	Not identified as a Priority Standard. See teaching	
as Percents	suggestions above.	
10.3 Percent of a Number	Not identified as a Priority Standard. See teaching	
	suggestions above.	
10.4 Real-World	Not identified as a Priority Standard. See teaching	
Problems: Percent	suggestions above.	
Chapter 11 Graphs and Prob	pability	
11.1 Making and	Not identified as a Priority Standard. See teaching	
Interpreting Line Plots	suggestions above.	
11.2 Making and	Not identified as a Priority Standard. See teaching	
Interpreting Double Bar	suggestions above.	
Graphs		
11.3 Graphing an Equation	5.G.A Graph points on the coordinate plane to	Grade 4 Lesson 4.3
	solve real-world and mathematical problems.	
11.4 Comparing Data	5.OA.B Analyze patterns and relationships.+	Grade 4 Lesson 4.3
Using Line Graphs		
11.5 Combinations	Not identified as a Priority Standard. See teaching	
	suggestions above.	
11.6 Theoretical	Not identified as a Priority Standard. See teaching	
Probability and	suggestions above.	
Experimental Probability		
Chapter 12 Angles		
12.1 Angles on a Line	Not identified as a Priority Standard. See teaching	
	suggestions above.	
12.2 Angles at a Point	Not identified as a Priority Standard. See teaching	
	suggestions above.	
12.3 Vertical Angles	Not identified as a Priority Standard. See teaching	
	suggestions above.	
	angles and Four-Sided Figures	
13.1 Classifying Triangles	Not identified as a Priority Standard. See teaching	
40.044	suggestions above.	
13.2 Measures of Angles	Not identified as a Priority Standard. See teaching	
of a Triangle	suggestions above.	
13.3 Right, Isosceles, and	Not identified as a Priority Standard. See teaching	
Equilateral Triangles	suggestions above.	
13.4 Triangle Inequalities	Not identified as a Priority Standard. See teaching	
	suggestions above.	

Grade 5 Section	Priority Standards	Prior Learning
13.5 Parallelogram,	Not identified as a Priority Standard. See teaching	
Rhombus, and Trapezoid	suggestions above.	
Chapter 14 Surface Area and	d Volume	
14.1 Building Solids Using	Not identified as a Priority Standard. See teaching	
Unit Cubes	suggestions above.	
14.2 Drawing Cubes and	Not identified as a Priority Standard. See teaching	
Rectangular Prisms	suggestions above.	
14.3 Prisms and Pyramids	Not identified as a Priority Standard. See teaching	
	suggestions above.	
14.4 Nets and Surface	5.NBT.B Perform operations with multi-digit	Grade 4 Lesson 13.1
Area	whole numbers and with decimals to hundredths.	Grade 4 Lesson 13.2
14.5 Understanding and	5.MD.C Geometric measurement: understand	
Measuring Volume	concepts of volume and relate volume to	
	multiplication and to addition.	
14.6 Volume of a	5.MD.C Geometric measurement: understand	
Rectangular Prism and	concepts of volume and relate volume to	
Liquid	multiplication and to addition.	
14.7 Volume of Composite	5.MD.C Geometric measurement: understand	
Solids	concepts of volume and relate volume to	
	multiplication and to addition.	

^{*} Priority standards clusters were identified as Priority Instructional Content through Achieve the Core by Student Achievement Partners, Pre-Publication Draft, May 2020. Full documents are available at AchieveTheCore.org.

^{**}International Center for Leadership in Education (ICLE) selected further priority standards, in most cases within the clusters called out by Achieve the Core.

⁺ Indicates standard selected by ICLE that is not within an Achieve the Core cluster.