



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 Prior Learning column (Grades 1 and up) suggests where you can find support from the grade before. 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 © 2018 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,	-	
1.1 Counting	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
1.2 Place Value	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
1.3 Comparing and	Not identified as a priority standard. See teaching	
Ordering Numbers	suggestions noted in the letter.	
Chapter 2 Mental Math ar	nd Estimation	
2.1 Mental Addition	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
2.2 Mental Subtraction	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
2.3 More Mental	Not identified as a priority standard. See teaching	
Addition	suggestions noted in the letter.	
2.4 Rounding Numbers	3.OA.D Solve problems involving the four	
to Estimate	operations, and identify and explain patterns in	
	arithmetic.**	
2.5 Using Front-End	Not identified as a priority standard. See teaching	
Estimation	suggestions noted in the letter.	
Chapter 3 Addition up to 1		
3.1 Addition Without	Not identified as a priority standard. See teaching	
Regrouping	suggestions noted in the letter.	
3.2 Addition With	Not identified as a priority standard. See teaching	
Regrouping in Hundreds	suggestions noted in the letter.	
3.3 Addition With	Not identified as a priority standard. See teaching	
Regrouping in Ones,	suggestions noted in the letter.	
Tens, and Hundreds		
Chapter 4 Subtraction up		T
4.1 Subtraction Without	Not identified as a priority standard. See teaching	
Regrouping	suggestions noted in the letter.	
4.2 Subtraction With	Not identified as a priority standard. See teaching	
Regrouping in Hundreds	suggestions noted in the letter.	
and Thousands		
4.3 Subtraction With	Not identified as a priority standard. See teaching	
Regrouping in Ones,	suggestions noted in the letter.	
Tens, Hundreds, and		
Thousands		
4.4 Subtraction Across	Not identified as a priority standard. See teaching	
Zeros	suggestions noted in the letter.	

Grade 3 Section	Priority Standards	Prior Learning
Chapter 5 Using Bar Mod	els: Addition and Subtraction	
5.1 Real-World	3.OA.D Solve problems involving the four	Grade 2 Section 4.1
Problems: Addition and	operations, and identify and explain patterns in	Grade 2 Section 4.2
Subtraction	arithmetic.	Grade 2 Section 4.3
Chapter 6 Multiplication		
6.1 Multiplication	3.OA.A Represent and solve problems involving	Grade 2 Section 5.1
Properties	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.	
6.2 Multiply by 6	3.OA.A Represent and solve problems involving	Grade 2 Section 6.1
, , ,	multiplication and division.	Grade 2 Section 6.2
	3.OA.B Understand properties of multiplication and	Grade 2 Section 6.3
	the relationship between multiplication and	Grade 2 Section 6.4
	division.	Grade 2 Section 6.5
	3.OA.C Multiply and divide within 100.	Grade 2 Section 15.1
	3.NBT.A Use place value understanding and	Grade 2 Section 15.2
	properties of operations to perform multi-digit	Grade 2 Section 15.3
	arithmetic.+	Grade 2 Section 15.4
6.3 Multiply by 7	3.OA.A Represent and solve problems involving	Grade 2 Section 6.1
, , ,	multiplication and division.	Grade 2 Section 6.2
	3.OA.B Understand properties of multiplication and	Grade 2 Section 6.3
	the relationship between multiplication and	Grade 2 Section 6.4
	division.	Grade 2 Section 6.5
	3.OA.C Multiply and divide within 100.	Grade 2 Section 15.1
	3.NBT.A Use place value understanding and	Grade 2 Section 15.2
	properties of operations to perform multi-digit	Grade 2 Section 15.3
	arithmetic.+	Grade 2 Section 15.4
6.4 Multiply by 8	3.OA.A Represent and solve problems involving	Grade 2 Section 6.1
	multiplication and division.	Grade 2 Section 6.2
	3.OA.B Understand properties of multiplication and	Grade 2 Section 6.3
	the relationship between multiplication and	Grade 2 Section 6.4
	division.	Grade 2 Section 6.5
	3.OA.C Multiply and divide within 100.	Grade 2 Section 15.1
	3.NBT.A Use place value understanding and	Grade 2 Section 15.2
	properties of operations to perform multi-digit	Grade 2 Section 15.3
	arithmetic.+	Grade 2 Section 15.4
6.5 Multiply by 9	3.OA.A Represent and solve problems involving	Grade 2 Section 6.1
	multiplication and division.	Grade 2 Section 6.2
	3.OA.B Understand properties of multiplication and	Grade 2 Section 6.3
	the relationship between multiplication and	Grade 2 Section 6.4
	division.	Grade 2 Section 6.5
	3.OA.C Multiply and divide within 100.	Grade 2 Section 15.1
	3.NBT.A Use place value understanding and	Grade 2 Section 15.2
	properties of operations to perform multi-digit	Grade 2 Section 15.3
	arithmetic.+	Grade 2 Section 15.4

Grade 3 Section	Priority Standards	Prior Learning
6.6 Division: Finding the	3.OA.A Represent and solve problems involving	Grade 2 Section 5.2
Number of Items in Each	multiplication and division.	Grade 2 Section 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	3.OA.A Represent and solve problems involving	Grade 2 Section 5.2
Equal Groups	multiplication and division.	Grade 2 Section 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	3.OA.A Represent and solve problems involving	Grade 2 Section 6.1
Multiplication	multiplication and division.	Grade 2 Section 6.2
	3.OA.B Understand properties of multiplication and	Grade 2 Section 6.3
	the relationship between multiplication and	Grade 2 Section 6.4
	division.	Grade 2 Section 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.	
	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.+	
Chanter 9 Division	dritimetic.+	
Chapter 8 Division 8.1 Mental Division	3.OA.A Represent and solve problems involving	Grade 2 Section 15.5
O.1 IVICITUI DIVISIOII	multiplication and division.	Grade 2 Section 13.3
	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 Section 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.	
	els: Multiplication and Division	T
9.1 Real-World	3.OA.A Represent and solve problems involving	Grade 2 Section 16.1
Problems: 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	3.OA.A Represent and solve problems involving	
Problems: Two-Step	multiplication and division.	
Problems with	3.OA.B Understand properties of multiplication and	
Multiplication	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.	
9.3 Real-World	3.OA.A Represent and solve problems involving	Grade 2 Section 16.2
Problems: 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	3.OA.A Represent and solve problems involving	
Problems: Two-Step	multiplication and division.	
Problems with 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 noted in the letter.	
10.2 Subtraction	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
10.3 Real-World	Not identified as a priority standard. See teaching	
Problems: Money	suggestions noted in the letter.	
Chapter 11 Metric Length		
11.1 Meters and	Not identified as a priority standard. See teaching	
Centimeters	suggestions noted in the letter.	
11.2 Kilometers and	Not identified as a priority standard. See teaching	
Meters	suggestions noted in the letter.	
11.3 Kilograms and	Not identified as a priority standard. See teaching	
Grams	suggestions noted in the letter.	
11.4 Liters and Milliliters	Not identified as a priority standard. See teaching	
TITT Elects and willingers	suggestions noted in the letter.	
Chapter 12 Real-World Pr		
12.1 Real-World	3.OA.A Represent and solve problems involving	Grade 2 Section 13.5
Problems: One-Step	multiplication and division.	Grade 2 Section 16.3
Problems	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	3.OA.A Represent and solve problems involving	
Problems: Two-Step	multiplication and division.	
Problems	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 an		
13.1 Making Bar Graphs	3.MD.B Represent and interpret data.+	Grade 2 Section 17.4
with Scales		
13.2 Reading and	3.MD.B Represent and interpret data.+	Grade 2 Section 17.4
Interpreting Bar Graphs	,	
13.3 Line Plots	3.MD.B Represent and interpret data.+	Grade 2 Section 17.4

Grade 3 Section	Priority Standards	Prior Learning
Chapter 14 Fractions		
14.1 Understanding	3.NF.A Develop understanding of fractions as	Grade 2 Section 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 Section 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 Section 12.1
Fractions	numbers.	
	3.G.A Reason with shapes and their attributes.+	
14.4 Comparing	3.NF.A Develop understanding of fractions as	Grade 2 Section 12.2
Fractions	numbers.	
	3.G.A Reason with shapes and their attributes.+	
14.5 Fractions as a	3.NF.A Develop understanding of fractions as	
Whole or Set	numbers.	
	3.G.A Reason with shapes and their attributes.+	
Chapter 15 Customary Ler	ngth, Weight, and Capacity	
15.1 Measuring Length	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
15.2 Measuring Weight	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
15.3 Measuring Capacity	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
Chapter 16 Time and Tem	·	
16.1 Telling Time	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
16.2 Converting Hours	Not identified as a priority standard. See teaching	
and Minutes	suggestions noted in the letter.	
16.3 Adding Hours and	Not identified as a priority standard. See teaching	
Minutes	suggestions noted in the letter.	
16.4 Subtracting Hours	Not identified as a priority standard. See teaching	
and Minutes	suggestions noted in the letter.	
16.5 Elapsed Time	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
16.6 Measuring	Not identified as a priority standard. See teaching	
Temperature	suggestions noted in the letter.	
16.7 Real-World	Not identified as a priority standard. See teaching	
Problems: Time and	suggestions noted in the letter.	
Temperature		
Chapter 17 Angels and Lin	ies	
17.1 Understanding and	Not identified as a priority standard. See teaching	
Identifying Angles	suggestions noted in the letter.	
17.2 Right Angles	Not identified as a priority standard. See teaching	
0 0	suggestions noted in the letter.	
17.3 Perpendicular Lines	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
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Grade 3 Section	Priority Standards	Prior Learning
17.4 Parallel Lines	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
Chapter 18 Two-Dimension	nal Shapes	
18.1 Classifying	Not identified as a priority standard. See teaching	
Polygons	suggestions noted in the letter.	
18.2 Congruent Figures	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
18.3 Symmetry	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
Chapter 19 Area and Perir	neter	
19.1 Area	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
19.2 Square Units (cm ₂	Not identified as a priority standard. See teaching	
and in.2)	suggestions noted in the letter.	
19.3 Square Units (m ₂	Not identified as a priority standard. See teaching	
and ft ₂)	suggestions noted in the letter.	
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 noted in the letter.	

^{*} 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.

 $[\]mbox{+}\mbox{ This standard selected by ICLE}$ 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 Section 1.2
1.2 Comparing Numbers to 100,000	4.NBT.A Generalize place value understanding for multi-digit whole numbers.	Grade 3 Section 1.3
1.3 Adding and	4.NBT.B Use place value understanding and	Grade 3 Section 3.3
Subtracting Multi-Digit Numbers	properties of operations to perform multi-digit arithmetic.+	Grade 3 Section 4.3
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 Section 2.4
2.2 Factors	Not identified as a priority standard. See teaching suggestions noted in the letter.	
2.3 Multiples	4.NBT.A Generalize place value understanding for multi-digit whole numbers.	
2.4 Multiplying Using Models	4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+	Grade 3 Section 6.1
Chapter 3 Whole Number N		
3.1 Multiplying by a 1-	4.NBT.A Generalize place value understanding for	Grade 3 Section 6.2
Digit Number	multi-digit whole numbers.*	Grade 3 Section 6.3
3	4.NBT.B Use place value understanding and	Grade 3 Section 6.4
	properties of operations to perform multi-digit	Grade 3 Section 6.5
	arithmetic.+	Grade 3 Section 7.1
	4.OA.A Use the four operations with whole	Grade 3 Section 7.2
	numbers to solve problems.	Grade 3 Section 7.3
3.2 Multiplying by a 2-	4.NBT.A Generalize place value understanding for	Grade 3 Section 6.2
Digit Number	multi-digit whole numbers.	Grade 3 Section 6.3
3	4.NBT.B Use place value understanding and	Grade 3 Section 6.4
	properties of operations to perform multi-digit	Grade 3 Section 6.5
	arithmetic.+	Grade 3 Section 7.1
	4.OA.A Use the four operations with whole	Grade 3 Section 7.2
	numbers to solve problems.	Grade 3 Section 7.3
3.3 Modeling Division with	4.NBT.A Generalize place value understanding for	Grade 3 Section 6.6
Regrouping	multi-digit whole numbers.	Grade 3 Section 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 Section 8.1
Number	properties of operations to perform multi-digit	Grade 3 Section 8.2
	arithmetic.+	Grade 3 Section 8.4
		Grade 3 Section 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 Section 9.1
Multiplication and	numbers to solve problems.	Grade 3 Section 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 noted in the letter.	
4.2 Using a Table	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
4.3 Line Graphs	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
Chapter 5 Data and Probabi	lity	
5.1 Average	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
5.2 Median, Mode, and	Not identified as a priority standard. See teaching	
Range	suggestions noted in the letter.	
5.3 Stem-and-Leaf Plots	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
5.4 Outcomes	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
5.5 Probability as a	4.NF.A Extend understanding of fraction	Grade 3 Section 14.1
Fraction	equivalence and ordering.	Grade 3 Section 14.2
5.6 Real-World Problems:	4.NF.A Extend understanding of fraction	Grade 3 Section 14.1
Data and Probability	equivalence and ordering.	Grade 3 Section 14.2
	4.OA.A Use the four operations with whole	
	numbers to solve problems.	
Chapter 6 Fractions and Mix		T
6.1 Adding Fractions	4.NF.A Extend understanding of fraction	
	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 noted in the letter.	
6.4 Improper Fractions	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
6.5 Renaming Improper	Not identified as a priority standard. See teaching	
Fractions and Mixed	suggestions noted in the letter.	
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 Section 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 noted in the letter.	
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 noted in the letter.	
Chapter 9 Angles		
9.1 Understanding and	Not identified as a priority standard. See	
Measuring Angles	teaching suggestions noted in the letter.	
	A	
9.2 Drawing Angles to	Not identified as a priority standard. See	
180°	teaching suggestions noted in the letter.	
Q 2 Turns and Anglo	Not identified as a priority standard See	
9.3 Turns and Angle Measures	Not identified as a priority standard. See	
ivicasuies	teaching suggestions noted in the letter.	

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 noted in the letter.	
Segments		
10.2 Drawing Parallel Line	Not identified as a priority standard. See	
Segments	teaching suggestions noted in the letter.	
10.3 Horizontal and	Not identified as a priority standard. See	
Vertical Lines	teaching suggestions noted in the letter.	
Chapter 11 Squares and Rec	tangles	
11.1 Squares and	Not identified as a priority standard. See	
Rectangles	teaching suggestions noted in the letter.	
11.2 Properties of Squares	4.OA.A Use the four operations with whole	
and Rectangles	numbers to solve problems.	
Chapter 12 Conversion of M		·
12.1 Length	Not identified as a priority standard. See	
	teaching suggestions noted in the letter.	
12.2 Mass, Weight, and	Not identified as a priority standard. See	
Volume	teaching suggestions noted in the letter.	
12.3 Time	Not identified as a priority standard. See	
	teaching suggestions noted in the letter.	
12.4 Real-World	Not identified as a priority standard. See	
Problems: Measurement	teaching suggestions noted in the letter.	
Chapter 13 Area and Perime	1	
13.1 Area of a Rectangle	4.MD.A Solve problems involving measurement	Grade 3 Section 19.1
	and conversion of measurements from a larger	
12.2.5	unit to a smaller unit.+	C 1 - 2 C 1 40 2
13.2 Rectangles and	4.MD.A Solve problems involving measurement	Grade 3 Section 19.2
Squares	and conversion of measurements from a larger	Grade 3 Section 19.3
13.3 Commonito Figures	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 Section 19.4
Area and Perimeter	numbers to solve problems.	Grade 3 Section 13.4
, wed and reminerer	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.+	
14.2 Rotational Symmetry	Not identified as a priority standard. See teaching	
, ,	suggestions noted in the letter.	

Grade 4 Section	Priority Standards	Prior Learning
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 noted in the letter.	
15.2 More Tessellations	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	

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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.**

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ivampers add and subtract fractions Ulade 4 Section 0.5	Numbers	add and subtract fractions.	Grade 4 Section 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 Section 3.2
Numbers	add and subtract fractions.	Grade 4 Section 6.3
3.7 Real-World Problems:	5.NF.A Use equivalent fractions as a strategy to	Grade 4 Section 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.	
	Dividing Fractions and Mixed Numbers	T
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	5.NF.B Apply and extend previous understandings	
Whole Numbers	of multiplication and division to multiply and	
4.7 Real-World Problems:	divide fractions.	
Multiplying and Dividing	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and	
with Fractions	divide fractions.	
Chapter 5 Algebra	divide fractions.	
5.1 Number Patterns and	5.OA.B Analyze patterns and relationships.+	
Relationships	3.671.87111diy2e patterns and relationships.	
5.2 Using Letters as	Not identified as a priority standard. See teaching	
Numbers	suggestions noted in the letter.	
5.3 Simplifying Algebraic	Not identified as a priority standard. See teaching	
Expressions	suggestions noted in the letter.	
5.4 Inequalities and	Not identified as a priority standard. See teaching	
Equations	suggestions noted in the letter.	
5.5 Real-World Problems:	Not identified as a priority standard. See teaching	
Algebra	suggestions noted in the letter.	
Chapter 6 Area		
6.1 Finding the Area of a	5.NF.B Apply and extend previous understandings	Grade 4 Section 13.1
Rectangle with Fractional	of multiplication and division to multiply and	Grade 4 Section 13.4
Side Lengths	divide fractions.	
6.2 Base and Height of a	Not identified as a priority standard. See teaching	
Triangle	suggestions noted in the letter.	

Grade 5 Section	Priority Standards	Prior Learning
6.3 Finding the Area of a	Not identified as a priority standard. See teaching	3
Triangle	suggestions noted in the letter.	
Chapter 7 Ratio		
7.1 Finding Ratio	Not identified as a priority standard. See teaching	
, and the second	suggestions noted in the letter.	
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 noted in the letter.	
7.4 Ratios in Fraction	Not identified as a priority standard. See teaching	
Form	suggestions noted in the letter.	
7.5 Comparing Three	5.NF.B Apply and extend previous understandings	
Quantities	of multiplication and division to multiply and	
	divide fractions.	
7.6 Real-World Problems:	5.NF.B Apply and extend previous understandings	
More Ratios	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 Section 7.1
Thousandths	5.NBT.B Perform operations with multi-digit	Grade 4 Section 7.2
	whole numbers and with decimals to hundredths.	
8.2 Comparing and	5.NBT.A Understand the place value system.	Grade 4 Section 7.3
Rounding Decimals		Grade 4 Section 7.4
8.3 Rewriting Decimals as	5.NBT.A Understand the place value system.	Grade 4 Section 7.5
Fractions and Mixed		
Numbers		
Chapter 9 Multiplying and D		
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 noted in the letter.	

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 noted in the letter.	
10.2 Expressing Fractions	Not identified as a priority standard. See teaching	
as Percents	suggestions noted in the letter.	
10.3 Percent of a Number	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
10.4 Real-World	Not identified as a priority standard. See teaching	
Problems: Percent	suggestions noted in the letter.	
Chapter 11 Graphs and Prob	pability	
11.1 Making and	Not identified as a priority standard. See teaching	
Interpreting Line Plots	suggestions noted in the letter.	
11.2 Making and	Not identified as a priority standard. See teaching	
Interpreting Double Bar	suggestions noted in the letter.	
Graphs		
11.3 Graphing an Equation	5.G.A Graph points on the coordinate plane to	Grade 4 Section 4.3
	solve real-world and mathematical problems.	
11.4 Comparing Data	5.OA.B Analyze patterns and relationships.+	Grade 4 Section 4.3
Using Line Graphs		
11.5 Combinations	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
11.6 Theoretical	Not identified as a priority standard. See teaching	
Probability and	suggestions noted in the letter.	
Experimental Probability		
Chapter 12 Angles		T
12.1 Angles on a Line	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
12.2 Angles at a Point	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
12.3 Vertical Angles	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
	angles and Four-Sided Figures	
13.1 Classifying Triangles	Not identified as a priority standard. See teaching	
12.2 Management of Arralas	suggestions noted in the letter.	
13.2 Measures of Angles	Not identified as a priority standard. See teaching	
of a Triangle	suggestions noted in the letter.	
13.3 Right, Isosceles, and	Not identified as a priority standard. See teaching	
Equilateral Triangles	suggestions noted in the letter.	
13.4 Triangle Inequalities	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	

Grade 5 Section	Priority Standards	Prior Learning
13.5 Parallelogram,	Not identified as a priority standard. See teaching	
Rhombus, and Trapezoid	suggestions noted in the letter.	
Chapter 14 Surface Area and	Volume	
14.1 Building Solids Using	Not identified as a priority standard. See teaching	
Unit Cubes	suggestions noted in the letter.	
14.2 Drawing Cubes and	Not identified as a priority standard. See teaching	
Rectangular Prisms	suggestions noted in the letter.	
14.3 Prisms and Pyramids	Not identified as a priority standard. See teaching	
	suggestions noted in the letter.	
14.4 Nets and Surface	5.NBT.B Perform operations with multi-digit	Grade 4 Section 13.1
Area	whole numbers and with decimals to hundredths.	Grade 4 Section 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.

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