

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 (Grades 1 and up) suggests where you can find support from the prior grade on *Ed*. 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 small-group practice, possibly using learning stations.
- Use these topics to extend concepts within a related section.

Evaluating Readiness

The HMH Math Growth Measure is designed to be given three times a year and can provide a profile of students' mathematical proficiencies. In addition, you have access to Quick Checks and prior-year digital and printable assessments on *Ed*. We recommend treating these as diagnostic and formative to provide the most supportive learning environment.

From Engagement to Mastery

Students should start with engaging, hands-on learning experiences. 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 Learn Videos (Grades 1–5) and Virtual Manipulatives can also provide some extra support. 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 © 2020 Grade K

Priority standards were identified through Achieve the Core.*

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

Grade K Section	Priority Standards	Prior Learning
Chapter 1 Numbers to 5		
1.1 All About 1 and 2	<i>K.CC.A Know number names and the count sequence.**</i> <i>K.CC.B Count to tell the number of objects.</i>	
1.2 All About 3 and 4	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
1.3 All About 5	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
1.4 All About 0	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
1.5 Order Numbers to 5	<i>K.CC.A Know number names and the count sequence.*</i>	
Chapter 2 Numbers to 10		
2.1 All About 6 and 7	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
2.2 All About 8 and 9	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
2.3 All About 10	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
2.4 Order Numbers to 10	<i>K.CC.A Know number names and the count sequence.</i>	
2.5 Make Number Pairs to 10	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
2.6 Ordinal Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 3 Measurement		
3.1 Compare Lengths	<i>K.MD.A Describe and compare measurable attributes.+</i>	
3.2 Compare Heights	<i>K.MD.A Describe and compare measurable attributes.+</i>	
3.3 Compare Lengths, Heights, and Weights	<i>K.MD.A Describe and compare measurable attributes.+</i>	
Chapter 4 Compare Numbers to 10		
4.1 More Than	<i>K.CC.C Compare numbers.</i>	
4.2 Fewer Than	<i>K.CC.C Compare numbers.</i>	

Grade K Section	Priority Standards	Prior Learning
4.3 Same	K.CC.C Compare numbers.	
4.4 Compare Numbers to 10	K.CC.B Count to tell the number of objects. K.CC.C Compare numbers.	
Chapter 5 Flat and Solid Shapes		
5.1 Flat Shapes	Not identified as a Priority Standard. See teaching suggestions above.	
5.2 Solid Shapes	Not identified as a Priority Standard. See teaching suggestions above.	
5.3 Positions	<i>K.G.A Identify and describe shapes.+</i>	
5.4 Make New Shapes	<i>K.G.B Classify objects and count the number of objects in categories.+</i>	
5.5 Compare Flat and Solid Shapes	<i>K.G.B Classify objects and count the number of objects in categories.+</i>	
5.6 Shapes Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 6 Numbers to 20		
6.1 Numbers 11 to 13	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
6.2 Numbers 14 to 16	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
6.3 Numbers 17 to 20	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
6.4 Order Numbers to 20	<i>K.CC.A Know number names and the count sequence.</i>	
6.5 Take Apart Numbers to 20	<i>K.NBT.A Work with numbers 11–19 to gain foundations for place value.+</i>	
Chapter 7 Addition		
7.1 Addition Stories	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
7.2 Put Together and Add To	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
7.3 Add Fluently Within 5	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
7.4 Add Within 10	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
7.5 Addition Sentences	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
Chapter 8 Subtraction		

Grade K Section	Priority Standards	Prior Learning
8.1 Subtraction Stories	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
8.2 Take From and Take Apart	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
8.3 Subtract Fluently Within 5	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
8.4 Subtract Within 10	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
8.5 Subtraction Sentences	<i>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
Chapter 9 Numbers to 100		
9.1 Numbers 21 to 50	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
9.2 Count on by 10s to 100	<i>K.CC.A Know number names and the count sequence.</i>	
9.3 Numbers 51 to 100	<i>K.CC.A Know number names and the count sequence.</i> <i>K.CC.B Count to tell the number of objects.</i>	
9.4 Number Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 10 Sorting		
10.1 Same and Different	<i>K.MD.B Classify objects and count the number of objects in categories.+</i>	
10.2 Sort Objects by Attributes	<i>K.MD.B Classify objects and count the number of objects in categories.+</i>	

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

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Grade 1 Section	Priority Standards	Prior Learning
Chapter 1 Numbers to 10		
1.1 Counting to 10	Not identified as a Priority Standard. See teaching suggestions above.	
1.2 Comparing Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
1.3 Number Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 2 Addition and Subtraction Within 10		
2.1 Making Number Bonds	<i>1.OA.C Add and subtract within 20.**</i>	
2.2 Ways to Add	1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.* <i>1.OA.C Add and subtract within 20.**</i>	<i>Grade K Section 7.2 Grade K Section 7.3 Grade K Section 7.4</i>
2.3 Making Addition Stories	1.OA.A Represent and solve problems involving addition and subtraction.	Grade K Section 7.1
2.4 Real-World Problems: Addition	1.OA.A Represent and solve problems involving addition and subtraction.	Grade K Section 7.5
2.5 Ways to Subtract	1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.* <i>1.OA.C Add and subtract within 20.</i>	<i>Grade K Section 8.2</i>
2.6 Making Subtraction Stories	1.OA.A Represent and solve problems involving addition and subtraction.	Grade K Section 8.1
2.7 Real-World Problems: Subtraction	1.OA.A Represent and solve problems involving addition and subtraction.	Grade K Section 8.4 Grade K Section 8.5
2.8 Making Fact Families	<i>1.OA.C Add and subtract within 20. 1.OA.D Work with addition and subtraction equations.</i>	<i>Grade K Section 8.3</i>
Chapter 3 Shapes and Patterns		
3.1 Exploring Flat Shapes	Not identified as a Priority Standard. See teaching suggestions above.	
3.2 Exploring Solid Shapes	Not identified as a Priority Standard. See teaching suggestions above.	
3.3 Using Shapes to Make Pictures and Models	<i>1.G.A Reason with shapes and their attributes.+</i>	<i>Grade K Section 5.4</i>
3.4 Seeing Shapes Around Us	Not identified as a Priority Standard. See teaching suggestions above.	
3.5 Using Flat Shapes to Make Patterns	Not identified as a Priority Standard. See teaching suggestions above.	

Grade 1 Section	Priority Standards	Prior Learning
3.6 Using Solid Shapes to Make Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 4 Numbers to 20		
4.1 Counting to 20	Not identified as a Priority Standard. See teaching suggestions above.	
4.2 Place Value	<i>1.NBT.B Understand place value.</i>	<i>Grade K Section 6.1 Grade K Section 6.2 Grade K Section 6.3</i>
4.3 Comparing and Ordering Numbers	<i>1.NBT.B Understand place value.</i>	<i>Grade K Section 6.4</i>
4.4 Number Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 5 Addition and Subtraction Within 20		
5.1 Ways to Add Fluently	<i>1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.C Add and subtract within 20.</i>	
5.2 Ways to Subtract Fluently	<i>1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.C Add and subtract within 20. 1.OA.D Work with addition and subtraction equations.</i>	<i>Grade K Section 6.5</i>
5.3 Real-World Problems: Addition and Subtraction	<i>1.OA.A Represent and solve problems involving addition and subtraction.</i>	
Chapter 6 Numbers to 40		
6.1 Counting to 40	Not identified as a Priority Standard. See teaching suggestions above.	
6.2 Place Value	<i>1.NBT.B Understand place value.</i>	<i>Grade K Section 9.1</i>
6.3 Comparing, Ordering, and Number Patterns	<i>1.NBT.B Understand place value.</i>	<i>Grade K Section 9.4</i>
Chapter 7 Calendar and Time		
7.1 Using a Calendar	Not identified as a Priority Standard. See teaching suggestions above.	
7.2 Telling Time to the Hour	Not identified as a Priority Standard. See teaching suggestions above.	
7.3 Telling Time to the Half Hour	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 8 Addition and Subtraction Within 40		
8.1 Addition Without Regrouping	<i>1.NBT.C Use place value understanding and properties of operations to add and subtract.</i>	
8.2 Addition With Regrouping	<i>1.NBT.C Use place value understanding and properties of operations to add and subtract.</i>	
8.3 Subtraction Without Regrouping	<i>1.NBT.C Use place value understanding and properties of operations to add and subtract.</i>	

Grade 1 Section	Priority Standards	Prior Learning
8.4 Subtraction With Regrouping	Not identified as a Priority Standard. See teaching suggestions above.	
8.5 Real-World Problems: Addition and Subtraction	1.OA.A Represent and solve problems involving addition and subtraction. +	
8.6 Getting Ready for Multiplication	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 9 Length and Weight		
9.1 Comparing Lengths	Not identified as a Priority Standard. See teaching suggestions above.	
9.2 Comparing More Lengths	1.MD.A Measure lengths indirectly and by iterating length units.	Grade K Section 3.1
9.3 Using a Start Line	Not identified as a Priority Standard. See teaching suggestions above.	
9.4 Measuring Length	1.MD.A Measure lengths indirectly and by iterating length units.	
9.5 Measuring Length in Units	1.MD.A Measure lengths indirectly and by iterating length units.	
9.6 Comparing Weights	Not identified as a Priority Standard. See teaching suggestions above.	
9.7 Measuring Weight	Not identified as a Priority Standard. See teaching suggestions above.	
9.8 Measuring Weight in Units	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 10 Numbers to 120		
10.1 Counting to 120	Not identified as a Priority Standard. See teaching suggestions above.	
10.2 Place Value	1.NBT.B Understand place value	Grade K Section 9.2 Grade K Section 9.3
10.3 Comparing, Ordering, and Number Patterns	1.NBT.B Understand place value	
Chapter 11 Addition and Subtraction Within 100		
11.1 Addition Without Regrouping	1.NBT.C Use place value understanding and properties of operations to add and subtract.	
11.2 Addition With Regrouping	1.NBT.C Use place value understanding and properties of operations to add and subtract.	
11.3 Subtraction Without Regrouping	1.NBT.C Use place value understanding and properties of operations to add and subtract.	
11.4 Subtraction With Regrouping	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 12 Graphs		
12.1 Simple Picture Graphs	1.MD.C Represent and interpret data. +	

Grade 1 Section	Priority Standards	Prior Learning
12.2 Tally Charts and Picture Graphs	1.MD.C Represent and interpret data.+	
Chapter 13 Money		
13.1 Penny, Nickel, and Dime	Not identified as a Priority Standard. See teaching suggestions above.	
13.2 Quarter	Not identified as a Priority Standard. See teaching suggestions above.	
13.3 Counting Money	Not identified as a Priority Standard. See teaching suggestions above.	
13.4 Adding and Subtracting Money	Not identified as a Priority Standard. See teaching suggestions above.	

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Priority standards were identified through Achieve the Core.*

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Grade 2 Section	Priority Standards	Prior Learning
Chapter 1 Numbers to 1,000		
1.1 Counting to 1,000	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 <i>Comparing and Ordering Numbers</i>	<i>2.NBT.A Understand place value.+</i>	<i>Grade 1 Section 4.3</i> <i>Grade 1 Section 6.3</i> <i>Grade 1 Section 10.3</i>
1.4 Number Patterns	2.NBT.B Use place value understanding and properties of operations to add and subtract.*	Grade 1 Section 4.4 Grade 1 Section 6.3 Grade 1 Section 10.3
Chapter 2 Addition Within 1,000		
2.1 <i>Adding Fluently Within 100</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.**</i>	<i>Grade 1 Section 2.2</i> <i>Grade 1 Section 5.1</i>
2.2 <i>Adding Without Regrouping</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.1</i> <i>Grade 1 Section 11.1</i>
2.3 <i>Adding with Regrouping in Ones</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.2</i> <i>Grade 1 Section 11.3</i>
2.4 <i>Adding with Regrouping in Tens</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.2</i> <i>Grade 1 Section 11.3</i>
2.5 <i>Adding with Regrouping in Ones and Tens</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.2</i> <i>Grade 1 Section 11.3</i>
2.6 Adding Four 2-Digit Numbers	2.NBT.B Use place value understanding and properties of operations to add and subtract.	
Chapter 3 Subtraction Within 1,000		
3.1 <i>Subtracting Fluently Within 100</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 2.5</i> <i>Grade 1 Section 5.2</i>
3.2 <i>Subtracting Without Regrouping</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.3</i> <i>Grade 1 Section 11.3</i>
3.3 <i>Subtracting with Regrouping in Tens and Ones</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.4</i> <i>Grade 1 Section 11.4</i>
3.4 <i>Subtracting with Regrouping in Hundreds and Tens</i>	<i>2.NBT.B Use place value understanding and properties of operations to add and subtract.</i>	<i>Grade 1 Section 8.4</i> <i>Grade 1 Section 11.4</i>

Grade 2 Section	Priority Standards	Prior Learning
3.5 Subtracting with Regrouping in Hundreds, Tens, and Ones	2.NBT.B Use place value understanding and properties of operations to add and subtract.	Grade 1 Section 8.4 Grade 1 Section 11.4
3.6 Subtracting Across Zeros	2.NBT.B Use place value understanding and properties of operations to add and subtract.	
Chapter 4 Using Bar Models: Addition and Subtraction		
4.1 Using Part-Whole in Addition and Subtraction	2.OA.A Represent and solve problems involving addition and subtraction. 2.NBT.B Use place value understanding and properties of operations to add and subtract.	
4.2 Adding On and Taking Away Sets	2.OA.A Represent and solve problems involving addition and subtraction. 2.NBT.B Use place value understanding and properties of operations to add and subtract.	
4.3 Comparing Two Sets	2.OA.A Represent and solve problems involving addition and subtraction. 2.NBT.B Use place value understanding and properties of operations to add and subtract.	
4.4 Real-World Problems Two-Step Problems	2.OA.A Represent and solve problems involving addition and subtraction. 2.NBT.B Use place value understanding and properties of operations to add and subtract.	
Chapter 5 Length		
5.1 Measuring in Meters	Not identified as a Priority Standard. See teaching suggestions above.	
5.2 Measuring in Centimeters	Not identified as a Priority Standard. See teaching suggestions above.	
5.3 Comparing and Ordering Metric Lengths	2.MD.A Measure and estimate lengths in standard units.+	Grade 1 Section 9.1 Grade 1 Section 9.2
5.4 Real-World Problems: Addition and Subtraction of Metric Lengths	2.MD.B Relate addition and subtraction to length.	
5.5 Measuring in Feet	Not identified as a Priority Standard. See teaching suggestions above.	
5.6 Measuring in Inches	Not identified as a Priority Standard. See teaching suggestions above.	
5.7 Comparing and Ordering Customary Lengths	2.MD.A Measure and estimate lengths in standard units.+	Grade 1 Section 9.1 Grade 1 Section 9.2
5.8 Real-World Problems: Addition and Subtraction of Customary Lengths	2.MD.B Relate addition and subtraction to length.	
Chapter 6 Mass		

Grade 2 Section	Priority Standards	Prior Learning
6.1 Measuring in Kilograms	Not identified as a Priority Standard. See teaching suggestions above.	
6.2 Measuring in Grams	Not identified as a Priority Standard. See teaching suggestions above.	
6.3 Comparing Masses in Kilograms and Grams	Not identified as a Priority Standard. See teaching suggestions above.	
6.4 Real-World Problems: Addition and Subtraction of Masses	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 7 Graphs and Line Plots		
7.1 Picture Graphs	Not identified as a Priority Standard. See teaching suggestions above.	
7.2 Bar Graphs	Not identified as a Priority Standard. See teaching suggestions above.	
7.3 Line Plots	<i>2.MD.D Represent and interpret data.+</i>	
Chapter 8 Multiplication and Division		
8.1 How to Multiply	<i>2.OA.C Work with equal groups of objects to gain foundations for multiplication.+</i>	Grade 1 Section 8.6
8.2 How to Divide	Not identified as a Priority Standard. See teaching suggestions above.	
8.3 Real-World Problems: Multiplication and Division	Not identified as a Priority Standard. See teaching suggestions above.	
8.4 Odd and Even Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 9 Multiplication Tables		
9.1 Multiplying by 2	Not identified as a Priority Standard. See teaching suggestions above.	
9.2 Multiplying by 5	Not identified as a Priority Standard. See teaching suggestions above.	
9.3 Multiplying by 10	Not identified as a Priority Standard. See teaching suggestions above.	
9.4 Multiplying by 3	Not identified as a Priority Standard. See teaching suggestions above.	
9.5 Multiplying by 4	Not identified as a Priority Standard. See teaching suggestions above.	
9.6 Multiplying Numbers in Any Order	Not identified as a Priority Standard. See teaching suggestions above.	
9.7 Dividing Using Multiplication Facts	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 10 Time and Money		
10.1 Reading and Writing Time	Not identified as a Priority Standard. See teaching suggestions above.	
10.2 Using A.M. and P.M	Not identified as a Priority Standard. See teaching suggestions above.	

Grade 2 Section	Priority Standards	Prior Learning
10.3 Bills	Not identified as a Priority Standard. See teaching suggestions above.	
10.4 Comparing Amounts of Money	Not identified as a Priority Standard. See teaching suggestions above.	
10.5 Real-World Problems: Money	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 11 Shapes		
11.1 Lines and Surfaces	Not identified as a Priority Standard. See teaching suggestions above.	
<i>11.2 Flat Shapes</i>	<i>2.G.A Reason with shapes and their attributes.+</i>	<i>Grade 1 Section 3.1</i>
<i>11.3 Solid Shapes</i>	<i>2.G.A Reason with shapes and their attributes.+</i>	<i>Grade 1 Section 3.2</i>

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