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

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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 3 Section	Priority Standards	Prior Learning
Chapter 1 Numbers to 10,000		
1.1 Counting to 10,000	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 Comparing and Ordering Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
1.4 Rounding Numbers to the Nearest Ten	Not identified as a Priority Standard. See teaching suggestions above.	
1.5 Rounding Numbers to the Nearest Hundred	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 2 Addition Within 10,000		
2.1 Addition Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
2.2 Mental Addition	Not identified as a Priority Standard. See teaching suggestions above.	
2.3 Adding Fluently Within 1,000	Not identified as a Priority Standard. See teaching suggestions above.	
2.4 Adding Without Regrouping	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.**	*Grade 2 Section 2.2*
2.5 Adding with Regrouping	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.*	*Grade 2 Section 2.3* *Grade 2 Section 2.4* *Grade 2 Section 2.5*
2.6 Real-World Problems: Addition	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.*	
Chapter 3 Subtraction Within 10,000		
3.1 Mental Subtraction	Not identified as a Priority Standard. See teaching suggestions above.	
3.2 Subtracting Fluently Within 1,000	Not identified as a Priority Standard. See teaching suggestions above.	
3.3 Subtracting Without Regrouping	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.*	*Grade 2 Section 3.2*
3.4 Subtracting with Regrouping	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.*	*Grade 2 Section 3.3* *Grade 2 Section 3.4* *Grade 2 Section 3.5*
3.5 Real-World Problems: Subtraction	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.*	

Grade 3 Section	Priority Standards	Prior Learning
Chapter 4 Multiplication Tables		
4.1 Multiplying 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.*	*Grade 2 Section 8.1* *Grade 2 Section 9.1* *Grade 2 Section 9.2* *Grade 2 Section 9.3* *Grade 2 Section 9.4* *Grade 2 Section 9.5*
4.2 Multiplying 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.*	*Grade 2 Section 9.1* *Grade 2 Section 9.2* *Grade 2 Section 9.3* *Grade 2 Section 9.4* *Grade 2 Section 9.5*
4.3 Multiplying 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.*	*Grade 2 Section 9.1* *Grade 2 Section 9.2* *Grade 2 Section 9.3* *Grade 2 Section 9.4* *Grade 2 Section 9.5*
4.4 Multiplying 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.*	*Grade 2 Section 9.1* *Grade 2 Section 9.2* *Grade 2 Section 9.3* *Grade 2 Section 9.4* *Grade 2 Section 9.5*
4.5 Multiplying by 11	*3.OA.B Understand properties of multiplication and the relationship between multiplication and division.*	*Grade 2 Section 9.3*
4.6 Multiplying by 12	*3.OA.B Understand properties of multiplication and the relationship between multiplication and division.*	*Grade 2 Section 9.3*
4.7 Multiplication Patterns	Not identified as a Priority Standard. See teaching suggestions above.	
4.8 Dividing Using Multiplication Facts	*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 Section 8.2* *Grade 2 Section 9.7*
Chapter 5 Multiplication		
5.1 Multiplying Using Models	*3.OA.A Represent and solve problems involving multiplication and division.*	
5.2 Multiplying Without Regrouping	*3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.+*	

Grade 3 Section	Priority Standards	Prior Learning
5.3 Multiplying with Regrouping	*3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.+*	
Chapter 6 Using Bar Models: The Four Operations		
6.1 Real-World Problems: Multiplication	*3.OA.A Represent and solve problems involving multiplication and division.*	*Grade 2 Section 8.3*
6.2 Real-World Problems: Division	*3.OA.A Represent and solve problems involving multiplication and division.*	*Grade 2 Section 8.3*
6.3 Real-World Problems: Four Operations	*3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.*	
Chapter 7 Fractions		
7.1 Understanding Unit Fractions	*3.NF.A Develop understanding of fractions as numbers.*	
7.2 Fractions as Part of a Whole	*3.NF.A Develop understanding of fractions as numbers.*	
7.3 Fractions as Part of a Set	*3.G.A Reason with shapes and their attributes.+*	
7.4 Understanding Equivalent Fractions	*3.NF.A Develop understanding of fractions as numbers.*	
7.5 Comparing Fractions	*3.NF.A Develop understanding of fractions as numbers.*	
Chapter 8 Measurement		
8.1 Mass: Kilograms and Grams	Not identified as a Priority Standard. See teaching suggestions above.	
8.2 Liquid Volume: Liters and Milliliters	Not identified as a Priority Standard. See teaching suggestions above.	
8.3 Real-World Problems: One-Step Problems	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 9 Area and Perimeter		
9.1 Area	Not identified as a Priority Standard. See teaching suggestions above.	
9.2 Square Units (cm_2 and in_2)	Not identified as a Priority Standard. See teaching suggestions above.	
9.3 Square Units (m_2 and ft_2)	Not identified as a Priority Standard. See teaching suggestions above.	
9.4 Perimeter and Area	*3.MD.C Geometric measurement: understand concepts of area and relate area to multiplication and to addition.+*	
9.5 More Perimeter	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 10 Telling Time		
10.1 Telling Time	Not identified as a Priority Standard. See teaching suggestions above.	

Grade 3 Section	Priority Standards	Prior Learning
10.2 Converting Hours and Minutes	Not identified as a Priority Standard. See teaching suggestions above.	
10.3 Elapsed Time	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 11 Graphs and Line Plots		
11.1 Making Picture Graphs with Scales	*3.MD.B Represent and interpret data.+*	*Grade 2 Section 7.1*
11.2 Making Bar Graphs with Scales	*3.MD.B Represent and interpret data.+*	*Grade 2 Section 7.2*
11.3 Reading and Interpreting Bar Graphs	*3.MD.B Represent and interpret data.+*	
11.4 Line Plots and Estimation	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 12 Angles, Lines, and Two-Dimensional Figures		
12.1 Introducing Angles	Not identified as a Priority Standard. See teaching suggestions above.	
12.2 Introducing Perpendicular and Parallel Lines	Not identified as a Priority Standard. See teaching suggestions above.	
12.3 Polygons	Not identified as a Priority Standard. See teaching suggestions above.	

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Grade 4 Section	Priority Standards	Prior Learning
Chapter 1 Working with Whole Numbers		
1.1 Numbers to 100,000	*4.NBT.A Generalize place value understanding for multi-digit whole numbers.**	*Grade 3 Section 1.1*
1.2 Numbers to 1,000,000	*4.NBT.A Generalize place value understanding for multi-digit whole numbers.*	*Grade 3 Section 1.2*
1.3 Comparing and Ordering Numbers	*4.NBT.A Generalize place value understanding for multi-digit whole numbers.*	*Grade 3 Section 1.3*
1.4 Adding and Subtracting Multi-Digit Numbers	*4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+*	*Grade 3 Section 2.5* *Grade 3 Section 3.4*
1.5 Rounding and Estimating	4.NBT.A Generalize place value understanding for multi-digit whole numbers.*	Grade 3 Section 1.4 Grade 3 Section 1.5
1.6 Real-World Problems: Addition and Subtraction	*4.OA.A Use the four operations with whole numbers to solve problems.*	*Grade 3 Section 2.6* *Grade 3 Section 3.5*
Chapter 2 Multiplication and Division		
2.1 Multiplying by a 1-Digit or 2-Digit Number	*4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+*	*Grade 3 Section 4.1* *Grade 3 Section 4.2* *Grade 3 Section 4.3* *Grade 3 Section 4.4*
2.2 Quotient and Remainder	*4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+*	*Grade 3 Section 4.8*
2.3 Dividing by a 1-Digit Number	*4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+*	*Grade 3 Section 4.8*
2.4 Real-World Problems: Multiplication and Division	*4.OA.A Use the four operations with whole numbers to solve problems.*	*Grade 3 Section 6.1* *Grade 3 Section 6.2*
2.5 Factors	Not identified as a Priority Standard. See teaching suggestions above.	
2.6 Multiples	4.OA.A Use the four operations with whole numbers to solve problems.	Grade 3 Section 4.7
2.7 Real-World Problems: The Four Operations	*4.OA.A Use the four operations with whole numbers to solve problems.*	*Grade 3 Section 6.3*
Chapter 3 Fractions and Mixed Numbers		
3.1 Equivalent Fractions	4.NF.A Extend understanding of fraction equivalence and ordering.	Grade 3 Section 7.4
3.2 Comparing and Ordering Fractions	*4.NF.A Extend understanding of fraction equivalence and ordering.*	*Grade 3 Section 7.5*
3.3 Adding and Subtracting Like Fractions	Not identified as a Priority Standard. See teaching suggestions above.	
3.4 Mixed Numbers	Not identified as a Priority Standard. See teaching suggestions above.	

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Grade 4 Section	Priority Standards	Prior Learning
3.5 Improper Fractions	Not identified as a Priority Standard. See teaching suggestions above.	
3.6 Renaming Improper Fractions and Mixed Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
3.7 Adding and Subtracting Mixed Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
3.8 Multiplying Fractions and Whole Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
3.9 Real-World Problems: Fractions	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 4 Decimals		
4.1 Understanding Tenths	4.NF.C Understand decimal notation for fractions, and compare decimal fractions.	
4.2 Understanding Hundredths	4.NF.C Understand decimal notation for fractions, and compare decimal fractions.	
4.3 Comparing and Ordering Decimals	*4.NF.C Understand decimal notation for fractions, and compare decimal fractions.*	
4.4 Rounding Decimals	Not identified as a Priority Standard. See teaching suggestions above.	
4.5 Fractions and Decimals	4.NF.C Understand decimal notation for fractions, and compare decimal fractions.	
Chapter 5 Conversion of Measurements		
5.1 Length in Customary Units	Not identified as a Priority Standard. See teaching suggestions above.	
5.2 Weight and Volume in Customary Units	Not identified as a Priority Standard. See teaching suggestions above.	
5.3 Real-World Problems: Customary Units of Measure	Not identified as a Priority Standard. See teaching suggestions above.	
5.4 Length in Metric Units	Not identified as a Priority Standard. See teaching suggestions above.	
5.5 Mass and Volume in Metric Units	Not identified as a Priority Standard. See teaching suggestions above.	
5.6 Real-World Problems: Metric Units of Measure	Not identified as a Priority Standard. See teaching suggestions above.	
5.7 Time	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 6 Area and Perimeter		
6.1 Area and Unknown Sides	*4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.+*	*Grade 3 Section 9.1 Grade 3 Section 9.2 Grade 3 Section 9.3*

Grade 4 Section	Priority Standards	Prior Learning
6.2 Composite Figures	*4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.+*	*Grade 3 Section 9.4* *Grade 3 Section 9.5*
6.3 Real-World Problems: Area and Perimeter	*4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.+*	
Chapter 7 Angle and Line Segments		
7.1 Understanding and Measuring Angles	Not identified as a Priority Standard. See teaching suggestions above.	
7.2 Drawing Angles to 180º	Not identified as a Priority Standard. See teaching suggestions above.	
7.3 Turns and Angle Measures	Not identified as a Priority Standard. See teaching suggestions above.	
7.4 Finding Unknown Angles	Not identified as a Priority Standard. See teaching suggestions above.	
7.5 Drawing Perpendicular and Parallel Line Segments	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 8 Polygons and Symmetry		
8.1 Classifying Triangles	Not identified as a Priority Standard. See teaching suggestions above.	
8.2 Classifying Polygons	Not identified as a Priority Standard. See teaching suggestions above.	
8.3 Symmetric Shapes and Lines of Symmetry	*4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.+*	
8.4 Making Symmetric Shapes and Patterns	*4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.+*	
Chapter 9 Tables and Line Graphs		
9.1 Making and Interpreting a Table	Not identified as a Priority Standard. See teaching suggestions above.	
9.2 Using a Table	Not identified as a Priority Standard. See teaching suggestions above.	
9.3 Line Graphs	Not identified as a Priority Standard. See teaching suggestions above.	

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Grade 5 Section	Priority Standards	Prior Learning
Chapter 1 Whole Numbers and the Four Operations		
1.1 Numbers to 10,000,000	5.NBT.A Understand the place value system.*	Grade 4 Section 1.1 Grade 4 Section 1.2
1.2 Multiplying by Tens, Hundreds, Thousands, and Powers of Tens	5.NBT.A Understand the place value system.	Grade 4 Section 2.1
1.3 Dividing by Tens, Hundreds, or Thousands	5.NBT.A Understand the place value system.	Grade 4 Section 2.3
1.4 Multiplying and Dividing by 2-Digit Numbers Fluently	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.***	*Grade 4 Section 2.1* *Grade 4 Section 2.3*
1.5 Order of Operations	Not identified as a Priority Standard. See teaching suggestions above.	
1.6 Real-World Problems: Four Operations of Whole Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 2 Fractions and Mixed Numbers		
2.1 Fractions, Mixed Numbers, and Division Expressions	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Grade 4 Section 3.6
2.2 Adding Unlike Fractions and Mixed Numbers	5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.	Grade 4 Section 3.3 Grade 4 Section 3.7
2.3 Subtracting Unlike Fractions and Mixed Numbers	5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.	Grade 4 Section 3.3 Grade 4 Section 3.7
2.4 Real-World Problems: Fractions and Mixed Numbers	*5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.*	*Grade 4 Section 3.9*
Chapter 3 Multiplying and Dividing Fractions and Mixed Numbers		
3.1 Multiplying Fractions and Whole Numbers	*5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	*Grade 4 Section 3.8*
3.2 Multiplying Proper Fractions	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
3.3 Real-World Problems: Multiplying Proper Fractions	*5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	
3.4 Multiplying Improper Fractions	*5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	

Grade 5 Section	Priority Standards	Prior Learning
3.5 Multiplying Mixed Numbers and Whole Numbers	*5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	
3.6 Real-World Problems: Multiplying Mixed Numbers	*5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	
3.7 Dividing Fractions and Whole Numbers	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
3.8 Real-World Problems: Multiplying and Dividing with Fractions	*5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*	
Chapter 4 Decimals		
4.1 Understanding Thousandths	5.NBT.A Understand the place value system.	Grade 4 Section 4.1 Grade 4 Section 4.2
4.2 Comparing, Ordering, and Rounding Decimals	5.NBT.A Understand the place value system.	Grade 4 Section 3.3 Grade 4 Section 3.4
4.3 Decimals, Fractions, and Mixed Numbers	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 5 Four Operations Decimals		
5.1 Adding Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.2 Subtracting Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.3 Multiplying Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.4 Multiplying Decimals by Tens, Hundreds, Thousands, and Powers of Tens	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.5 Dividing Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.6 Dividing Decimals by Tens, Hundreds, and Thousands	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.7 Estimating Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
5.8 Converting Metric Units	Not identified as a Priority Standard. See teaching suggestions above.	
5.9 Real-World Problems: Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.*	
Chapter 6 Volume		
6.1 Building Solids Using Unit Cubes	5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	

Grade 5 Section	Priority Standards	Prior Learning
6.2 Understanding and Measuring Volume	5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	
6.3 Real-World Problems: Volume of Rectangular Prisms	*5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition*	
6.4 Real-World Problems: Volume of Composite Solids	5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	
Chapter 7 Line Plots and the Coordinate Plane		
7.1 Making and Interpreting Line Plots	Not identified as a Priority Standard. See teaching suggestions above.	
7.2 Graphing on a Coordinate Plane	*5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems.*	
7.3 Number Pattern and Graphs	*5.OA.B Analyze patterns and relationships.+*	
Chapter 8 Polygons		
8.1 Classifying Triangles	Not identified as a Priority Standard. See teaching suggestions above.	
8.2 Classifying Polygons	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 9 Ratio		
9.1 Finding Ratio	Not identified as a Priority Standard. See teaching suggestions above.	
9.2 Equivalent Ratios	Not identified as a Priority Standard. See teaching suggestions above.	
9.3 Comparing Three Quantities	Not identified as a Priority Standard. See teaching suggestions above.	
9.4 Real World Problems: Ratio	Not identified as a Priority Standard. See teaching suggestions above.	
Chapter 10 Percent		
10.1 Percent	Not identified as a Priority Standard. See teaching suggestions above.	
10.2 Fractions, Decimals, and Percents	Not identified as a Priority Standard. See teaching suggestions above.	
10.3 Percent and Quantity	Not identified as a Priority Standard. See teaching suggestions above.	
10.4 Real World Problems: Percent	Not identified as a Priority Standard. See teaching suggestions above.	

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