



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 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 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 1	0,000	
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 With	in 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 Ta	ables	
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	Grade 2 Section 8.1 Grade 2 Section 9.1 Grade 2 Section 9.2 Grade 2 Section 9.3
	division. 3.OA.C Multiply and divide within 100.	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	3.NBT.A Use place value understanding and	
Regrouping	properties of operations to perform multi-digit	
	arithmetic.+	
Chapter 6 Using Bar Models	1	
6.1 Real-World Problems:	3.OA.A Represent and solve problems involving	Grade 2 Section 8.3
Multiplication	multiplication and division.	
6.2 Real-World Problems:	3.OA.A Represent and solve problems involving	Grade 2 Section 8.3
Division	multiplication and division.	
6.3 Real-World Problems:	3.OA.D Solve problems involving the four	
Four Operations	operations, and identify and explain patterns in	
Chanter 7 Fractions	arithmetic.	
Chapter 7 Fractions 7.1 Understanding Unit	3.NF.A Develop understanding of fractions as	
Fractions	numbers.	
7.2 Fractions as Part of a	3.NF.A Develop understanding of fractions as	
Whole	numbers.	
7.3 Fractions as Part of a	3.G.A Reason with shapes and their attributes.+	
Set		
7.4 Understanding	3.NF.A Develop understanding of fractions as	
Equivalent Fractions	numbers.	
7.5 Comparing Fractions	3.NF.A Develop understanding of fractions as	
	numbers.	
Chapter 8 Measurement		
8.1 Mass: Kilograms and	Not identified as a Priority Standard. See teaching	
Grams	suggestions above.	
8.2 Liquid Volume: Liters	Not identified as a Priority Standard. See teaching	
and Milliliters	suggestions above.	
8.3 Real-World Problems:	Not identified as a Priority Standard. See teaching	
One-Step Problems	suggestions above.	
Chapter 9 Area and Perimet 9.1 Area		
9.1 Area	Not identified as a Priority Standard. See teaching	
9.2 Square Units (cm ₂ and	suggestions above. Not identified as a Priority Standard. See teaching	
in ₂)	suggestions above.	
11127	Suggestions above.	
9.3 Square Units (m ₂ and	Not identified as a Priority Standard. See teaching	
ft ₂)	suggestions above.	
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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	Not identified as a Priority Standard. See teaching	
and Minutes	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	3.MD.B Represent and interpret data.+	Grade 2 Section 7.1
Graphs with Scales		
11.2 Making Bar Graphs	3.MD.B Represent and interpret data.+	Grade 2 Section 7.2
with Scales		
11.3 Reading and	3.MD.B Represent and interpret data.+	
Interpreting Bar Graphs		
11.4 Line Plots and	Not identified as a Priority Standard. See teaching	
Estimation	suggestions above.	
Chapter 12 Angles, Lines, ar	nd Two-Dimensional Figures	
12.1 Introducing Angles	Not identified as a Priority Standard. See teaching	
	suggestions above.	
12.2 Introducing	Not identified as a Priority Standard. See teaching	
Perpendicular and Parallel	suggestions above.	
Lines		
12.3 Polygons	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.**

Chapter 1 Working with Whole Numbers 1.1 Numbers to 100,000 4.NBT.A Generalize place value understanding for multi-digit whole numbers.** 1.2 Numbers to 1,000,000 4.NBT.A Generalize place value understanding for multi-digit whole numbers. 1.3 Comparing and 4.NBT.A Generalize place value understanding for multi-digit whole numbers. 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 Grade 3 Section 2.5 Grade 3 Section 3.4 arithmetic.+ 1.5 Rounding and 4.NBT.A Generalize place value understanding for multi-digit arithmetic.+ 1.5 Rounding and 4.NBT.B Use place value understanding for multi-digit whole numbers.* 4.OA.A Use the four operations with whole grade 3 Section 1.5 Grade 3 Section 3.5 Chapter 2 Multiplication and Division 2.1 Multiplying by a 1-Digit or 2-Digit Number properties of operations to perform multi-digit arithmetic.+ 2.2 Quotient and A.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+ 2.3 Dividing by a 1-Digit 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+ 2.3 Dividing by a 1-Digit 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+ 2.3 Dividing by a 1-Digit 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+ 2.4 Real-World Problems: 4.OA.A Use the four operations with whole mumbers to solve problems. 5.5 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. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems.	Grade 4 Section	Priority Standards	Prior Learning
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arithmetic.+ 2.3 Dividing by a 1-Digit A.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.+ 2.4 Real-World Problems: A.OA.A Use the four operations with whole numbers to solve problems. 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. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems.	2.2 Quotient and	4.NBT.B Use place value understanding and	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.+ 2.4 Real-World Problems: Multiplication and Division 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. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems.	Remainder	properties of operations to perform multi-digit	
Number properties of operations to perform multi-digit arithmetic.+ 2.4 Real-World Problems: 4.OA.A Use the four operations with whole numbers to solve problems. Grade 3 Section 6.1 Multiplication and Division numbers to solve problems. 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. 2.7 Real-World Problems: 4.OA.A Use the four operations with whole numbers to solve problems.		arithmetic.+	
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2.4 Real-World Problems:4.OA.A Use the four operations with whole numbers to solve problems.Grade 3 Section 6.1 Grade 3 Section 6.22.5 FactorsNot identified as a Priority Standard. See teaching suggestions above.Grade 3 Section 6.22.6 Multiples4.OA.A Use the four operations with whole numbers to solve problems.Grade 3 Section 4.72.7 Real-World Problems:4.OA.A Use the four operations with whole numbers to solve problems.Grade 3 Section 6.3	Number		
Multiplication and Divisionnumbers to solve problems.Grade 3 Section 6.22.5 FactorsNot identified as a Priority Standard. See teaching suggestions above.2.6 Multiples4.OA.A Use the four operations with whole numbers to solve problems.Grade 3 Section 4.72.7 Real-World Problems:4.OA.A Use the four operations with whole numbers to solve problems.Grade 3 Section 6.3The Four Operationsnumbers to solve problems.			
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2.6 Multiples 4.OA.A Use the four operations with whole numbers to solve problems. 2.7 Real-World Problems: 4.OA.A Use the four operations with whole numbers to solve problems. 4.OA.A Use the four operations with whole numbers to solve problems.	2.5 Factors		
numbers to solve problems. 2.7 Real-World Problems: 4.OA.A Use the four operations with whole The Four Operations numbers to solve problems. Grade 3 Section 6.3 numbers to solve problems.	2 C Maritim I a		Cuada 2 Castian 4.7
2.7 Real-World Problems: 4.OA.A Use the four operations with whole The Four Operations numbers to solve problems. Grade 3 Section 6.3	2.6 Multiples	·	Grade 3 Section 4.7
The Four Operations numbers to solve problems.	2.7 Book World Broblems		Crado 2 Costion 6 2
			Grade 3 Section 6.3
Chapter 3 Fractions and Mixed Numbers			
3.1 Equivalent Fractions 4.NF.A Extend understanding of fraction Grade 3 Section 7.4			Grade 3 Section 7.4
equivalence and ordering.	3.1 Equivalent i factions		Grade 3 Section 7.4
3.2 Comparing and 4.NF.A Extend understanding of fraction Grade 3 Section 7.5	3.2 Comparina and		Grade 3 Section 7.5
Ordering Fractions equivalence and ordering.	, ,		
3.3 Adding and Not identified as a Priority Standard. See teaching			
Subtracting Like Fractions suggestions above.	<u> </u>		
3.4 Mixed Numbers Not identified as a Priority Standard. See teaching	-		
suggestions above.		suggestions above.	



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



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

^{*} 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.



Math in Focus © 2020 Grade 5

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

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



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



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

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