

Genesee Valley Central School
2025-26 Grades K-8 Math Priority Standards and Skills Focus

As Identified by the Elementary/Middle School Teams:

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Mathematics Content Focus:

Kindergarten

- K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.
- K.OA.2b Solve addition and subtraction word problems within 10.
- K.NBT.1 Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Continuing Skills Focus: Using CUBES in responding to math-based questions:
Circle key numbers & units.....Underline the question.....Box math “action” words.....Evaluate and Eliminate.....Show your work and Check**

1st Grade

- 1.OA.6a Add and subtract within 20. Use strategies such as:
- counting on,
 - making ten,
 - decomposing a number leading to a ten,
 - using the relationship between addition and subtraction, and
 - creating equivalent but easier or known sums.
- 1.OA.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.
- 1.NBT.2b Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.MD.3c Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).

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Mathematics Content Focus:

2nd Grade

- 2.OA.1a Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- 2.OA.1b Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- 2.OA.2b Know from memory all sums within 20 of two one-digit numbers.
- 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words, *halves*, *thirds*, *half of*, *a third of*, etc. Describe the whole as *two halves*, *three thirds*, *four fourths*. Recognize that equal squares of identical wholes need not have the same shape.

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3rd Grade

- 3.OA.8 Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.
- 3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- 3.MD.6 Measure areas by counting unit squares.
- 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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Mathematics Content Focus:

4th Grade

- 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.
- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 4.NF.3c Add and subtract mixed numbers with like denominators. (e.g., replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction).

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5th Grade

- 5.NBT.7 Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations:
- add and subtract decimals to hundredths;
 - multiply and divide decimals to hundredths.
- Relate the strategy to a written method and explain the reasoning used.
- 5.NF.5 Interpret multiplication as scaling (resizing).
- a. Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case). Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence $\frac{a}{b} = \frac{a}{b} \times \frac{n}{n}$ to the effect of multiplying $\frac{a}{b}$ by 1.
- 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers.
- 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
- Scaffolding Instruction Standard 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

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Mathematics Content Focus:

6th Grade

- 6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers.
- 6.EE.2b Identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity.
- 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

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7th Grade

- 7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.
- 7.RP.2c Represent a proportional relationship using an equation. (e.g., If total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.)
- 7.EE.1 Add, subtract, factor, and expand linear expressions with rational coefficients by applying the properties of operations.

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8th Grade

- 8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- 8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

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