

Summary of 2008 Mathematics Standard Changes

GRADE 1			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M01-S1C2-06 (2003) Select the grade-level appropriate operation to solve word problems. (This skill is required throughout the standard.)	M01-S1C1-10 (2003) Identify odd and even whole numbers through 100. MOVED to M02-S1C1-06 (2008)	M01-S1C2-08 (2003) MOVED to M01-S1C1-02 (2008) Count forward to 100 and backward from 100 by 1s and 10s using different starting points, and count forward to 100 by 2s and 5s.	M01-S1C1-03 (2008) Identify numbers which are 10 more or less than a given number to 90.
M01-S1C2-13 (2003) Use grade-level appropriate mathematical terminology. (This skill is required throughout the standard.)	M01-S1C1-14 (2003) Make models that represent given fractions (halves). MOVED to M03-S1C1-05 (2008)	M01-S1C2-12 (2003) MOVED to M01-S3C3-03 (2008) Represent a word problem requiring addition or subtraction facts using an equation.	M01-S3C3-01 (2008) Record equivalent forms of whole numbers to 100 by constructing models and using numbers.
M01-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M01-S1C1-15 (2008) Identify in symbols and in words a model that is divided into equal fractional parts (halves). MOVED to M03-S1C1-05 (2008)	M01-S1C3-02 (2003) MOVED to M01-S4C4-01 (2008) Compare and order objects according to length, capacity, and weight.	M01-S3C3-02 (2008) Compare expressions using spoken words and the symbols = and \neq .
	M01-S1C1-16 (2003) Identify money by name and value: penny, nickel, dime, quarter, and one dollar. MOVED to M02-S1C1-05 (2008)	M01-S5C1-01 (2003) MOVED to M01-S1C2-04 (2008) Create word problems based on addition and subtraction facts.	M01-S4C1-03 (2008) Describe the results of composing and decomposing 2-dimensional figures.
	M01-S1C1-17 (2003) Count money through \$1.00 using coins. MOVED to M02-S1C1-05 (2008)	M01-S5C2-02 (2003) MOVED to M01-S2C3-01 (2008) Use Venn diagrams to sort, classify, and count objects and justify the sorting rule.	M01-S5C2-01 (2008) Identify the question(s) asked and any other questions that need to be answered in order to find a solution.

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	M01-S1C1-18 (2003) Identify the value of a collection of coins using the symbols ¢ and \$. MOVED to M02-S1C1-05 (2008)	M01-S5C2-02 (2003) MOVED to M01-S4C1-02 (2008) Compare and sort basic 2-dimensional figures (including irregular figures) using attributes and explain the reasoning for the sorting.	M01-S5C2-03 (2008) Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
	M01-S1C2-11 (2003) Identify addition and subtraction as inverse operations. MOVED to M02-S1C2-04 (2008)		M01-S5C2-04 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M01-S1C2-14 (2003) Demonstrate addition of fractions with like denominators (halves) using models. MOVED to M04-S1C2-01 (2008)		M01-S5C2-05 (2008) Explain and clarify mathematical thinking.
	M01-S1C2-15 (2003) Demonstrate subtraction of fractions with like denominators (halves) using models. MOVED to M04-S1C2-01 (2008)		M01-S5C2-06 (2008) Determine whether a solution is reasonable.
	M01-S1C2-16 (2003) Add and subtract money without regrouping using manipulatives and paper and pencil, through 99¢. MOVED to M02-S1C2-02 (2008)		

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	M01-S2C3-01 (2003) Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many ice cream cones can one make with 2 different types of ice cream and 2 different types of cones?). MOVED to M03-S2C3-01 (2008)		
	M01-S2C4-01 (2003) Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M02-S2C4-01 (2008)		
	M01-S3C3-01 (2003) Use variables in contextual situations. MOVED to M03-S3C3-02 (2008)		
	M01-S3C4-01 (2003) Identify the change in a variable over time (e.g., an object gets taller, colder, heavier, etc.). MOVED to M04-S3C4-01 (2008)		
	M01-S3C4-02 (2003) Make simple predictions based on a variable (e.g., select next stage of plant growth). MOVED to M04-S3C4-01 (2008)		

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	<p>M01-S4C1-03 (2003) Use concepts and terms of position and size in contextual situations:</p> <ul style="list-style-type: none"> • Inside/outside, • Left/right, • Above/below/between, • Smaller/larger, and • Longer/shorter. <p>MOVED to M00-S4C1-01 (2008)</p>		
	<p>M01-S4C1-06 (2003) Recognize where a line of symmetry divides a 2-dimensional shape into mirror images. MOVED to M02-S4C2-01 (2008)</p>		
	<p>M01-S4C2-01 (2003) Recognize same shape in different positions (slide/translations). MOVED to M03-S4C2-01 (2008)</p>		
	<p>M01-S4C4-02 (2003) Select the appropriate measure of accuracy:</p> <ul style="list-style-type: none"> • length – inches, feet, • capacity/volume – cups, gallons, and • mass/weight – pounds. <p>MOVED to M02-S4C4-02 (2008)</p>		

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	M01-S4C4-03 (2003) Tell time to the hour using analog and digital clocks. MOVED to M02-S4C4-01 (2008) and M03-S4C4-01 (2008)		