

Summary of 2008 Mathematics Standard Changes

GRADE 5			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M05-S1C2-01 (2003) Select the grade-level appropriate operation to solve word problems. (This skill is required throughout the standard.)	M05-S1C1-01 (2003) Make models that represent improper fractions. MOVED to M04-S1C1-01 (2008)	M05-S1C1-03 (2008) Locate integers on a number line. MOVED from M07-S1C1-06 (2003)	M05-S1C1-05 (2008) Use ratios and unit rates to model, describe and extend problems in context.
M05-S1C2-02 (2003) Solve word problems using grade-level appropriate operations and numbers. (This skill is required throughout the standard.)	M05-S1C1-02 (2003) Identify symbols, words, or models that represent improper fractions. MOVED to M04-S1C1-01 (2008)	M05-S1C1-06 (2008) Express or interpret positive and negative numbers in context. MOVED from M07-S1C1-04 (2003)	M05-S2C3-01 (2008) Analyze relationships among representations and make connections to the multiplication principle of counting.
M05-S1C2-09 (2003) Use grade-level appropriate mathematical terminology. (This skill is required throughout the standard.)	M05-S1C1-03 (2003) Use improper fractions in contextual situations. MOVED to M04-S1C1-05 (2008)	M05-S1C3-04 (2003) MOVED to M05-S4C4-05 (2008) Solve problems involving area and perimeter of regular and irregular polygons using reallocation of square units.	M05-S2C4-01 (2008) Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> • Euler paths, • Euler circuits, and • degree of a vertex.
M05-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M05-S1C1-09 (2003) Identify all whole number factors and pairs of factors for a number. MOVED to M04-S1C1-02 (2008)	M05-S4C4-02 (2003) MOVED to M05-S4C1-01 (2008) Draw and label 2-dimensional figures given specific attributes including angle measure and side length.	M05-S2C4-02 (2008) Solve problems related to Euler paths and circuits.
M05-S5C1-02 (2003) Design simple algorithms using whole numbers.	M05-S1C2-13 (2003) Multiply decimals. MOVED to M06-S1C2-02 (2008)	M05-S4C4-03 (2008) Measure angles between 0 and 360 degrees. MOVED from M06-S4C4-04 (2003)	M05-S4C1-03 (2008) Classify quadrilaterals by their properties.

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	M05-S1C2-14 (2003) Divide decimals. MOVED to M06-S1C2-03 (2008)	M05-S5C1-01 (2003) MOVED to M05-S5C2-02 (2008) Identify relevant, missing, and extraneous information related to the solution to a problem.	M05-S4C4-01 (2008) Solve problems using elapsed time.
	M05-S1C3-05 (2003) Compare estimated measurements between U.S. customary and metric systems (e.g., A yard is about a meter.). MOVED to M07-S1C3-04 (2008)		M05-S5C1-01 (2008) Analyze common algorithms for adding and subtracting fractions and decimals using the associative, commutative, and distributive properties.
	M05-S2C1-07 (2003) Compare two sets of data related to the same investigation. MOVED to M04-S2C1-04 (2008)		M05-S5C2-01 (2008) Analyze a problem situation to determine the question(s) to be answered.
	M05-S2C2-02 (2003) Describe the probability of events as being: <ul style="list-style-type: none"> • certain (represented by “1”), • impossible, (represented by “0”), or • neither certain nor impossible (represented by a fraction less than 1). MOVED to M04-S2C2-01 (2008)		M05-S5C2-03 (2008) Select and use one or more strategies to efficiently solve the problem and justify the selection.

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	M05-S2C4-01 (2003) Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M03-S2C4-01 (2008)		M05-S5C2-04 (2008) Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
	M05-S3C2-01 (2003) Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model). MOVED to M02-S3C2-01 (2008)		M05-S5C2-05 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M05-S3C3-01 (2003) Evaluate expressions involving the four basic operations by substituting given decimals for the variable. MOVED to M06-S3C3-04 (2008)		M05-S5C2-06 (2008) Summarize mathematical information, explain reasoning, and draw conclusions.
	M05-S4C1-01 (2003) Recognize regular polygons. MOVED to M02-S4C1-01 (2008)		M05-S5C2-07 (2008) Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
	M05-S4C1-05 (2003) Draw points, lines, line segments, rays, and angles with appropriate labels. MOVED to M04-S4C1-01 (2008)		M05-S5C2-08 (2008) Make and test conjectures based on data or information collected from explorations and experiments.

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	M05-S4C1-06 (2003) Recognize that all pairs of vertical angles are congruent. MOVED to M06-S4C1-02 (2008)		
	M05-S4C1-07 (2003) Classify triangles as scalene, isosceles, or equilateral. MOVED to M04-S4C1-03 (2008)		
	M05-S4C1-09 (2003) Identify the diameter, radius, and circumference of a circle. MOVED to M06-S4C1-01 (2008)		
	M05-S4C1-13 (2003) Identify the lines of symmetry in a 2-dimensional shape. MOVED to M03-S4C2-02 (2008)		
	M05-S4C2-01 (2003) Demonstrate reflections using geometric figures. MOVED to M03-S4C2-01 (2008)		
	M05-S4C2-02 (2003) Describe the transformations that created a tessellation. MOVED to M08-S4C2-02 (2008)		

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	M05-S4C3-01 (2003) Graph points in the first quadrant on a grid using ordered pairs. MOVED to M04-S4C3-01 (2008)		
	M05-S4C4-03 (2003) Determine relationships including volume (e.g., pints and quarts, milliliters and liters). MOVED to M04-S4C4-03 (2008)		
	M05-S4C4-04 (2003) Convert measurement units to equivalent units within a given system (U.S. customary and metric) (e.g., 12 inches = 1 foot; 10 decimeters = 1 meter). MOVED to M04-S4C4-03 (2008)		
	M05-S4C4-08 (2003) Describe the change in perimeter or area when one attribute (length, width) of a rectangle is altered. MOVED to M04-S4C4-05 (2008)		