

2017 K-2 Mathematics Standards Major Revisions At-A-Glance

General changes:

- Many of the standards with multiple parts were rewritten using bullets to make the expectations clear and concise.
- Language was incorporated into standards to add clarity of expectations.
- Examples were removed from the standards and placed in the instructional support documents.
- Footnotes were removed and placed in the standards or instructional support documents.
- Some standards were combined to make the expectation more concise while other standards were separated for clarity.
- Cluster headings are an organizational tool. They are no longer necessary for interpretation of the standard.

Considerations:

- Expectations expressed in a grade level are not repeated in higher grade levels but should be maintained and built upon.
- Further explanation and expectation of standards (what student should know and do) will be found in the instructional support documents.

Major Revisions		
Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none"> • NC.K.CC.4 Perceptual subitizing is more clearly defined. • NC.K.OA.6 Conceptual subitizing has been made more explicit. 	<ul style="list-style-type: none"> • NC.1.OA.1 The comparison problem type limited to Difference Unknown. • NC.1.NBT.1 Revised to count to 150 instead of 120 to allow for more pattern exploration within the counting sequence. • NC.1.NBT.7 Reading and writing numbers changed to 100 to correspond with the place value instruction for first grade. • NC.1.MD.5 Coin identification has been added. <p>Removed Standard</p> <ul style="list-style-type: none"> • 1.OA.5 Relating counting to addition and subtraction was removed. 	<ul style="list-style-type: none"> • NC.2.OA.1 Comparison problem types, Compare-Bigger Unknown and Compare-Smaller Unknown, were moved from first grade. • NC.2.OA.4 Using rectangular arrays. <p>Removed Standard</p> <ul style="list-style-type: none"> • 2.MD.9 Generating and displaying data on line plots was removed. • 2.G.2 Partitioning rectangles into rows and columns was removed

2017 3-5 Mathematics Standards Major Revisions At-A-Glance

General changes:

- Many of the standards with multiple parts were rewritten using bullets to make the expectations clear and concise.
- Language was incorporated into standards to add clarity of expectations.
- Examples were removed from the standards and placed in the instructional support documents.
- Footnotes were removed and placed in the standards or instructional support documents.
- Some standards were combined to make the expectation more concise while other standards were separated for clarity.
- Cluster headings are an organizational tool. They are no longer necessary for interpretation of the standard.

Considerations:

- Expectations expressed in a grade level are not repeated in higher grade levels but should be maintained and built upon.
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Major Revisions		
3 rd Grade	4 th Grade	5 th Grade
<ul style="list-style-type: none"> • NC.3.OA.8 Two-step word problems are limited to addition, subtraction, and multiplication. • NC.3.MD.2 Metric Measurement was removed. Students will solve problems involving the customary measurement system. • NC.3.MD.3 Data involving fractional values on a line plot has been removed and the focus is on collecting and representing categorical data in scaled picture and bar graphs. <p>Removed Standard</p> <ul style="list-style-type: none"> • 3.MD.7d The concept of finding the area of rectilinear figures has been moved to 4th grade. 	<ul style="list-style-type: none"> • NC.4.OA.4 Finding factors of a number is now limited to 50 instead of 100. • NC.4.NBT.4 and NC.4.NBT.7 the range of numbers for place value and the operations of addition and subtraction are limited to 100,000. • NC.4.MD.1 Customary measurement was removed from 4th grade. Metric measurement is now the focus in 4th grade to align and support place value understanding with decimals. • NC.4.MD.3 Finding areas of rectilinear figures with known side lengths, was moved from 3rd grade to 4th grade. • NC.4.MD.4 Fractional values on a line plot has been removed from this standard, and the focus is working with categorical and numerical data 	<ul style="list-style-type: none"> • NC.5.OA.2 The use of brackets and braces to evaluate numerical expressions was removed. • NC.5.NBT.6 This standard now includes models to make a connection to and develop the algorithm for division of whole numbers. • NC.5.NF.1 The expectation is to use related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths to add and subtract fraction with unlike denominators. • NC.5.NF.3 Specifies the denominators to use when modeling division of fractions to solve. • NC.5.NF.4 Limited to solving one-step word problems involving multiplication of fractions using models to develop the algorithm. • NC.5.MD.2 Focus on data that changes over time, making and interpreting line graphs. • NC.5.MD.1 Stipulates that a conversion chart will be given to solve one-step conversion problems within a given measurement system. • NC.5.MD.2 Line plots were removed. • NC.5.MD.5 Finding the volume of combined rectangular prisms, is limited to prisms with sides of one-digit measurement. <p>Removed Standard</p> <ul style="list-style-type: none"> • 5.NBT.2 The concept of exponents to denote powers of 10 was moved to 6th grade

2017 6-8 Mathematics Standards Major Revisions At-A-Glance

General changes:

- Many of the standards with multiple parts were rewritten using bullets to make the expectations clear and concise.
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- Footnotes were removed and placed in the standards or instructional support documents.
- Some standards were combined to make the expectation more concise while other standards were separated for clarity.
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Considerations:

- Expectations expressed in a grade level are not repeated in higher grade levels but should be maintained and built upon.
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Major Revisions		
6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> • NC.6.RP.2 Work with equivalent unit ratios are emphasized. • NC.6.NS.1 Develop using common denominators to divide fractions. • NC.6.NS.4 Determining GCF/LCM using prime factorization; using LCM to add and subtract fractions with uncommon denominators. • NC.6.NS.9 Using models build conceptual understanding when adding and subtracting integers • NC.6.SP.3 Developing understanding of mean and median; MAD removed – understanding variability through graphical means ONLY. 	<ul style="list-style-type: none"> • NC.7.RP.2a Comparing proportional relationships using tables, graphs, equations and verbal descriptions was moved from 8th grade. • NC.7.RP.3 Using scale factors and unit rates to solve proportion problems • NC.7.SP.3a Developing understanding for calculating MAD and IQR were added. <p>Removed Standards:</p> <ul style="list-style-type: none"> • 7.G.3 Cross sections were removed • 7.SP.3 Quantifying the difference of measures of center of two data sets as a multiple of a measure of variability was removed. 	<ul style="list-style-type: none"> • NC.8.NS.2 Limits irrational numbers to square roots, cube root and pi. • NC.8.EE.2 Limits perfect square and perfect cube numbers to positive numbers less than or equal to 400. • NC.8.EE.4 Limits operations of numbers in scientific notation to multiplication and division. • NC.8.EE.8 Limits linear equations in systems of equations to slope-intercept form; limits solving systems of equations to using graphs. • NC.8.G.9 Understand how the formulas for volume are related and use to solve problems. <p>Removed Standard:</p> <ul style="list-style-type: none"> • 8.EE.5 Comparing proportional relationships was moved to 7th grade (NC.7.RP.2a).