

Crosswalk of Revisions to Mathematics Access Points

Color coding: Red font indicates deleted access points. Purple font indicates revisions.

9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.K.A.1.In.a	Represent quantities to 5 using sets of objects and number names.	MA.K.A.1.In.a	Represent quantities to 5 using sets of objects and number names.	
MA.K.A.1.In.b	Use one-to-one correspondence to count and compare sets of objects to 5.	MA.K.A.1.In.b	Use one-to-one correspondence to count and compare sets of objects to 5.	
MA.K.A.1.In.c	Solve problems with up to 5 objects, involving simple joining (putting together) and separating (taking away) situations.	MA.K.A.1.In.c	Solve problems with up to 5 objects, involving simple joining (putting together) and separating (taking away) situations.	
MA.K.A.1.Su.a	Represent quantities to 3 using sets of objects and number names.	MA.K.A.1.Su.a	Represent quantities to 3 using sets of objects and number names.	
MA.K.A.1.Su.b	Use one-to-one correspondence to count sets of objects to 3.	MA.K.A.1.Su.b	Use one-to-one correspondence to count sets of objects to 3.	
MA.K.A.1.Su.c	Solve problems with up to 3 objects involving simple joining (putting together) situations.	MA.K.A.1.Su.c	Solve problems with up to 3 objects involving simple joining (putting together) situations.	
MA.K.A.1.Pa.a	Respond to a prompt to indicate desire for more of a preferred, familiar action or object.	MA.K.A.1.Pa.a	Indicate desire for more of an action or object.	Revised to increase level of difficulty
MA.K.A.1.Pa.b	Respond to a prompt to indicate desire to stop an action or activity.	MA.K.A.1.Pa.b	Indicate desire for no more or none of an action or object.	Revised to increase level of difficulty
MA.K.A.1.Pa.c	Respond to a counting cue to begin a familiar routine.	MA.K.A.1.Pa.c	Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Revised to align with core intent of standards
MA.K.A.1.Pa.d	Demonstrate a favorable or positive response to a preferred stimulus.			Delete, not aligned with core intent of standards
MA.K.G.2.In.a	Sort objects by single attributes, including shape and size.	MA.K.G.2.In.a	Sort objects by single attributes, including shape and size.	
MA.K.G.2.In.b	Match and name two-dimensional shapes, including circle and square.	MA.K.G.2.In.b	Match and name two-dimensional shapes, including circle and square.	
MA.K.G.2.In.c	Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes).	MA.K.G.2.In.c	Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes).	
MA.K.G.2.In.d	Identify shapes, including circle and square, in the environment.	MA.K.G.2.In.d	Identify shapes, including circle and square, in the environment.	
MA.K.G.2.In.e	Identify spatial relationships, including in, out, up, down, top, bottom, on, and off.	MA.K.G.2.In.e	Identify spatial relationships, including in, out, up, down, top, bottom, on, and off.	
		MA.K.G.2.Su.a	Sort common objects by size.	Added access point to improve alignment with core intent of standards
MA.K.G.2.Su.a	Identify square objects or pictures when given the name.	MA.K.G.2.Su.b	Identify square objects or pictures when given the name.	Renumbered, was MA.K.G.2.Su.a
MA.K.G.2.Su.b	Identify three-dimensional objects, such as a block (cube) or ball (sphere).	MA.K.G.2.Su.c	Identify three-dimensional objects, such as a block (cube) or ball (sphere).	Renumbered, was MA.K.G.2.Su.b
MA.K.G.2.Su.c	Identify square shapes in the environment when given the name.	MA.K.G.2.Su.d	Identify square shapes in the environment when given the name.	Renumbered, was MA.K.G.2.Su.c
MA.K.G.2.Su.d	Identify spatial relationships, including on, off, up, and down.	MA.K.G.2.Su.e	Identify spatial relationships, including on, off, up, and down.	Renumbered, was MA.K.G.2.Su.d

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		MA.K.G.2.Pa.a	Recognize a common object with a two-dimensional shape.	Added access point to improve alignment with core intent of standards
MA.K.G.2.Pa.a	Respond to a prompt to identify a familiar three-dimensional object in a familiar routine.	MA.K.G.2.Pa.b	Recognize a common three-dimensional object.	Renumbered, was MA.K.G.2.Pa.a; revised to increase level of difficulty
MA.K.G.2.Pa.b	Respond to one directional prompt in a familiar routine.	MA.K.G.2.Pa.c	Recognize a movement that reflects a spatial relationship, such as up and down.	Renumbered, was MA.K.G.2.Pa.b; revised to increase level of difficulty and improve alignment with core intent of standards
MA.K.G.3.In.a	Compare overall size and length of objects and describe using terms such as big, small, long, and short.	MA.K.G.3.In.a	Compare overall size and length of objects and describe using terms such as big, small, long, and short.	
MA.K.G.3.Su.a	Identify size of objects using terms, such as big and little.	MA.K.G.3.Su.a	Identify size of objects using terms, such as big and little.	
MA.K.G.3.Pa.a	Respond to differences in familiar persons, actions, or objects within a familiar routine.	MA.K.G.3.Pa.a	Recognize differences in size of objects.	Revised to improve alignment with core intent of standards
MA.K.A.4.In.a	Match two-element repeating patterns of sounds, physical movements, and objects.	MA.K.A.4.In.a	Match two-element repeating patterns of sounds, physical movements, and objects.	
MA.K.A.4.Su.a	Match identical sounds, physical movements, and objects.	MA.K.A.4.Su.a	Match identical sounds, physical movements, and objects.	
MA.K.A.4.Pa.a	Demonstrate distinctive responses to preferred vs. nonpreferred stimuli in a familiar routine.	MA.K.A.4.Pa.a	Recognize two objects that are identical to each other.	Revised to align with core intent of standards
MA.K.G.5.In.a	Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period.	MA.K.G.5.In.a	Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period.	
MA.K.G.5.Su.a	Identify concepts of time, including day and night, by relating daily events to a time period.	MA.K.G.5.Su.a	Identify concepts of time, including day and night, by relating daily events to a time period.	
MA.K.G.5.Pa.a	Respond to the environmental cue for a preferred activity within a regularly scheduled routine.	MA.K.G.5.Pa.a	Recognize common activities that occur every day.	Revised to increase level of difficulty and improve alignment with core intent of standards
MA.1.A.1.In.a	Identify the meaning of addition as adding to and subtraction as taking away from.	MA.1.A.1.In.a	Identify the meaning of addition as adding to and subtraction as taking away from.	
MA.1.A.1.In.b	Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures.	MA.1.A.1.In.b	Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures.	
MA.1.A.1.Su.a	Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects.	MA.1.A.1.Su.a	Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.1.A.1.Su.b	Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5.	MA.1.A.1.Su.b	Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5.	
MA.1.A.1.Pa.a	Respond to the arrival of a familiar person or addition of a familiar object in a routine.	MA.1.A.1.Pa.a	Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.	Revised to increase level of difficulty and improve alignment with core intent of standards
MA.1.A.1.Pa.b	Respond to the departure of a familiar person or removal of a familiar object in a routine.	MA.1.A.1.Pa.b	Solve problems involving small quantities of objects or actions and using language, such as enough, too much, or more.	Revised to increase specificity and level of difficulty and improve alignment with core intent of standards
MA.1.A.2.In.a	Compare and order numbers 1 to 10.	MA.1.A.2.In.a	Compare and order numbers 1 to 10.	
MA.1.A.2.In.b	Use one-to-one correspondence to count sets of objects or pictures to 10.	MA.1.A.2.In.b	Use one-to-one correspondence to count sets of objects or pictures to 10.	
MA.1.A.2.In.c	Represent numbers to 10 using sets of objects and pictures, number names, and numerals.	MA.1.A.2.In.c	Represent numbers to 10 using sets of objects and pictures, number names, and numerals.	
MA.1.A.2.Su.a	Use one-to-one correspondence to compare sets of objects to 5.	MA.1.A.2.Su.a	Use one-to-one correspondence to compare sets of objects to 5.	
MA.1.A.2.Su.b	Use one-to-one correspondence to count sets of objects to 5 arranged in a row.	MA.1.A.2.Su.b	Use one-to-one correspondence to count sets of objects to 5 arranged in a row.	
MA.1.A.2.Su.c	Represent quantities to 5 using sets of objects and number names.	MA.1.A.2.Su.c	Represent quantities to 5 using sets of objects and number names.	
MA.1.A.2.Pa.a	Respond to a prompt to indicate desire for more of two or more preferred actions or objects in a familiar routine.	MA.1.A.2.Pa.a	Associate quantities with language, such as many, a lot, or a little.	Revised to increase level of difficulty and improve alignment with core intent of standards
MA.1.A.2.Pa.b	Respond to a prompt to indicate desire to stop two or more actions in a familiar routine.			Delete. Content addressed at previous grade level
MA.1.A.2.Pa.c	Respond to a counting cue to begin two or more familiar routines.	MA.1.A.2.Pa.b	Recognize rote counting 1 to 3.	Renumbered, was MA.1.A.2.Pa.c; revised to increase level of difficulty
MA.1.G.3.In.a	Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides.	MA.1.G.3.In.a	Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides.	
MA.1.G.3.In.b	Identify examples of three-dimensional objects, including sphere and cube.			Delete, addressed at previous grade level, see MA.K.G.2.In.c
MA.1.G.3.In.c	Combine two shapes to make another shape and identify the whole-part relationship.	MA.1.G.3.In.b	Combine two shapes to make another shape and identify the whole-part relationship.	Renumbered, was MA.K.G.3.In.c
MA.1.G.3.In.d	Describe spatial relationships, including over, under, front, back, and between.			Delete, not aligned with core intent of standards
MA.1.G.3.Su.a	Match common two-dimensional objects by shape, including square and circle.	MA.1.G.3.Su.a	Match and name common two-dimensional objects by shape, including square and circle	Revised to increase level of difficulty
MA.1.G.3.Su.b	Name two-dimensional shapes, including circle and square.			Delete, combined with MA.1.G.3.Su.a
MA.1.G.3.Su.c	Sort common two- and three-dimensional objects by size, including big and little.	MA.1.G.3.Su.b	Sort common two- and three-dimensional objects by size, including big and little.	Renumbered, was MA.1.G.3.Su.c

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MA.1.G.3.Su.d	Identify spatial relationships, including in, out, top, and bottom.			Delete, not aligned with core intent of standards
MA.1.G.3.Pa.a	Respond to a prompt to identify a familiar object with a two-dimensional shape, such as circle or square in familiar routines.	MA.1.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle or square.	Revised to increase level of difficulty
MA.1.G.3.Pa.b	Respond to a prompt to identify two or more familiar three-dimensional objects in familiar routines.	MA.1.G.3.Pa.b	Recognize common three-dimensional objects, such as balls (spheres) or blocks (cubes).	Revised to increase specificity and level of difficulty
MA.1.G.3.Pa.c	Demonstrate awareness of one discrete location (area) in the learning environment.			Delete, not aligned with core intent of standards
MA.1.G.3.Pa.d	Respond to two directional prompts in familiar routines.			Delete, not aligned with core intent of standards
MA.1.A.4.In.a	Match a two-element repeating visual pattern.	MA.1.A.4.In.a	Match a two-element repeating visual pattern.	
MA.1.A.4.Su.a	Match objects by single attributes such as color, shape, or size.	MA.1.A.4.Su.a	Match objects by single attributes such as color, shape, or size.	
MA.1.A.4.Pa.a	Indicate anticipation of next step in a familiar routine or activity.	MA.1.A.4.Pa.a	Recognize two objects that are the same size or color.	Revised to align with core intent of standards
MA.1.G.5.In.a	Measure length of objects using nonstandard units of measure and count the units.	MA.1.G.5.In.a	Measure length of objects using nonstandard units of measure and count the units.	
MA.1.G.5.In.b	Compare objects by concepts of length, using terms like longer, shorter, and same; and capacity, using terms like full and empty.	MA.1.G.5.In.b	Compare objects by concepts of length—using terms, such as longer, shorter, and same—and capacity, using terms, such as full and empty.	Revised to improve language and punctuation
MA.1.G.5.In.c	Identify concepts of time, including before, after, and next, by relating daily events to a time period.			Delete, not aligned with core intent of standards, content (before and after) moved to grade 2
MA.1.G.5.Su.a	Measure length of objects using nonstandard units of measure.	MA.1.G.5.Su.a	Measure length of objects using nonstandard units of measure.	
MA.1.G.5.Su.b	Compare objects by length using terms like long and short.	MA.1.G.5.Su.b	Compare objects by length using terms, such as long and short.	Revised to improve language
MA.1.G.5.Su.c	Identify the concepts of time, including morning and afternoon, by relating daily events to a time period.			Delete, not aligned with core intent of standards, content (morning and afternoon) moved to grade 2
MA.1.G.5.Pa.a	Respond to differences in familiar persons, actions, or objects in two or more familiar routines.	MA.1.G.5.Pa.a	Recognize similarities and differences in size of common objects.	Revised to align with core intent of standards and increase difficulty level
MA.1.G.5.Pa.b	Respond to the environmental cue for preferred activities within regularly scheduled routines.			Delete, not aligned with core intent of standards; moved to grade 2
MA.1.A.6.In.a	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures.	MA.1.A.6.In.a	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures.	

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MA.1.A.6.Su.a	Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5.	MA.1.A.6.Su.a	Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5.	
MA.1.A.6.Pa.a	Demonstrate distinctive responses to preferred vs. nonpreferred stimuli in two familiar routines.	MA.1.A.6.Pa.a	Solve simple problems involving putting together and taking apart small quantities of objects.	Revised to align with core intent of standards and increase difficulty level
MA.2.A.1.In.a	Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.	MA.2.A.1.In.a	Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.	
MA.2.A.1.In.b	Represent numbers to 20 using sets of objects and pictures, number names, and numerals.	MA.2.A.1.In.b	Represent numbers to 20 using sets of objects and pictures, number names, and numerals.	
MA.2.A.1.In.c	Identify and use ordinal numbers to fifth.	MA.2.A.1.In.c	Identify and use ordinal numbers to fifth.	
MA.2.A.1.In.d	Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20.	MA.2.A.1.In.d	Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20.	
MA.2.A.1.Su.b	Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more.	MA.2.A.1.Su.a	Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more.	Renumbered, was MA.2.A.3.Su.b
MA.2.A.1.Su.a	Represent quantities to 5 or more using sets of objects, number names, and numerals.	MA.2.A.1.Su.b	Represent quantities to 5 or more using sets of objects, number names, and numerals.	Renumbered, was MA.2.A.3.Su.a
MA.2.A.1.Pa.d	Match one object to a designated space to show one-to-one correspondence.	MA.2.A.1.Pa.a	Match one object to a designated space to show one-to-one correspondence.	Renumbered, was MA.1.A.2.Pa.d
MA.2.A.1.Pa.a	Indicate desire to continue an action or activity by using an object in familiar routines.			Delete, addressed at previous grade level
MA.2.A.1.Pa.b	Respond to familiar actions that represent the concept of none or stop in routines.			Delete, addressed at previous grade level
MA.2.A.1.Pa.c	Respond to a counting cue to begin familiar routines in multiple settings.	MA.2.A.1.Pa.b	Associate quantities 1 and 2 with number names.	Renumbered, was MA.2.A.1.Pa.c; revised to align with core intent of standards and increase difficulty level and specificity
MA.2.A.2.In.a	Identify the meaning of the +, -, and = signs in addition and subtraction problems.	MA.2.A.2.In.a	Identify the meaning of the +, -, and = signs in addition and subtraction problems.	
MA.2.A.2.In.b	Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures.	MA.2.A.2.In.b	Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures.	
MA.2.A.2.In.c	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including money, measurement, geometry, and other problem situations.	MA.2.A.2.In.c	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including money, measurement, geometry, and other problem situations.	
MA.2.A.2.Su.a	Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.	MA.2.A.2.Su.a	Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.	

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MA.2.A.2.Su.b	Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.	MA.2.A.2.Su.b	Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.	
MA.2.A.2.Su.c	Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects.	MA.2.A.2.Su.c	Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects.	
MA.2.A.2.Pa.a	Respond to the arrival of a familiar person or addition of a familiar object in the same activity in multiple settings.	MA.2.A.2.Pa.a	Compare quantities to 3 using language, such as more, less, or the same.	Revised to align with core intent of standards and increase difficulty level
MA.2.A.2.Pa.b	Respond to the departure of a familiar person or removal of a familiar object in the same activity in multiple settings.			Delete, not aligned with core intent of standards
MA.2.A.2.Pa.c	Continue in a routine with the addition of a familiar person, action, or object.			Delete, not aligned with core intent of standards
MA.2.A.2.Pa.d	Continue in a familiar routine with the removal of a familiar person, action, or object.			Delete, not aligned with core intent of standards
MA.2.A.2.Pa.e	Initiate a preferred action or activity by using an object.	MA.2.A.2.Pa.b	Solve simple real-world problems involving joining or separating small quantities of objects.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.2.G.3.In.a	Use standard units of whole inches to measure the length of objects.	MA.2.G.3.In.a	Use standard units of whole inches to measure the length of objects.	
MA.2.G.3.In.b	Compare and order objects of different lengths.	MA.2.G.3.In.b	Compare and order objects of different lengths.	
MA.2.G.3.In.c	Select and use a ruler to measure and compare lengths to solve problems.	MA.2.G.3.In.c	Select and use a ruler to measure and compare lengths to solve problems.	
MA.2.G.3.Su.a	Measure the length of objects using nonstandard units of measure and count to 5 or more units.	MA.2.G.3.Su.a	Measure the length of objects using nonstandard units of measure and count to 5 or more units.	
MA.2.G.3.Su.b	Compare lengths of objects to solve real-world problems.	MA.2.G.3.Su.b	Compare lengths of objects to solve real-world problems.	
MA.2.G.3.Pa.a	Respond to a prompt indicating size or length, such as big, little, long, or short in activities.	MA.2.G.3.Pa.a	Recognize length of real objects, such as big, little, long, or short.	Revised to increase level of difficulty and specificity
MA.2.A.4.In.a	Identify two-element repeating visual patterns and extend with one repetition.	MA.2.A.4.In.a	Identify two-element repeating visual patterns and extend with one repetition.	
MA.2.A.4.In.b	Fill in missing items in two-element repeating visual patterns.	MA.2.A.4.In.b	Fill in missing items in two-element repeating visual patterns.	
MA.2.A.4.In.c	Identify equal and unequal sets of objects and pictures to 20.	MA.2.A.4.In.c	Identify equal and unequal sets of objects and pictures to 20.	
		MA.2.A.4.In.d	Recognize rules for addition functions, including 1 more and 2 more.	Added to improve alignment with core intent of standards
MA.2.A.4.Su.a	Match two-element repeating patterns of sounds, physical movements, and objects.	MA.2.A.4.Su.a	Match two-element repeating patterns of sounds, physical movements, and objects.	
MA.2.A.4.Su.b	Use one-to-one correspondence to identify sets of objects with the same number to 5.	MA.2.A.4.Su.b	Use one-to-one correspondence to identify sets of objects with the same number to 5.	

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		MA.2.A.4.Su.c	Use the rule, 1 more, to identify the next number with numbers 1 to 5.	Added to improve alignment with core intent of standards
MA.2.A.4.Pa.a	Follow a two-element repeating pattern in a familiar routine or activity.	MA.2.A.4.Pa.a	Recognize repeated pattern of stimuli, such as sounds or lights.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.2.A.4.Pa.b	Indicate anticipation of next step(s) in the same routine or activity in multiple settings.	MA.2.A.4.Pa.b	Use one-to-one correspondence to identify sets of objects with the same amount to 2.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.2.A.4.Pa.c	Recognize similarities and differences in features of familiar objects and actions in routines.			Delete, not aligned with core intent of standards
MA.2.G.5.In.a	Match parts with the whole using geometric shapes.	MA.2.G.5.In.a	Match parts with the whole using geometric shapes.	
MA.2.G.5.In.b	Identify concepts of time, including yesterday, today, tomorrow, first, and next, by relating activities with the time period.	MA.2.G.5.In.b	Identify concepts of time, including before, after, yesterday, today, tomorrow, first, and next, by relating activities with the time period.	Revised to add "before and after" from grade 1
MA.2.G.5.In.c	Identify the days of the week in relation to the calendar.	MA.2.G.5.In.c	Identify the days of the week in relation to the calendar.	
MA.2.G.5.In.d	Identify analog and digital clocks as tools for telling time.	MA.2.G.5.In.d	Identify analog and digital clocks as tools for telling time.	
MA.2.G.5.In.e	Identify the purpose of coins and bills.	MA.2.G.5.In.e	Identify the purpose of coins and bills.	
MA.2.G.5.In.f	Compare objects by weight, using terms including heavy and light, and capacity, using terms including holds more and holds less.	MA.2.G.5.In.f	Compare objects by weight—using terms including heavy and light—and capacity, using terms including holds more and holds less.	Revised to improve punctuation
MA.2.G.5.Su.a	Identify part and whole of geometric shapes.	MA.2.G.5.Su.a	Identify part and whole of geometric shapes.	
MA.2.G.5.Su.b	Match common three-dimensional objects by shape, including sphere and cube.			Delete, addressed at previous grade level, see MA.K.G.2.Su.b and MA.K.G.2.Su.c
MA.2.G.5.Su.c	Identify the concepts of time, including before, after, and next, by relating activities with the time period.	MA.2.G.5.Su.b	Identify the concepts of time, including morning, afternoon, before, after, and next, by relating activities with the time period.	Renumbered, was MA.2.G.5.Su.c; revised to add "morning and afternoon" from grade 1
MA.2.G.5.Su.d	Identify coins as money.	MA.2.G.5.Su.c	Identify coins as money.	Renumbered, was MA.2.G.5.Su.d
MA.2.G.5.Su.e	Compare weight of objects using the concepts of heavy and light.	MA.2.G.5.Su.d	Compare weight of objects using the concepts of heavy and light.	Renumbered, was MA.2.G.5.Su.e
MA.2.G.5.Su.f	Identify and describe spatial relationships, including over, under, front, back, and between.			Delete, not aligned with core intent of standards
MA.2.G.5.Pa.a	Respond to differences in features such as size and shape of familiar objects in routines.	MA.2.G.5.Pa.a	Recognize parts of common objects.	Revised to align with core intent of standards
MA.2.G.5.Pa.b	Respond to the environmental cue for a nonpreferred activity within a regularly scheduled routine.	MA.2.G.5.Pa.b	Recognize common activities that occur at regular times, such as lunch, bedtime, or going to school.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.2.G.5.Pa.c	Respond to icons or symbols representing activities in an adaptive schedule.	MA.2.G.5.Pa.c	Associate giving an action or object with receiving an action or object.	Revised to align with core intent of standards

Crosswalk of Revisions to Mathematics Access Points

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.2.G.5.Pa.d	Given a model, imitate one or more directional responses in a daily activity.	MA.2.G.5.Pa.d	Recognize differences in sizes of containers that hold liquids (capacity).	Revised to align with core intent of standards and increase difficulty level
MA.2.A.6.In.a	Solve problems involving addition of the same number such as 1+1 or 2+2 with sums to 10.	MA.2.A.6.In.a	Solve problems involving addition of the same number, such as 1+1 or 2+2 with sums to 10.	Revised to add comma
MA.2.A.6.Su.a	Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting.	MA.2.A.6.Su.a	Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting.	
MA.2.A.6.Pa.a	Communicate the desire for one preferred item or activity in familiar routines.	MA.2.A.6.Pa.a	Solve simple problems involving joining sets of objects with the same quantity to 2.	Revised to align with core intent of standards and increase difficulty level
MA.3.A.1.In.a	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	MA.3.A.1.In.a	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	
MA.3.A.1.In.b	Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =).	MA.3.A.1.In.b	Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =).	
MA.3.A.1.In.c	Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	MA.3.A.1.In.c	Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	
MA.3.A.1.In.d	Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	MA.3.A.1.In.d	Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	
		MA.3.A.1.Su.a	Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures.	Added to improve alignment with core intent of standards
MA.3.A.1.Su.a	Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures.	MA.3.A.1.Su.b	Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures.	Renumbered, was MA.3.A.1.Su.a
MA.3.A.1.Su.b	Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.	MA.3.A.1.Su.c	Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.	Renumbered, was MA.3.A.1.Su.b
MA.3.A.1.Pa.a	Recognize when items have been added to or removed from groups of objects in daily activities.	MA.3.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 3.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.3.A.1.Pa.b	Continue in a routine with the addition or removal of a familiar person, action, or object in two or more settings.	MA.3.A.1.Pa.b	Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.	Revised to align with core intent of standards and increase difficulty level and specificity
		MA.3.A.2.In.a	Represent half and whole using area and sets of objects.	Added to improve alignment with core intent of standards
MA.3.A.2.In.a	Identify the relationship between half and whole.	MA.3.A.2.In.b	Identify the relationship between half and whole.	Renumbered, was MA.3.A.2.In.a

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.3.A.2.Su.a	Identify part and whole of objects.	MA.3.A.2.Su.a	Recognize part and whole using area and sets of objects.	Revised to improve alignment with core intent of standards
MA.3.A.2.Pa.a	Respond to prompt to indicate desire for less in a familiar routine.	MA.3.A.2.Pa.a	Recognize parts of whole objects and parts of sets of objects.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.3.A.2.Pa.b	Indicate desire for more in two or more routines or activities.			Delete, addressed at previous grade level,
MA.3.A.2.Pa.c	Indicate none or stop in two or more routines or activities.			Delete, addressed at previous grade level
MA.3.G.3.In.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	MA.3.G.3.In.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	
MA.3.G.3.In.b	Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes.	MA.3.G.3.In.b	Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes.	
MA.3.G.3.In.c	Identify two-dimensional shapes that are the same shape and size (congruent).	MA.3.G.3.In.c	Identify two-dimensional shapes that are the same shape and size (congruent).	
MA.3.G.3.Su.a	Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	MA.3.G.3.Su.a	Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	
MA.3.G.3.Su.b	Combine (compose) two shapes to make other shapes.	MA.3.G.3.Su.b	Combine (compose) two shapes to make other shapes.	
MA.3.G.3.Su.c	Match two-dimensional shapes that are the same shape and size (congruent).	MA.3.G.3.Su.c	Match two-dimensional shapes that are the same shape and size (congruent).	
MA.3.G.3.Pa.a	Respond to a prompt to identify two or more familiar objects with two-dimensional shapes, such as circle and square in daily activities.	MA.3.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle and square.	Revised to increase level of difficulty and increase specificity
MA.3.G.3.Pa.b	Respond to similarities and differences in features of two or more familiar objects in routines.	MA.3.G.3.Pa.b	Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent).	Revised to align with core intent of standards and increase difficulty level and specificity
MA.3.G.3.Pa.c	Given a model, imitate two or more directional responses in a daily activity.			Delete, Not aligned with core intent of standards
MA.3.A.4.In.a	Complete growing visual and number patterns.	MA.3.A.4.In.a	Complete growing visual and number patterns.	
MA.3.A.4.In.b	Identify the rule, including 1 more, 2 more, and 3 more, represented in number pairs.			Delete, addressed at previous grade level to improve alignment with benchmarks
MA.3.A.4.Su.a	Match a two-element repeating visual pattern using objects and pictures.	MA.3.A.4.Su.a	Match a two-element repeating visual pattern using objects and pictures.	
MA.3.A.4.Su.b	Use the rule 1 more to identify the next number with numbers 1 to 10.			Delete, addressed at previous grade level to improve alignment with benchmarks
MA.3.A.4.Pa.a	Follow a two-element repeating pattern with two elements in two or more familiar routines or activities.			Delete, content addressed in MA.3.4.Pa.a
MA.3.A.4.Pa.b	Identify items that belong together to complete a set in one routine or activity.			Delete, not aligned with core intent of standards

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.3.A.4.Pa.c	Communicate anticipation of next step(s) in a sequence of familiar activities.	MA.3.A.4.Pa.a	Recognize the next step in a simple pattern or sequence of activities.	Renumbered, was MA.3.A.4.Pa.c; revised to align with core intent of standards
MA.3.G.5.In.a	Use a ruler to solve problems involving the length of sides of squares and rectangles.	MA.3.G.5.In.a	Use a ruler to solve problems involving the length of sides of squares and rectangles.	
MA.3.G.5.In.b	Measure length to the whole inch or foot, weight to the pound, and capacity to the cup to solve problems.	MA.3.G.5.In.b	Identify half and whole of the length of objects.	Revised to align with core intent of standards
MA.3.G.5.In.c	Identify time to hour and half hour.	MA.3.G.5.In.c	Identify time to hour and half hour using analog and digital clocks.	Revised to increase difficulty level and specificity
MA.3.G.5.In.d	Identify the months of the year in relation to calendars.	MA.3.G.5.In.d	Identify the months of the year in relation to calendars.	
MA.3.G.5.Su.a	Use nonstandard measurement units to solve problems for length of sides of squares.	MA.3.G.5.Su.a	Use nonstandard measurement units to solve problems for length of sides of squares.	
MA.3.G.5.Su.b	Use nonstandard measurement units to solve problems with weight, including concepts of heavy and light.	MA.3.G.5.Su.b	Recognize part and whole of the length of objects.	Revised to align with core intent of standards
MA.3.G.5.Su.c	Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	MA.3.G.5.Su.c	Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	
MA.3.G.5.Su.d	Identify the days of the week using a calendar.	MA.3.G.5.Su.d	Identify the days of the week using a calendar.	
MA.3.G.5.Pa.a	Indicate area (location) of preferred object or activity within a learning environment.	MA.3.G.5.Pa.a	Recognize the sides of a square or rectangle.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.3.G.5.Pa.b	Associate the environmental cue related to time of an activity with an object, picture, or symbol used in a daily schedule.	MA.3.G.5.Pa.b	Recognize part of day, such as morning or afternoon, associated with a common activity.	Revised to increase difficulty level and specificity
MA.3.G.5.Pa.c	Identify an object, picture, or symbol associated with an activity in the daily schedule.			Delete, content addressed in MA.3.G.5.Pa.b
MA.3.A.6.In.a	Express, represent, and use cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals.	MA.3.A.6.In.a	Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals.	Revised to add "solve problems," and improve alignment with core intent of standards
MA.3.A.6.In.b	Compare and order whole numbers 0 to 30 using objects, pictures, or tallies, and a number line.			Delete, content addressed in MA.3.A.6.In.a
MA.3.A.6.In.c	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	MA.3.A.6.In.b	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	Renumbered, was MA.3.A.6.In.c
MA.3.A.6.In.d	Use skip counting by 5s to determine amounts to 30.			Delete, content addressed in grade 4
MA.3.A.6.Su.a	Express and represent numbers to 10 using sets of objects and pictures, number names, and numerals.	MA.3.A.6.Su.a	Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals.	Revised to add "solve problems," and improve alignment with core intent of standards

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.3.A.6.Su.b	Use one-to-one correspondence to count sets of objects to 10.	MA.3.A.6.Su.b	Use one-to-one correspondence to count sets of objects to 10.	
MA.3.A.6.Su.c	Compare and order numbers to 10 using sets of objects and pictures.			Delete, content addressed in MA.3.A.6.Su.a
MA.3.A.6.Pa.a	Communicate the desire for two or more preferred items or activities in familiar routines.	MA.3.A.6.Pa.a	Recognize quantities 1 to 3 using sets of objects, pictures, or number names.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.3.A.6.Pa.b	Match two or more objects to designated spaces to show one-to-one correspondence.	MA.3.A.6.Pa.b	Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3.	Revised to increase difficulty level and specificity
MA.3.A.6.Pa.c	Respond to a prompt to indicate one object in familiar routines.			Delete, content addressed in MA.3.A.6.Pa.b
MA.3.A.6.Pa.d	Given a model, imitate counting two or more objects or actions.			Delete, content addressed in MA.3.A.6.Pa.b at a higher level of difficulty
MA.3.S.7.In.a	Sort and count objects and pictures into three designated (labeled) categories and display data in an object graph or pictograph.	MA.3.S.7.In.a	Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph.	Revised language to clarify
MA.3.S.7.Su.a	Sort objects representing data into two designated (labeled) categories and count the number in each category.	MA.3.S.7.Su.a	Sort objects representing data into two labeled categories and count the number in each category.	Revised language to clarify
MA.3.S.7.Pa.a	Identify items that belong together to complete a data set.	MA.3.S.7.Pa.a	Identify items that belong together to form a set (data).	Revised to clarify
MA.3.S.7.Pa.b	Indicate preferred choice using objects, pictures, or symbols to create an object graph or pictograph.			Delete, content addressed in MA.3.S.7.Pa.a
MA.4.A.1.In.a	Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals.	MA.4.A.1.In.a	Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals.	
MA.4.A.1.In.b	Recall addition facts with sums to 18 and related subtraction facts.			Delete, content addressed in MA.4.A.1.In.b
MA.4.A.1.In.c	Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy.	MA.4.A.1.In.b	Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy.	Renumbered, was MA.4.A.1.In.c
MA.4.A.1.In.d	Use properties such as the Commutative and Additive Identity as strategies to solve addition problems.			Delete, not aligned with core intent of standards
MA.4.A.1.Su.a	Identify the meaning of the +, -, and = signs.			Delete, content addressed in MA.4.A.1.Su.b
MA.4.A.1.Su.b	Solve addition facts with sums to 12 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs.	MA.4.A.1.Su.a	Solve problems that involve combining (multiplying) and separating (dividing) into equal sets with quantities to 15 using objects and pictures.	Renumbered, was MA.4.A.1.Su.c; revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.1.Su.c	Solve real-world problems involving addition facts with sums to 12 and related subtraction facts.	MA.4.A.1.Su.b	Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs.	Revised to combine previous MA.4.A.1.Su.a

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.4.A.1.Pa.a	Recognize when items have been added to and removed from groups of objects in daily activities.	MA.4.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 4.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.1.Pa.b	Continue in a familiar routine with the addition or removal of a familiar person, action, or object in three or more settings.	MA.4.A.1.Pa.b	Recognize when items have been added to or removed from sets of objects to 4.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.2.In.a	Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50.	MA.4.A.2.In.a	Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50.	
MA.4.A.2.In.c	Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names.	MA.4.A.2.In.b	Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names.	Renumbered, was MA.4.A.2.In.c
MA.4.A.2.In.b	Identify differences between halves, fourths, and a whole.	MA.4.A.2.In.c	Identify differences between halves, fourths, and a whole.	Renumbered, was MA.4.A.2.In.b
MA.4.A.2.Su.a	Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.	MA.4.A.2.Su.a	Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.	
		MA.4.A.2.Su.b	Represent half and whole using area and sets of objects.	Added to improve alignment with core intent of standards
MA.4.A.2.Su.b	Identify half as a part of a whole.	MA.4.A.2.Su.c	Identify half as a part of a whole.	Renumbered, was MA.4.A.2.Su.b
MA.4.A.2.Pa.a	Communicate desire for more in one routine or familiar activity.	MA.4.A.2.Pa.a	Match objects to designated spaces to show one-to-one correspondence for quantities 1 to 4.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.2.Pa.b	Communicate desire for none in a routine or familiar activity.	MA.4.A.2.Pa.b	Distinguish parts of objects from the whole object.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.2.Pa.c	Indicate desire for less in routines.	MA.4.A.2.Pa.c	Recognize a half of an object as part of the whole object.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.2.Pa.d	Imitate counting two or more objects or actions in multiple activities.			Delete, addressed at previous grade level to better align with core intent of standards
MA.4.A.2.Pa.e	Match one object to a like object or picture using one-to-one correspondence.			Delete, content included in MA.4.A.2.Pa.a
MA.4.G.3.In.a	Identify examples of the distance around all sides (perimeter) and area of squares and rectangles in the environment.	MA.4.G.3.In.a	Identify examples of the distance around all sides (perimeter) and area of squares and rectangles in the environment.	
MA.4.G.3.In.b	Find the area of rectangular and square objects using square units.	MA.4.G.3.In.b	Find the length of the sides and the area of rectangular and square objects using square units.	Revised to better align with benchmarks
MA.4.G.3.In.c	Measure whole inches and feet using a ruler to solve real-world linear measurement problems.	MA.4.G.3.In.c	Measure whole inches and feet using a ruler to solve real-world linear measurement problems.	
MA.4.G.3.In.d	Identify time to the quarter hour using a clock.			Delete, not aligned with core intent of standards

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.4.G.3.In.e	Identify the date and month using a calendar.			Delete, not aligned with core intent of standards
MA.4.G.3.In.f	Measure weight using whole pounds and capacity using whole cups to solve real-world problems.			Delete, not aligned with core intent of standards
MA.4.G.3.Su.a	Identify examples of area in the environment.	MA.4.G.3.Su.a	Identify examples of the concept of area in the environment.	Revised to clarify
		MA.4.G.3.Su.b	Count the number of square units of a rectangle marked with a grid to determine its area.	Added to better align with benchmarks
MA.4.G.3.Su.b	Measure length of objects using whole inches.	MA.4.G.3.Su.c	Measure length of sides of rectangles using whole inches.	Renumbered, was MA.4.G.3.Su.b; revised to clarify
MA.4.G.3.Su.c	Identify the capacity of containers as holds more or holds less.			Delete, not aligned with core intent of standards
MA.4.G.3.Su.d	Identify a clock as a tool to tell time.			Delete, not aligned with core intent of standards
MA.4.G.3.Su.e	Identify months using a calendar.			Delete, not aligned with core intent of standards
MA.4.G.3.Pa.a	Identify similarities in the size of two or more familiar objects in daily activities.	MA.4.G.3.Pa.a	Identify the sides of a square or rectangle.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.G.3.Pa.b	Identify similarities in shape of familiar objects in daily activities.	MA.4.G.3.Pa.b	Recognize differences in the length of the sides of rectangles.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.G.3.Pa.c	Follow two or more directional instructions in routines or activities.			Delete, not aligned with core intent of standards
MA.4.G.3.Pa.d	Indicate two or more locations of preferred objects or activities within the learning environment.			Delete, not aligned with core intent of standards
MA.4.A.4.In.a	Identify and extend growing visual and number patterns.	MA.4.A.4.In.a	Identify and extend growing visual and number patterns using strategies, such as skip counting.	Revised to clarify
MA.4.A.4.In.b	Describe equal and unequal sets using terms including greater than, less than, and equal to.	MA.4.A.4.In.b	Describe equal and unequal sets using terms including greater than, less than, and equal to.	
MA.4.A.4.In.c	Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs.	MA.4.A.4.In.c	Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs.	
MA.4.A.4.Su.a	Identify and copy two-element repeating visual patterns using objects and pictures.	MA.4.A.4.Su.a	Identify and copy two-element repeating visual patterns using objects and pictures.	
MA.4.A.4.Su.b	Determine if the number in two sets of objects to 10 is the same or different (equal or unequal).	MA.4.A.4.Su.b	Determine if the number in two sets of objects to 10 is the same or different (equal or unequal).	
MA.4.A.4.Su.c	Use the rule 1 more to identify the next number with numbers 1 to 20.	MA.4.A.4.Su.c	Use the rule, 1 more, to identify the next number with numbers 1 to 20.	Revised to add commas to set off "1 more"
MA.4.A.4.Pa.a	Identify items that belong together to complete a set in routines or activities.	MA.4.A.4.Pa.a	Identify the next step in a pattern or sequence of activities.	Revised to align with core intent of standards and increase difficulty level and specificity

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.4.A.4.Pa.b	Follow a two-element repeating pattern in two or more routines, activities, or settings.	MA.4.A.4.Pa.b	Use one-to-one correspondence to compare sets of objects to 4 and determine if they are the same or different (equal or unequal).	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.4.Pa.c	Indicate the next step in a familiar sequence of an activity.	MA.4.A.4.Pa.c	Recognize the quantity of a set of objects to 3 and add 1 more.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.4.Pa.d	Indicate the end of a familiar sequence of an activity.			Delete, not aligned with core intent of standards
MA.4.G.5.In.a	Locate angles in two-dimensional shapes, including triangles and rectangles.	MA.4.G.5.In.a	Locate angles in two-dimensional shapes, including triangles and rectangles.	
MA.4.G.5.In.b	Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment.	MA.4.G.5.In.b	Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment.	
MA.4.G.5.In.c	Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres.	MA.4.G.5.In.c	Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres.	
MA.4.G.5.Su.a	Locate angles within a triangle.	MA.4.G.5.Su.a	Locate angles within a triangle.	
MA.4.G.5.Su.b	Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry).	MA.4.G.5.Su.b	Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry).	
MA.4.G.5.Su.c	Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere.	MA.4.G.5.Su.c	Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere.	
MA.4.G.5.Pa.a	Identify differences in familiar objects with two-dimensional shapes, such as circle, square, or triangle.	MA.4.G.5.Pa.a	Recognize corners (angles) in common objects with two-dimensional shapes, such as a square or rectangle.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.G.5.Pa.b	Identify two or more familiar three-dimensional objects in daily activities.	MA.4.G.5.Pa.b	Recognize the two sides of a two-dimensional figure created by a central dividing line (symmetry).	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.G.5.Pa.c	Identify objects, pictures, or symbols associated with two or more activities in the daily schedule.	MA.4.G.5.Pa.c	Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder).	Renumbered, was MA.4.G.5.Pa.b; revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.6.In.a	Express, represent, and use whole numbers 0 to 50 in various contexts, including money.	MA.4.A.6.In.a	Express, represent, and use whole numbers 0 to 50 in various contexts.	Revised to delete specific contexts, not included in benchmarks.
MA.4.A.6.In.b	Compare and order whole numbers to 50 using pictures or tallies and a number line.			Delete, content addressed in MA.4.A.6.In.a
MA.4.A.6.In.c	Use the inverse relationship of addition and subtraction as a strategy to solve problems.	MA.4.A.6.In.b	Use the inverse relationship of addition and subtraction as a strategy to solve problems.	Renumbered, was MA.4.A.6.In.c
		MA.4.A.6.In.c	Identify the relationship between halves, fourths, and a whole.	Added to better align with benchmarks
MA.4.A.6.In.d	Use skip counting by 5s and 10s to determine amounts to 50.	MA.4.A.6.In.d	Use skip counting by 5s and 10s to determine amounts to 50.	
MA.4.A.6.In.e	Use strategies such as comparing and grouping to estimate quantities to 10.	MA.4.A.6.In.e	Use strategies such as comparing and grouping to estimate quantities to 20.	Revised to increase difficulty

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Color coding: Red font indicates deleted access points. Purple font indicates revisions.

9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.4.A.6.Su.a	Express, represent, and use whole numbers to 18 using sets of objects and pictures, number names, and numerals in various contexts, including money.	MA.4.A.6.Su.a	Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.	Revised to delete specific contexts, not included in benchmarks and increase number to 25.
MA.4.A.6.Su.b	Count, compare, and order numbers 0 to 18 using sets of objects and pictures with numerals.			Delete, content addressed in MA.4.A.1.Su.b
MA.4.A.6.Su.d	Use ordinal numbers, including first and second, in real-world situations.	MA.4.A.6.Su.b	Use ordinal numbers, including first and second, in real-world situations.	Renumbered, was MA.4.A.6.Su.d
MA.4.A.6.Su.c	Use objects and pictures to represent the relationship between addition and subtraction facts.	MA.4.A.6.Su.c	Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts.	Revised to clarify
		MA.4.A.6.Su.d	Identify the relationship between half and whole.	Added to improve alignment with core intent of standards
		MA.4.A.6.Su.e	Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set.	Added to improve alignment with core intent of standards
		MA.4.A.6.Su.f	Use strategies such as comparing and grouping to estimate quantities to 10.	Added to improve alignment with core intent of standards
MA.4.A.6.Pa.a	Respond to a prompt to identify a specified part of an object.	MA.4.A.6.Pa.a	Use quantities to 4 represented by objects, pictures, or number names in various contexts.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.4.A.6.Pa.b	Solve problems by selecting a preferred or necessary item from two or more options in a routine.	MA.4.A.6.Pa.b	Separate groups of objects to 4 into sets with the same quantity.	Revised to align with core intent of standards and increase difficulty level and specificity
		MA.4.A.6.Pa.c	Match parts to whole objects.	Added to improve alignment with core intent of standards
MA.5.A.1.In.a	Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals.	MA.5.A.1.In.a	Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals.	
MA.5.A.1.In.b	Solve problems that involve multiplying equal sets with quantities to 50 using objects and pictures with numerals.	MA.5.A.1.In.b	Solve problems that involve multiplying or dividing equal sets with quantities to 50 using objects and pictures with numerals.	Revised to increase difficulty level
MA.5.A.1.Su.a	Use counting and grouping to separate (divide) quantities to 18 into equal sets using objects and pictures with numerals.	MA.5.A.1.Su.a	Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals.	Revised to increase number to 25
MA.5.A.1.Su.b	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	MA.5.A.1.Su.b	Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 25 using objects and pictures with numerals.	Revised to increase difficulty level
MA.5.A.1.Pa.a	Recognize when items have been added to or removed from groups of objects in activities in two or more settings.	MA.5.A.1.Pa.a	Separate groups of objects to 4 into sets into sets with the same quantity and recognize how many are in each set.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.5.A.1.Pa.b	Continue in a familiar routine with the addition or removal of an unfamiliar person, action, or object in two or more settings.	MA.5.A.1.Pa.b	Solve simple problems involving joining or separating sets of objects to 5.	Revised to align with core intent of standards of benchmarks and increase difficulty level

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.5.A.2.In.a	Express, represent, and use fractions including halves, fourths, and thirds, as parts of a whole and as parts of a set, using number names.	MA.5.A.2.In.a	Express, represent, and use fractions—including halves, fourths, and thirds—as parts of a whole and as parts of a set, using number names.	Revised punctuation to clarify
MA.5.A.2.In.b	Compare fractional parts of objects of equal size, including halves, fourths, and thirds.	MA.5.A.2.In.b	Compare fractional parts of objects of equal size, including halves, fourths, and thirds.	
MA.5.A.2.In.c	Use the Associative Property as a strategy to solve addition problems with three or more numbers.	MA.5.A.2.In.c	Express, represent, and use whole numbers to 100 in various contexts.	Revised to align with core intent of standards and increase difficulty level and specificity; moved content from Supporting Idea Number and Operations: MA.5.A.6.In.c
		MA.5.A.2.In.d	Identify place value of two-digit numbers to 99 in terms of tens and ones.	Renumbered, moved content from Supporting Idea Number and Operations: MA.5.A.6.In.b
MA.5.A.2.Su.a	Identify the relationship between half and whole.	MA.5.A.2.Su.a	Express, represent, and use fractions—including halves and fourths—as parts of a whole and as parts of a set, using number names.	Revised to align with core intent of standards and increase difficulty level
MA.5.A.2.Su.b	Use the Commutative Property as a strategy to check the accuracy of solutions to addition problems.	MA.5.A.2.Su.b	Compare fractional parts of objects, including halves and fourths.	Revised to align with core intent of standards and increase difficulty level
		MA.5.A.2.Su.c	Express, represent, and use whole numbers to 30 and ordinal numbers first to fifth in various contexts.	Renumbered, moved content from Supporting Idea Number and Operations: MA.5.A.6.Su.c; revised to clarify
		MA.5.A.2.Su.d	Apply the concepts of counting and grouping by tens and ones to identify the value of whole numbers to 30.	Renumbered, moved content from Supporting Idea Number and Operations: MA.5.A.6.Su.b; revised to clarify
MA.5.A.2.Pa.a	Communicate desire for more in two or more routines or familiar activities.	MA.5.A.2.Pa.a	Identify parts of a whole using a set of objects or a whole object.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.5.A.2.Pa.b	Communicate desire for none in two or more routines or familiar activities.	MA.5.A.2.Pa.b	Distinguish half from whole using objects or visual models.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.5.A.2.Pa.c	Communicate desire for less in a routine or familiar activity.	MA.5.A.2.Pa.c	Compare sets of objects to 5 and determine if they have same or different quantities.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.5.A.2.Pa.d	Respond to a prompt to identify a specified part of a whole.			Delete, not aligned with core intent of standards
MA.5.G.3.In.a	Identify attributes, including curves, edges, angles, and faces, of three-dimensional objects in the environment.	MA.5.G.3.In.a	Identify properties, including number of edges, curved or straight sides, and faces; and match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.	Revised, combined with MA.5.G.3.In.b

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.5.G.3.In.b	Match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.			Delete, content combined with MA.5.G.3.In.a
MA.5.G.3.In.c	Use US customary units of measurement to measure length of sides of squares, rectangles, and triangles; and add them together to find the perimeter.			Delete, moved to Supporting Idea Geometry Grade 5
MA.5.G.3.In.d	Find the area of rectangular and square shapes using a visual model, such as a grid.	MA.5.G.3.In.b	Identify the six faces of a three-dimensional rectangular prism or cube using a real object or physical model.	Renumbered, was MA.5.G.3.In.d; revised to improve alignment with core intent of standards;
MA.5.G.3.Su.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	MA.5.G.3.Su.a	Identify properties, including number of edges, curved or straight sides, and number of corners (angles), in two- and three-dimensional figures.	Revised to improve alignment with core intent of standards
MA.5.G.3.Su.b	Sort three-dimensional objects, including cube, cone, and sphere.	MA.5.G.3.Su.b	Recognize the faces of a three-dimensional solid.	Revised to improve alignment with core intent of standards
MA.5.G.3.Su.c	Identify examples of the distance around all sides (perimeter) of squares and rectangles.			Delete, moved to Supporting Idea Geometry Grade 5
MA.5.G.3.Su.d	Compare the size of two square areas in the environment using physical models.			Delete, moved to Supporting Idea Geometry Grade 5
MA.5.G.3.Pa.a	Identify differences in features, such as shape and size of objects, in two or more familiar activities.	MA.5.G.3.Pa.a	Recognize differences in features related to the shape of two- and three-dimensional objects.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.5.G.3.Pa.b	Follow two or more directional instructions in activities.	MA.5.G.3.Pa.b	Recognize differences in size of two- and three-dimensional objects.	Revised to improve alignment with core intent of standards
MA.5.G.3.Pa.c	Locate familiar three-dimensional objects in daily activities.			Delete, content included in MA.5.G.3.Pa.a
MA.5.G.3.Pa.d	Match an object, picture, or symbol with an identical object, picture, or symbol.			Delete, content included in MA.5.G.3.Pa.a
MA.5.A.4.In.a	Use the concept of equality as a strategy to solve problems.	MA.5.A.4.In.a	Use the concept of equality as a strategy to solve problems.	
MA.5.A.4.In.b	Describe the meaning of information in a pictograph or bar graph that shows change over time.	MA.5.A.4.In.b	Describe the meaning of information in a pictograph or bar graph that shows change over time.	
MA.5.A.4.Su.a	Identify and compare the relationship between two same or different (equal or unequal) sets to 18 using physical and visual models.	MA.5.A.4.Su.a	Identify and compare the relationship between two same or different (equal or unequal) sets to 25 using physical and visual models.	Revised to increase difficulty
MA.5.A.4.Su.b	Identify information displayed on an object graph or pictograph.	MA.5.A.4.Su.b	Identify information displayed on an object graph or pictograph.	
MA.5.A.4.Pa.a	Identify items that belong together to complete two or more sets in routines or activities.	MA.5.A.4.Pa.a	Identify items that belong together to form two sets with the same quantity (equal).	Revised to align with core intent of standards and increase difficulty level and specificity
MA.5.A.4.Pa.b	Identify differences in features of objects and actions in familiar activities.	MA.5.A.4.Pa.b	Recognize an object graph or pictograph.	Revised to improve alignment with core intent of standards
MA.5.A.4.Pa.c	Match a repeating pattern with two elements in a familiar routine or activity.			Delete, not aligned with core intent of standards

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.5.A.4.Pa.d	Indicate the next step in a sequence for an activity.			Delete, not aligned with core intent of standards
MA.5.A.4.Pa.e	Indicate the end of two regularly occurring activities.			Delete, not aligned with core intent of standards
MA.5.G.5.In.a	Indicate the relative position, before or after, of whole numbers on a 0 to 50 number line.	MA.5.G.5.In.a	Indicate the relative position, before or after, of whole numbers on a 0 to 100 number line.	Revised to increase number to 100
MA.5.G.5.In.b	Solve real-world problems involving length, weight, and capacity of objects using tools with standard units.	MA.5.G.5.In.b	Solve real-world problems involving length and weight of objects using tools with standard units.	Revised to delete capacity, not included in standards
MA.5.G.5.In.c	Identify time to the minute.	MA.5.G.5.In.c	Identify time to the minute.	
		MA.5.G.5.In.d	Find the area of rectangles and squares using a visual model, such as a grid.	Added to improve alignment with core intent of standards
MA.5.G.5.Su.a	Indicate the relative position, before or after, of whole numbers on a 1-10 number line.	MA.5.G.5.Su.a	Indicate the relative position, before or after, of whole numbers on a 1-10 number line.	
MA.5.G.5.Su.b	Solve real-world problems by comparing the measurement including length, weight, and capacity of objects.	MA.5.G.5.Su.b	Solve real-world problems by using tools and comparing the measurement, including length and weight.	Revised to add "using tools" and deleted capacity to improve alignment with core intent of standards
MA.5.G.5.Su.c	Identify time to the hour and half-hour.	MA.5.G.5.Su.c	Identify time to the hour and half-hour.	
		MA.5.G.5.Su.d	Identify the distance around all sides (perimeter) of squares and rectangles.	Renumbered, moved from Big Idea 3: MA.5.G.3.Su.c; revised to clarify
		MA.5.G.5.Su.e	Compare the size of two square areas using physical models.	Added to improve alignment with core intent of standards
		MA.5.G.5.Pa.a	Count from 1 to 5 using objects or pictures.	Added to align with core intent of standards and increase difficulty level and specificity
MA.5.G.5.Pa.a	Identify differences in large and small objects in daily activities.	MA.5.G.5.Pa.b	Identify differences in features of objects, such as shape and size, to solve simple problems.	Renumbered, was MA.5.G.5.Pa.a; revised to align with core intent of standards and increase difficulty level and specificity
MA.5.G.5.Pa.b	Indicate the next regularly occurring activity in the daily schedule sequence.	MA.5.G.5.Pa.c	Indicate the next activity in a daily schedule.	Renumbered, was MA.5.G.5.Pa.b; revised to clarify language
		MA.5.G.5.Pa.d	Recognize differences in size of large and small areas.	Added to improve alignment with core intent of standards
MA.5.A.6.In.a	Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.	MA.5.A.6.In.a	Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.	
		MA.5.A.6.In.b	Use the associative property as a strategy to solve addition problems with three or more numbers.	Renumbered, moved from Big Idea 2: MA.5.A.2.In.c
MA.5.A.6.In.b	Identify place value of two-digit numbers to 99 in terms of tens and ones.	MA.5.A.6.In.c	Compare and order numbers to 100 using a number line.	Revised to better align with benchmarks
MA.5.A.6.In.c	Express, represent, and use whole numbers to 100 in various contexts, including time, money, and measurement.			Delete, content addressed in MA.5.A.6.In.c

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.5.A.6.In.d	Solve real-world addition and subtraction problems with one-digit numbers by estimating and checking for accuracy.	MA.5.A.6.In.d	Solve real-world addition and subtraction problems with one-digit numbers by estimating and checking for accuracy.	Renumbered, was MA.5.A.6.In.d
MA.5.A.6.In.g	Select the operation and solve one-step problems involving addition or subtraction of two-digit numbers without regrouping and check for accuracy.	MA.5.A.6.In.e	Select the operation and solve one-step problems involving addition or subtraction of two-digit numbers without regrouping and check for accuracy.	Renumbered, was MA.5.A.6.In.g
MA.5.A.6.In.f	Demonstrate basic calculator skills for addition and subtraction of whole numbers.			Delete, this is a strategy; not aligned with core intent of standards
MA.5.A.6.In.e	Solve for an unknown number in addition and subtraction number sentences with numbers to 18.	MA.5.A.6.In.f	Solve for an unknown number in addition and subtraction number sentences with numbers to 18.	Renumbered, was MA.5.A.6.In.e
MA.5.A.6.Su.a	Use skip counting by 5s to 30.	MA.5.A.6.Su.a	Use skip counting by 5s to 30.	
MA.5.A.6.Su.b	Apply the concepts of counting and grouping to identify the value of whole numbers to 30.	MA.5.A.6.Su.b	Use the commutative property as a strategy to check the accuracy of solutions to addition problems.	Renumbered, moved from Big Idea 2: MA.5.A.2.Su.b
MA.5.A.6.Su.c	Express, represent, and use cardinal numbers to 30 and ordinal numbers to fifth in various contexts, including time and money.			Delete; moved to Big Idea 2 Grade 5
MA.5.A.6.Su.d	Compare and order whole numbers to 30 using objects, pictures, number names, and numerals.	MA.5.A.6.Su.c	Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line.	Renumbered, was MA.5.A.6.Su.d; revised to add number line
MA.5.A.6.Su.e	Solve real-world problems involving addition facts with sums to 18 and related subtraction facts using numerals with pictures.	MA.5.A.6.Su.d	Solve real-world problems involving addition facts with sums to 25 and related subtraction facts using numerals with pictures.	Renumbered, was MA.5.A.6.Su.e; revised to increase number to 25
MA.5.A.6.Pa.a	Indicate 1 and 1 more by imitating a model.	MA.5.A.6.Pa.a	Demonstrate one-to-one correspondence to count from 1 to 5 using objects or pictures.	Revised to align with core intent of standards and increase difficulty level
MA.5.A.6.Pa.b	Match an object, picture, or symbol to an identical object, picture, or symbol in routines using one-to-one correspondence.	MA.5.A.6.Pa.b	Recognize when items have been added to or taken away from sets of objects to 5.	Revised to align with core intent of standards and increase difficulty level
MA.5.A.6.Pa.c	Imitate counting objects or actions to 3 or more given a model.	MA.5.A.6.Pa.c	Solve simple problems involving small quantities using language, such as more, less, and same.	Revised to align with core intent of standards and increase difficulty level
MA.5.A.6.Pa.d	Respond to a prompt to exchange a predetermined amount of money for a preferred object.			Delete, not aligned with core intent of standards
MA.5.A.6.Pa.e	Solve problems by selecting preferred or necessary item from options in two or more routines.			Delete, not aligned with core intent of standards
MA.5.S.7.In.a	Sort and count data into three designated (labeled) categories, and display data on a pictograph or bar graph.	MA.5.S.7.In.a	Sort and count data into three designated categories, and display data on a pictograph or bar graph.	Revised language to clarify
MA.5.S.7.In.b	Interpret the meaning of data in a three-category pictograph or bar graph.	MA.5.S.7.In.b	Describe the meaning of data in a three-category pictograph or bar graph.	Revised language to clarify

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.5.S.7.Su.a	Sort and count objects or pictures into two designated (labeled) categories and display data in an object graph or pictograph	MA.5.S.7.Su.a	Sort and count objects or pictures into two designated categories and display data in an object graph or pictograph.	Revised language to clarify
MA.5.S.7.Su.b	Identify the meaning of data in a two-category object graph or pictograph.	MA.5.S.7.Su.b	Identify the meaning of data in a two-category object graph or pictograph.	
MA.5.S.7.Pa.a	Imitate counting up to three familiar objects, pictures, or symbols in data sets.	MA.5.S.7.Pa.a	Count up to 5 objects, pictures, or symbols in data sets used in object graphs or pictographs.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.A.1.In.a	Express and represent fractions, including halves, fourths, thirds, and eighths, using number names and numerals.	MA.6.A.1.In.a	Express and represent fractions, including halves, fourths, thirds, and eighths, using number names and numerals.	
MA.6.A.1.In.c	Identify multiplication as repeated addition of equal groups and multiply one-digit numbers using physical and visual models with numerals.	MA.6.A.1.In.b	Identify multiplication as repeated addition of equal groups and multiply one-digit numbers using physical and visual models with numerals.	Renumbered, was MA.6.A.1.In.c
MA.6.A.1.In.d	Identify division as repeated subtraction of equal groups and divide one-digit numbers using physical and visual models with numerals.	MA.6.A.1.In.c	Identify division as repeated subtraction of equal groups and divide one-digit numbers using physical and visual models with numerals.	Renumbered, was MA.6.A.1.In.d
MA.6.A.1.In.b	Solve real-world problems involving fractions, including halves, fourths, thirds, and eighths.	MA.6.A.1.In.d	Solve real-world problems involving fractions, including halves, fourths, thirds, and eighths.	Renumbered, was MA.6.A.1.In.b
MA.6.A.1.Su.a	Identify fractions as part of a whole or part of a set.	MA.6.A.1.Su.a	Express, represent, and use fractions including halves, fourths, and thirds, as parts of a whole and as parts of a set, using number names.	Revised to increase specificity and difficulty level
MA.6.A.1.Su.d	Solve problems that involve combining (multiplying) equal sets with quantities to 30 using objects and pictures with numerals.	MA.6.A.1.Su.b	Combine (multiply) equal sets with quantities to 30 using objects and pictures with numerals.	Renumbered, was MA.6.A.1.Su.d, revised to align with core intent of standards
MA.6.A.1.Su.c	Use skip counting by 5s and 10s to 50.			Delete, not aligned with core intent of standards
MA.6.A.1.Su.e	Use counting and grouping to separate (divide) quantities to 30 into sets with the same number using objects or pictures.	MA.6.A.1.Su.c	Use counting and grouping to separate (divide) quantities to 30 into sets with the same number using objects or pictures.	Renumbered, was MA.6.A.1.Su.e
MA.6.A.1.Su.b	Use fractions, including halves, to solve real-world problems.	MA.6.A.1.Su.d	Solve real-world problems involving fractions, including halves, fourths, and thirds using real objects or visual or physical models.	Renumbered, was MA.6.A.1.Su.b; revised to align with core intent of standards
MA.6.A.1.Pa.a	Identify a specified part of a whole.	MA.6.A.1.Pa.a	Recognize part (half) of sets of objects to 4.	Revised to increase difficulty level
MA.6.A.1.Pa.b	Communicate desire for familiar items to be added or removed in daily activities.	MA.6.A.1.Pa.b	Solve simple problems involving joining and separating parts of a set or parts of a whole.	Revised to align with core intent of standards and increase difficulty level
MA.6.A.1.Pa.c	Communicate desire for more and none in two or more daily activities in different parts of the learning environment.			Delete, not aligned with core intent of standards
MA.6.A.1.Pa.d	Communicate desire for less in two or more routines or familiar activities.			Delete, not aligned with core intent of standards
MA.6.A.2.In.a	Describe the relationship (ratio) between two sets of data.	MA.6.A.2.In.a	Identify the meaning of common uses of ratio, such as equivalent fractions and mixtures	Revised language to clarify

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.6.A.2.In.b	Identify two meanings of rate: a measure of speed, including miles per hour and words per minute; and a measure of cost, including price per gallon and cost per pound.	MA.6.A.2.In.b	Identify two meanings of rate: a measure of speed, including miles per hour and words per minute; and a measure of cost, including price per gallon and cost per pound.	
MA.6.A.2.Su.a	Identify the relationship between sets of paired numbers.	MA.6.A.2.Su.a	Recognize the meaning of a simple ratio, such as 2 to 1.	Revised language to clarify
MA.6.A.2.Su.b	Identify the meaning of rate (how fast something moves or happens).	MA.6.A.2.Su.b	Identify one meaning of rate, including how fast something moves or happens.	Revised language to clarify
MA.6.A.2.Pa.a	Identify differences in number of objects in daily activities.	MA.6.A.2.Pa.a	Recognize differences in quantity in two sets of objects to 6.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.A.2.Pa.b	Identify similarities in number of objects in daily activities.			Delete, not aligned with core intent of standards
MA.6.A.2.Pa.c	Indicate awareness of changes in rates of movement (fast and slow).	MA.6.A.2.Pa.b	Recognize changes in rates of movement (fast and slow).	Renumbered, was MA.6.A.2.Pa.c; revised language to clarify
MA.6.A.3.In.a	Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with two-digit numbers.	MA.6.A.3.In.a	Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with two-digit numbers.	
MA.6.A.3.In.b	Use models and diagrams to solve problems with inequalities, including the > and < signs.	MA.6.A.3.In.b	Use models and diagrams to solve problems with inequalities, including the > and < signs.	
MA.6.A.3.In.c	Identify rules that use addition and subtraction for functions represented in number pairs.	MA.6.A.3.In.c	Identify function rules with addition and subtraction of one-digit numbers represented in number pairs, such as +5, - 4, or +3.	Revised language to clarify
MA.6.A.3.In.d	Use the Commutative and Associative Properties of addition to show that two number sentences (equations) are equal.	MA.6.A.3.In.d	Use the Commutative and Associative Properties of addition to show that two number sentences (equations) are equal.	
MA.6.A.3.In.e	Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.	MA.6.A.3.In.e	Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.	
MA.6.A.3.In.f	Use visual models, such as tables, to show the relationship between addition and subtraction problems.			Delete, content addressed in MA.6.A.3.In.e
MA.6.A.3.Su.a	Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit numbers.	MA.6.A.3.Su.a	Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit numbers.	
MA.6.A.3.Su.b	Use physical models and diagrams to solve problems with inequalities, including the terms more than and less than.	MA.6.A.3.Su.b	Use physical models and diagrams to solve problems with inequalities, including the terms more than and less than.	
		MA.6.A.3.Su.c	Identify function rules of 1 more and 1 less represented in number pairs, such as 5 is 1 more than 4 and 3 is 1 less than 4.	Added to improve alignment with core intent of standards
MA.6.A.3.Su.c	Use the Commutative Property of addition to show that two number sentences represented by physical and visual models are equal.	MA.6.A.3.Su.d	Use the Commutative Property of addition to show that two number sentences represented by physical and visual models are equal.	Renumbered, was MA.6.A.3.Su.c

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.6.A.3.Su.d	Use visual models, such as two-column tables, to represent the relationship of addition and subtraction basic facts.			Delete, content addressed in MA.6.A.3.Su.e
MA.6.A.3.Su.e	Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers.	MA.6.A.3.Su.e	Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers.	
MA.6.A.3.Pa.a	Follow a prompt to identify a missing item from a familiar set.	MA.6.A.3.Pa.a	Solve simple problems involving small quantities using language, such as more, less, same, and none.	Renumbered, access point moved from Big Idea 1 Grade 6
MA.6.A.3.Pa.b	Indicate the next step in a sequence for two or more activities.	MA.6.A.3.Pa.b	Identify quantity in sets of objects to 6 and add 1 more.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.A.3.Pa.c	Match a repeating pattern with two elements in two or more routines or activities.	MA.6.A.3.Pa.c	Determine if the quantity in two sets of objects to 6 is the same or different.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.A.3.Pa.d	Indicate 1 and 1 more by imitating a model in more than one activity			Delete, not aligned with core intent of standards
MA.6.G.4.In.a	Compare the distance around the outside of circles (circumference) using physical or visual models.	MA.6.G.4.In.a	Compare the distance around the outside of circles (circumference) and areas using physical or visual models.	Revised to improve alignment with core intent of standards
MA.6.G.4.In.b	Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons.	MA.6.G.4.In.b	Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons and compare the areas using physical or visual models.	Revised, combined MA.6.G.4.In.b and MA.6.G.4.In.c to align with benchmarks
MA.6.G.4.In.c	Compare areas of circles using visual models.			Delete, combined MA.6.G.4.In.b and MA.6.G.4.In.c to align with benchmarks
MA.6.G.4.In.d	Measure capacity using cups, pints, quarts, and gallons.	MA.6.G.4.In.c	Measure capacity using cups, pints, quarts, and gallons.	Renumbered, was MA.6.G.4.In.d
MA.6.G.4.Su.a	Identify the distance around the outside of circles (circumference).	MA.6.G.4.Su.a	Identify the distance around the outside of circles (circumference) and compare areas of circles using physical models.	Revised, combined MA.6.G.4.Su.a and d
MA.6.G.4.Su.b	Measure the lengths of sides of rectangles and triangles.	MA.6.G.4.Su.b	Measure the lengths of sides of rectangles and triangles and compare the areas of rectangular and square shapes using physical models.	Revised, combined MA.6.G.4.Su.b and c
MA.6.G.4.Su.c	Compare the areas of rectangular and square shapes using physical models.			Delete, combined MA.6.G.4.Su.b and c
MA.6.G.4.Su.d	Compare areas of circles using physical models.			Delete, combined MA.6.G.4.Su.a and d
MA.6.G.4.Su.e	Measure capacity using cups.	MA.6.G.4.Su.c	Measure capacity using cups.	Renumbered, was MA.6.G.4.Su.e
MA.6.G.4.Pa.a	Place familiar objects in designated locations in routines.	MA.6.G.4.Pa.a	Recognize the outside (circumference) and inside (area) of a circle.	Revised to align with core intent of standards and increase difficulty level and specificity

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.6.G.4.Pa.b	Follow three or more directional instructions in daily activities.	MA.6.G.4.Pa.b	Recognize the outside (perimeter) and inside (area) of rectangles and triangles.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.G.4.Pa.c	Identify differences in objects with two-dimensional shapes, such as circle, square, or triangle.			Delete, content addressed in MA.6.A.3.Pa.a
MA.6.G.4.Pa.d	Indicate the next regularly occurring activity in the daily schedule.			Delete, not aligned with core intent of standards
MA.6.A.5.In.c	Express, represent, and use whole numbers to 200 in various contexts, including time, money, and measurement.	MA.6.A.5.In.a	Express, represent, and use whole numbers to 200 in various contexts	Renumbered, was MA.5.A.5.In.c and revised to delete specific contexts and renumbered
MA.6.A.5.In.b	Identify the value of money to \$1.00 expressed as a decimal.	MA.6.A.5.In.b	Identify the value of money to \$2.00 expressed as a decimal	Revised to increase to \$2.00
MA.6.A.5.In.a	Compare fractional parts of the same size objects or sets, including halves, fourths, thirds, and eighths.	MA.6.A.5.In.c	Compare fractional parts of the same size objects or sets, including halves, fourths, thirds, and eighths.	Renumbered, was MA.6.A.5.In.a
MA.6.A.5.In.f	Solve two-step real-world problems involving addition and subtraction of two-digit numbers and check for accuracy using the reverse operation.	MA.6.A.5.In.d	Solve two-step real-world problems involving addition and subtraction of two-digit numbers and check for accuracy using the reverse operation.	Renumbered, was MA.6.A.1.In.f
MA.6.A.5.In.d	Use a grouping strategy or place value to round to the nearest ten to determine a reasonable estimate in problem situations involving whole numbers to 100, and check for accuracy.	MA.6.A.5.In.e	Use a grouping strategy or place value to round to the nearest ten to determine a reasonable estimate in problem situations involving whole numbers to 100, and check for accuracy.	Renumbered, was MA.6.A.1.In.d
MA.6.A.5.In.e	Solve problems involving the addition and subtraction of two-digit whole numbers with regrouping using physical and visual models.			Delete, content addressed in MA.6.A.5.In.d
MA.6.A.5.Su.a	Express, represent, and use whole numbers to 50 using objects, pictures, number names, and numerals, in various contexts including time and money.	MA.6.A.5.Su.a	Express, represent, and use whole numbers to 50 using objects, pictures, number names, and numerals in various contexts.	Revised to delete specific contexts
		MA.6.A.5.Su.b	Identify the value of coins to \$.50 expressed as a decimal.	Added to improve alignment with core intent of standards
MA.6.A.5.Su.b	Compare and order whole numbers to 50 using objects, pictures, number names, and numerals.	MA.6.A.5.Su.c	Compare and order whole numbers to 50 using objects, pictures, number names, and numerals.	Renumbered, was MA.5.A.6.Su.b
MA.6.A.5.Su.d	Use basic calculator skills to enter basic addition and subtraction facts with one-digit numbers to obtain the solution to problems.	MA.6.A.5.Su.d	Solve real-world problems involving addition and subtraction with sums to 50 using strategies such as representing and grouping objects or tallies.	Revised to align with core intent of standards and increase difficulty level
MA.6.A.5.Su.c	Apply the concepts of counting and grouping to identify the value of whole numbers to 50.	MA.6.A.5.Su.e	Apply the concepts of counting and grouping to identify the value of whole numbers to 50.	Renumbered, was MA.6.A.5.Su.c
MA.6.A.5.Pa.a	Match two or more objects to identical objects in routines using one-to-one correspondence.	MA.6.A.5.Pa.a	Match two or more sets of objects to 6 using one-to-one correspondence.	Revised to align with core intent of standards and increase difficulty level and specificity

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.6.A.5.Pa.b	Imitate counting objects or actions to 2 or more in multiple activities.	MA.6.A.5.Pa.b	Compare the size of parts of objects to determine which is the largest or smallest.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.A.5.Pa.c	Respond to a gesture or imitate a model to exchange a predetermined amount of money for a preferred item.	MA.6.A.5.Pa.c	Solve simple problems involving joining or separating sets of objects to 6.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.6.A.5.Pa.d	Solve problems by selecting preferred or necessary item given two or more options in different routines in multiple settings.			Delete, not aligned with core intent of standards
MA.6.S.6.In.a	Use a bar graph to group and display data in categories.			Delete, not aligned with core intent of standards
MA.6.S.6.In.b	Identify the categories with the largest and smallest numbers represented on a bar graph.	MA.6.S.6.In.a	Identify the categories with the largest and smallest numbers represented on a bar graph.	Renumbered, was MA.6.S.In.b
MA.6.S.6.Su.a	Sort and count data using three designated (labeled) categories and display in a pictograph.			Delete, not aligned with core intent of standards
MA.6.S.6.Su.b	Identify the category with the largest number in a pictograph representing real-world situations.	MA.6.S.6.Su.a	Identify the category with the largest number in a pictograph representing real-world situations.	Renumbered, was MA.6.S.Su.b
MA.6.S.6.Pa.a	Identify familiar objects, pictures, or symbols used to represent data in a pictograph or chart.			Delete, not aligned with core intent of standards
MA.6.S.6.Pa.b	Identify the largest set of objects, pictures, or symbols representing data up to 3.	MA.6.S.6.Pa.a	Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.	Renumbered, was MA.6.S.6.Pa.b; revised to increase difficulty level
MA.7.A.1.In.a	Use ratio to solve real-world problems using physical models, graphic representations, and charts.	MA.7.A.1.In.a	Solve real-world problems involving simple ratios, such as 2 to 1 or 1 to 3, using physical models, graphic representations, and charts.	Revised language to clarify
MA.7.A.1.In.b	Identify that a higher percent represents a larger quantity or amount in real-world problems.	MA.7.A.1.In.b	Identify that a higher percent represents a larger quantity or amount in real-world problems.	
MA.7.A.1.In.c	Describe how models compare in size to real-life objects.	MA.7.A.1.In.c	Measure and describe how various kinds of models compare in size to real-life objects.	Revised to increase difficulty level
MA.7.A.1.Su.a	Use simple ratios to solve real-world problems using objects.	MA.7.A.1.Su.a	Solve real-world problems involving simple ratios, such as 2 to 1, using objects or pictures.	Revised language to clarify
MA.7.A.1.Su.b	Identify that percent discounts reduce the price of goods in real-world situations.	MA.7.A.1.Su.b	Identify that percent discounts reduce the price of goods in real-world situations.	
MA.7.A.1.Su.c	Compare the size of models to real-life objects using terms such as same, larger, and smaller.	MA.7.A.1.Su.c	Compare the size of models to real-life objects using terms, such as same, larger, and smaller.	Revised to add comma
MA.7.A.1.Pa.a	Select large or small version of the same object in daily activities.	MA.7.A.1.Pa.a	Solve a simple problem involving a 2 to 1 ratio using objects.	Revised to align with core intent of standards and increase difficulty level and specificity

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.7.A.1.Pa.b	Match two different objects, pictures, or symbols presented at the same time to identical objects, pictures, or symbols using the concept of one-to-one correspondence.	MA.7.A.1.Pa.b	Match objects to a model or picture that is a smaller version.	Revised to align with core intent of standards and increase difficulty level
MA.7.G.2.In.a	Identify the six faces of a three-dimensional rectangular prism or cube.	MA.7.G.2.In.a	Identify properties of three-dimensional figures, including pyramid, prism, and cylinder.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.G.2.In.b	Use stated formulas to solve for perimeter and area of rectangles.	MA.7.G.2.In.b	Use stated formulas to solve for perimeter and area of rectangles.	
MA.7.G.2.In.c	Solve real-world problems involving capacity using standard units of measure including cup, pint, quart, and gallon.			Delete, not aligned with core intent of standards
MA.7.G.2.Su.a	Find the area of rectangular and square objects using square units.			Delete, content addressed in MA.7.G.2.Su.b
MA.7.G.2.Su.c	Match common two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.	MA.7.G.2.Su.a	Identify three-dimensional figures, including cone, pyramid, prism, and cylinder.	Renumbered, was MA.7.G.2.Su.c; revised to align with core intent of standards and increase difficulty level
MA.7.G.2.Su.b	Add lengths of sides of rectangles to determine the distance around (perimeter).	MA.7.G.2.Su.b	Add lengths of sides of rectangles to determine the distance around (perimeter) and find the area using square units.	Revised to align with core intent of standards and increase difficulty level
MA.7.G.2.Su.d	Use US customary units to measure cups and gallons.			Delete, not aligned with core intent of standards
MA.7.G.2.Pa.a	Identify objects or pictures that are the same size in daily activities.	MA.7.G.2.Pa.a	Recognize common three-dimensional figures, such as sphere, cube, cylinder, or cone.	Revised to align with core intent of standards and increase difficulty level
MA.7.G.2.Pa.b	Place familiar objects in two or more designated locations and areas in routines.	MA.7.G.2.Pa.b	Match common three-dimensional figures that are the same size.	Revised to align with core intent of standards and increase difficulty level
MA.7.A.3.In.a	Solve number sentences (equations) involving addition and subtraction of numbers to 500.	MA.7.A.3.In.a	Solve number sentences (equations) involving addition and subtraction of numbers to 500.	
		MA.7.A.3.In.b	Solve number sentences involving multiplication and division facts.	Added to improve alignment with core intent of standards
MA.7.A.3.In.b	Translate real-world problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers using a problem solving strategy.	MA.7.A.3.In.c	Translate real-world problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers using a problem solving strategy.	Renumbered, was MA.7.A.3.In.b
MA.7.A.3.In.c	Use physical and visual models to represent the inverse relationship between multiplication and division.			Delete, not aligned with core intent of standards
MA.7.A.3.In.d	Use the property of equality as a strategy to solve real-world problems.	MA.7.A.3.In.d	Use the property of equality as a strategy to solve real-world problems.	
MA.7.A.3.Su.a	Add and subtract one-digit and two-digit number sentences (equations).	MA.7.A.3.Su.a	Add and subtract one-digit and two-digit number sentences (equations).	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.7.A.3.Su.c	Solve problems that involve combining (multiplying) equal sets with quantities to 50 using objects and pictures with numerals.	MA.7.A.3.Su.b	Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 50 using objects and pictures with numerals.	Renumbered, was MA.7.A.3.Su.c; revised to align with core intent of standards and increase difficulty level
MA.7.A.3.Su.b	Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit and two-digit numbers.	MA.7.A.3.Su.c	Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit and two-digit numbers.	Renumbered, was MA.7.A.3.Su.b
MA.7.A.3.Su.d	Use counting and grouping to separate (divide) quantities to 50 into sets with the same number using objects or pictures.			Delete, combined with MA.7.A.3.Su.b
MA.7.A.3.Su.e	Use skip counting by 5s and 10s to 60.			Delete, not aligned with core intent of standards
MA.7.A.3.Su.f	Use physical models to solve simple problems to demonstrate the concept of equality.	MA.7.A.3.Su.d	Use physical models to solve simple problems to demonstrate the concept of equality.	Renumbered, was MA.7.A.3.Su.f
MA.7.A.3.Pa.a	Imitate a model of adding 1 more to quantities to 3 in a routine or activity.	MA.7.A.3.Pa.a	Solve simple problems involving joining or separating sets of objects to 7.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.A.3.Pa.b	Imitate a model of taking 1 away from quantities to 3 in a routine or activity.	MA.7.A.3.Pa.b	Solve simple problems involving small quantities using language, such as more, less, same, larger, smaller, and none.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.A.3.Pa.c	Identify a missing item from two or more familiar sets given a model.			Delete, not aligned with core intent of standards
MA.7.A.3.Pa.d	Follow a repeating pattern with three or more elements in a familiar routine or activity.			Delete, not aligned with core intent of standards
MA.7.A.3.Pa.e	Indicate next steps in a sequence for a familiar routine or activity.			Delete, not aligned with core intent of standards
MA.7.G.4.In.a	Identify the effects of changes in the lengths of sides of rectangles on the perimeter and area using physical and visual models.	MA.7.G.4.In.a	Identify the effects of changes in the lengths of sides of rectangles on the perimeter and area using physical and visual models.	
MA.7.G.4.In.b	Solve problems involving rate, including as a measure of speed and a measure of cost.			Delete, not aligned with core intent of standards
MA.7.G.4.In.c	Identify examples of slides (translations), turns (rotations), and flips (reflections) of geometric figures using pictures and objects.	MA.7.G.4.In.b	Identify examples of slides (translations), turns (rotations), and flips (reflections) of geometric figures using pictures and objects.	Renumbered, was MA.7.G.4.In.c
MA.7.G.4.In.d	Compare angles to a model of a right angle to identify the angles as acute, obtuse, or right angles.			Delete, not aligned with core intent of standards
		MA.7.G.4.In.c	Identify common uses of a coordinate plane, such as a map or line graph.	Added to align with core intent of standards and increase difficulty level and specificity
MA.7.G.4.In.e	Use tools, such as charts and technology, to convert measures of capacity, including cups, pints, quarts, and gallons.	MA.7.G.4.In.d	Use tools, such as charts and technology, to convert measures of capacity, including cups, pints, quarts, and gallons.	Renumbered, was MA.7.G.4.In.e

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.7.G.4.Su.a	Recognize that changes in the lengths of sides of rectangles will make the figure or object smaller or larger.	MA.7.G.4.Su.a	Recognize that changes in the lengths of sides of rectangles will make the figure or object smaller or larger.	
MA.7.G.5.Su.b	Identify examples of rate in real-world situations.			Delete, not aligned with core intent of standards
MA.7.G.5.Su.c	Match identical (congruent) geometric figures in different positions, including flips (reflections) and turns (rotations).	MA.7.G.5.Su.b	Match identical (congruent) geometric figures in different positions, including flips (reflections) and turns (rotations).	Renumbered, was MA.7.G.5.Su.c
MA.7.G.5.Su.d	Identify angles in the environment.			Delete, not aligned with core intent of standards
		MA.7.G.5.Su.c	Recognize a common use of a coordinate plane, such as a map.	Added to align with core intent of standards and increase difficulty level
MA.7.G.4.Su.e	Identify time to the quarter hour using a clock.			Delete, not aligned with core intent of standards
MA.7.G.4.Su.f	Identify the number of cups in a pint to convert measures of capacity.	MA.7.G.4.Su.d	Use tools, such as a chart, to identify the number of cups in a pint to convert measures of capacity.	Renumbered, was MA.7.G.4.Su.f; revised to clarify
MA.7.G.4.Pa.a	Match a three-dimensional object to a like object with two distracters.	MA.7.G.4.Pa.a	Match two- and three-dimensional objects with the same shape but different size.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.G.4.Pa.b	Recognize fast and slow rates of movement in different settings.	MA.7.G.4.Pa.b	Recognize objects that have been turned (rotated).	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.G.4.Pa.c	Indicate the next two regularly occurring activities in the daily schedule.			Delete, not aligned with core intent of standards
MA.7.G.4.Pa.d	Follow three or more directional instructions in daily activities.	MA.7.G.4.Pa.c	Solve problems using directional or positional language, such as up, down, left, right, and next to.	Renumbered, was MA.7.G.4.Pa.d; revised to align with core intent of standards and increase difficulty level and specificity
		MA.7.G.4.Pa.d	Identify similarities and differences in features of objects, such as shape and size.	Added to align with core intent of standards and increase difficulty level and specificity
MA.7.A.5.In.a	Express, represent, and use whole numbers to 500 in various contexts, including time, money, and measurement.			Delete, moved to grade 8
MA.7.A.5.In.b	Express, represent, and use fractions, including halves, fourths, thirds, and eighths, using whole objects or sets, number names, and numerals in various contexts, including measurement.			Delete, moved to grade 8
MA.7.A.5.In.c	Express, represent, and use percents, including 50% and 100%, and decimals in the context of money to \$1.00 or more.	MA.7.A.5.In.a	Express, represent, and use percents, including 50% and 100%, and decimals in the context of money to \$5.00 or more.	Renumbered, was MA.7.A.5.In.c; revised to increase difficulty

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.7.A.5.In.d	Use a grouping strategy or place value to round whole numbers to 500 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.	MA.7.A.5.In.b	Solve problems using a grouping strategy or place value to round whole numbers to 500 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.	Renumbered, was MA.7.A.5.In.d; revised to align with core intent of standards and increase difficulty level
MA.7.A.5.Su.a	Express, represent, and use cardinal numbers to 80 and ordinal numbers to tenth in various contexts, including time and money.			Delete, moved to grade 8
MA.7.A.5.Su.b	Express and represent fractions, including halves and fourths, using whole objects or sets, number names, and numerals.			Delete, moved to grade 8
MA.7.A.5.Su.c	Identify the value of individual coins written as a decimal.	MA.7.A.5.Su.a	Identify the value of money to \$1.00 written as a decimal.	Renumbered, was MA.7.A.5.Su.c; revised to increase difficulty level
MA.7.A.5.Su.d	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 80.	MA.7.A.5.Su.b	Solve problems by counting and grouping to create sets of tens and ones to identify the value of whole numbers to 100.	Renumbered, was MA.7.A.5.Su.d; revised to align with core intent of standards and increase difficulty level
MA.7.A.5.Pa.a	Communicate desire for more, none, and less in activities in the school setting.	MA.7.A.5.Pa.a	Express and use quantities 1 to 7 using objects, pictures, symbols, or number names	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.A.5.Pa.b	Identify a specified part of two or more objects.	MA.7.A.5.Pa.b	Solve problems by joining or separating sets of objects or pictures with quantities to 7.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.7.A.5.Pa.c	Count objects or actions to 3 or more.			Delete, content addressed in MA.7.A.5.Pa.a
MA.7.A.5.Pa.d	Respond to a gesture or imitate a model to exchange a predetermined amount of money for a preferred object.			Delete, not aligned with core intent of standards
MA.7.A.5.Pa.e	Solve problems by selecting the preferred or necessary item when given two or more options in activities in multiple settings.			Delete, not aligned with core intent of standards
MA.7.S.6.In.b	Use data from a part of a group (sample) to make predictions regarding the whole group.	MA.7.S.6.In.a	Use data from a part of a group (sample) to make predictions regarding the whole group.	Renumbered, was MA.7.S.6.In.b
MA.7.S.6.In.a	Use bar graphs to display data and describe the meaning of the data.	MA.7.S.6.In.b	Use bar graphs to display data and describe the meaning of the data.	Renumbered, was MA.7.S.6.In.a
MA.7.S.6.Su.b	Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount.	MA.7.S.6.Su.a	Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount.	Renumbered, was MA.7.S.6.Su.b
MA.7.S.6.Su.a	Use pictographs to display data in designated (labeled) categories and identify the number in each category.	MA.7.S.6.Su.b	Use pictographs to display data in designated (labeled) categories and identify the number in each category.	Renumbered, was MA.7.S.6.Su.a
MA.7.S.6.Pa.a	Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 3 or more.	MA.7.S.6.Pa.a	Count objects, pictures, or symbols used in a pictograph or chart and identify total of 7 or more.	Revised to increase difficulty level

Crosswalk of Revisions to Mathematics Access Points

Color coding: Red font indicates deleted access points. Purple font indicates revisions.

9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.7.P.7.In.a	Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.	MA.7.P.7.In.a	Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.	
MA.7.P.7.Su.a	Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.	MA.7.P.7.Su.a	Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.	
MA.7.P.7.Pa.a	Solve problems by selecting preferred or necessary item given two or more options in different activities in multiple settings.	MA.7.P.7.Pa.a	Recognize a common cause-effect relationship.	Revised to align with core intent of standards and increase difficulty level
MA.8.A.1.In.a	Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems.	MA.8.A.1.In.a	Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems.	
MA.8.A.1.In.b	Identify the relationship between two sets of related data such as ordered number pairs in a table.	MA.8.A.1.In.b	Identify the relationship between two sets of related data, such as ordered number pairs in a table.	Revised to add comma
MA.8.A.1.In.c	Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using a problem solving strategy.	MA.8.A.1.In.c	Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs.	Revised to align with core intent of standards and increase difficulty level
MA.8.A.1.Su.a	Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.	MA.8.A.1.Su.a	Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.	
MA.8.A.1.Su.b	Describe the relationship (1 more or 1 less) between two sets of related numbers.	MA.8.A.1.Su.b	Describe the relationship (1 more or 1 less) between two sets of related numbers.	
MA.8.A.1.Su.c	Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs.	MA.8.A.1.Su.c	Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs.	
MA.8.A.1.Su.d	Use counting and grouping to join (multiply) and separate (divide) quantities to 50 using sets with the same number of objects or pictures to solve real-world problems.			Delete, not aligned with core intent of standards
MA.8.A.1.Pa.a	Identify missing items from familiar sets.	MA.8.A.1.Pa.a	Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.A.1.Pa.b	Follow a repeating pattern with three or more elements in a familiar routine or activity in two or more settings.	MA.8.A.1.Pa.b	Solve simple problems involving joining or separating sets of objects or pictures to 8.	Revised to align with core intent of standards and increase difficulty level and specificity
		MA.8.A.1.Pa.c	Distinguish between the position of two objects, such as first and next.	Added to improve alignment with core intent of standards

Crosswalk of Revisions to Mathematics Access Points

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.8.G.2.In.a	Identify triangles that are the same shape but different size (similar) using physical and visual models.	MA.8.G.2.In.a	Identify triangles that are the same shape but different size (similar) using physical and visual models.	
MA.8.G.2.In.b	Form intersecting lines and identify the angles as acute, obtuse, or right angles using a model of a right angle.	MA.8.G.2.In.b	Form intersecting lines and identify the angles as acute, obtuse, or right angles by matching to a model.	Revised language to clarify
MA.8.G.2.In.c	Identify examples of parallel lines in the environment.			Delete, not aligned with core intent of standards
MA.8.G.2.In.d	Identify angles within triangles as acute, obtuse, or right angles using a right angle as a model.	MA.8.G.2.In.c	Distinguish angles within triangles as acute, obtuse, or right angles using a right angle as a model.	Renumbered, was MA.8.G.2.In.d; revised language to clarify
MA.8.G.2.In.e	Measure the sides of a right triangle to determine the perimeter.			Delete, not aligned with core intent of standards
MA.8.G.2.In.f	Locate the right angle and the side opposite the right angle (hypotenuse) in a right triangle.	MA.8.G.2.In.d	Locate the right angle and the side opposite the right angle (hypotenuse) in a right triangle.	Renumbered, was MA.8.G.2.In.f
MA.8.G.2.Su.a	Match triangles that are the same shape but different size (similar) using physical models.	MA.8.G.2.Su.a	Match triangles that are the same shape but different size (similar) using physical models.	
MA.8.G.2.Su.b	Identify angles formed by lines that cross (intersecting lines).	MA.8.G.2.Su.b	Identify angles formed by lines that cross (intersecting lines).	
MA.8.G.2.Su.d	Measure the length of each side of a triangle.	MA.8.G.2.Su.c	Identify the angles within a triangle.	Revised to align with core intent of standards
MA.8.G.2.Su.c	Locate the right angle within a triangle.	MA.8.G.2.Su.d	Locate the right angle in a right triangle.	Renumbered, was MA.8.G.2.Su.c
MA.8.G.2.Pa.a	Demonstrate understanding of three or more directional concepts in daily activities in more than one setting.	MA.8.G.2.Pa.a	Recognize a triangle.	Revised to align with core intent of standards
MA.8.G.2.Pa.b	Place familiar objects in three or more designated locations in routines and activities.	MA.8.G.2.Pa.b	Recognize corners and angles in two-dimensional shapes, including rectangles and triangles.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.G.2.Pa.c	Match familiar objects or pictures based on a given feature, such as color, size, or shape, to complete tasks in activities.	MA.8.G.2.Pa.c	Recognize the longest side (hypotenuse) of a right triangle.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.G.2.Pa.d	Select large or small version of two or more objects in daily activities.			Delete, not aligned with core intent of standards
MA.8.S.3.In.a	Organize data into categories, identify the labels, and display in bar and simple line graphs.	MA.8.S.3.In.a	Organize data into categories, identify the labels, and display in bar and simple line graphs.	
MA.8.S.3.In.b	Determine the largest and smallest numbers in a set of data, the number that occurs most often (mode), and the number in the middle (median) of a set of data with up to 9 numbers.	MA.8.S.3.In.b	Determine the largest and smallest numbers in a set of data, the number that occurs most often (mode), and the number in the middle (median) of a set of data with up to 9 numbers.	
MA.8.S.3.Su.a	Organize data in pictographs and match the labels for categories.	MA.8.S.3.Su.a	Organize data in pictographs and match the labels for categories.	
MA.8.S.3.Su.b	Identify the number that occurs most frequently (mode) in a set of data with up to 5 numbers.	MA.8.S.3.Su.b	Identify the number that occurs most frequently (mode) in a set of data with up to 5 numbers.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.8.S.3.Pa.a	Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 3 or more.	MA.8.S.3.Pa.a	Count objects, pictures, or symbols used in a pictograph or table and identify a total to 8.	Revised to increase difficulty level
MA.8.A.4.In.a	Identify the meaning of the variables in stated formulas (literal equations) to solve problems involving area and perimeter.	MA.8.A.4.In.a	Identify the meaning of the variables in stated formulas (literal equations) to solve problems involving area and perimeter.	
MA.8.A.4.In.b	Translate real-world problem situations into number sentences (equations and inequalities) involving addition, subtraction, and multiplication using visual models, tables, and graphs.	MA.8.A.4.In.b	Translate real-world problem situations into number sentences (equations and inequalities) involving addition, subtraction, and multiplication using visual models, tables, and graphs.	
MA.8.A.4.Su.a	Demonstrate how to determine the total length of all the sides (perimeter) of figures, such as rectangles to solve problems.	MA.8.A.4.Su.a	Demonstrate how to determine the total length of all the sides (perimeter) of figures, such as rectangles to solve problems.	
MA.8.A.4.Su.b	Translate real-world problem situations into number sentences (equations) involving addition and subtraction of one-digit and two-digit numbers using physical and visual models and tables.	MA.8.A.4.Su.b	Translate real-world problem situations into number sentences (equations) involving addition and subtraction of one-digit and two-digit numbers using physical and visual models and tables.	
MA.8.A.4.Pa.a	Identify a given quantity to 3 or more and add 1 more in an activity to solve problems.	MA.8.A.4.Pa.a	Identify a given quantity to 7 and add 1 more to solve problems.	Revised to increase difficulty level
MA.8.A.4.Pa.b	Identify a given quantity to 3 or more and take away 1 in an activity to solve problems.	MA.8.A.4.Pa.b	Identify a given quantity to 8 and take away 1 to solve problems.	Revised to increase difficulty level
MA.8.G.5.In.a	Use tools, such as charts and technology, to convert measures within the same system, including money, length, time, and capacity.	MA.8.G.5.In.a	Use tools, such as charts and technology, to convert measures within the same system, including money, length, time, and capacity.	
MA.8.G.5.Su.a	Identify standard units of measurement for length, weight, and capacity.	MA.8.G.5.Su.a	Use tools, such as a chart, to identify standard units of measurement for length, weight, capacity, and time.	Revised language to clarify
MA.8.G.5.Su.b	Identify time to the minute using a clock.			Delete, content addressed in MA.8.G.5.Su.a
MA.8.G.5.Pa.a	Match familiar two-dimensional figures based on a given feature, such as size and shape to complete tasks in activities.	MA.8.G.5.Pa.a	Recognize tools used for measurement, such as clocks, calendars, and rulers.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.G.5.Pa.b	Use a daily schedule to transition from one activity to the next in the school setting.			Delete, not aligned with core intent of standards
MA.8.A.6.In.a	Express, represent, and use whole numbers to 1000 in various contexts, including time, money, and measurement.	MA.8.A.6.In.a	Express, represent, and use whole numbers to 1000 in various contexts.	Revised to remove context specification
MA.8.A.6.In.d	Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.	MA.8.A.6.In.b	Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.	Renumbered, was MA.8.A.6.In.d

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.8.A.6.In.b	Express, represent, and use fractions including halves, fourths, thirds, eighths, and sixths using whole objects or sets, number names, and numerals in various contexts, including measurement.	MA.8.A.6.In.c	Express, represent, and use fractions—including halves, fourths, thirds, eighths, and sixths—using whole objects or sets, number names, and numerals in various contexts.	Renumbered, was MA.8.A.6.In.b; revised to remove context specifications
MA.8.A.6.In.c	Express, represent, and use percents, including 25%, 50%, 75%, and 100%; and decimals in the context of money.	MA.8.A.6.In.d	Express, represent, and use percents—including 25%, 50%, 75%, and 100%—and decimals in the context of money.	Renumbered, was MA.8.A.6.In.c
MA.8.A.6.Su.a	Express, represent, and use whole numbers to 100 in various contexts, including time and money.	MA.8.A.6.Su.a	Express, represent, and use whole numbers to 100 in various contexts.	Revised to remove context specification
MA.8.A.6.Su.c	Use counting, grouping, and place value to identify the value of whole numbers to 100.	MA.8.A.6.Su.b	Use counting, grouping, and place value to identify the value of whole numbers to 100.	Renumbered, was MA.8.A.6.Su.c
MA.8.A.6.Su.b	Express, represent, and use fractions, such as halves, fourths, and thirds, using whole objects or sets, pictures, number names, and numerals in various contexts.	MA.8.A.6.Su.c	Express, represent, and use fractions—such as halves, fourths, and thirds—using whole objects or sets, pictures, number names, and numerals in various contexts.	Renumbered, was MA.8.A.6.Su.b
MA.8.A.6.Su.d	Identify values of individual coins and bills written as a decimal.	MA.8.A.6.Su.d	Identify percents including 50% and 100%.	Revised, combined MA.8.A.6.Su.d with Su.e
MA.8.A.6.Su.e	Identify percents including 50% and 100%.			Delete, combined MA.8.A.6.Su.d with Su.e
MA.8.A.6.Pa.a	Identify a specified part of three or more objects.	MA.8.A.6.Pa.a	Identify quantity in sets to 8 using objects, pictures, symbols, or number names.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.A.6.Pa.b	Count objects or actions to 3 or more in multiple activities.	MA.8.A.6.Pa.b	Demonstrate one-to-one correspondence by counting objects or actions to 8.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.A.6.Pa.c	Identify quantity/number in sets to 3.	MA.8.A.6.Pa.c	Recognize half and whole of sets of objects to 8.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.8.A.6.Pa.d	Respond to a gesture or imitate a model to exchange a predetermined amount of money for a preferred object in the school setting.			Delete, not aligned with core intent of standards
MA.8.A.6.Pa.e	Communicate desire for more, none, and less in two or more activities in the school setting.			Delete, not aligned with core intent of standards
MA.8.A.6.Pa.f	Solve problems by selecting the preferred or necessary item when given three or more options for different activities in multiple settings.			Delete, not aligned with core intent of standards
MA.912.A.1.In.a	Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation in real-world situations.	MA.912.A.1.In.a	Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation in real-world situations.	
MA.912.A.1.In.b	Identify examples of positive and negative whole numbers in real-world situations.	MA.912.A.1.In.b	Identify examples of positive and negative whole numbers in real-world situations.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.A.1.In.c	Determine the value of numbers to 10 with the exponents 2 and 3, such as 4^2 and 3^3 , using physical and visual patterns .	MA.912.A.1.In.c	Determine the value of numbers to 10 with the exponents 2 and 3, such as 4^2 and 3^3 , using physical and visual patterns .	
MA.912.A.1.In.d	Compare and order numbers, including whole numbers, fractions, decimals, and percents, expressed in the same form to solve problems in real-world situations.	MA.912.A.1.In.d	Compare and order numbers, including whole numbers, fractions, decimals, and percents, expressed in the same form to solve problems in real-world situations.	
MA.912.A.1.In.e	Simplify fractions and decimals by reducing to lowest terms.	MA.912.A.1.In.e	Simplify fractions and decimals by reducing to lowest terms.	
MA.912.A.1.In.f	Simplify improper fractions, such as $\frac{8}{4}$, by using division facts.	MA.912.A.1.In.f	Simplify fractions greater than 1 , such as $\frac{8}{4}$, by using division facts.	Revised language to clarify
MA.912.A.1.In.g	Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information and using visual representations.	MA.912.A.1.In.g	Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information and using visual representations.	
MA.912.A.1.In.h	Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.	MA.912.A.1.In.h	Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.	
MA.912.A.1.Su.a	Identify equivalent forms of fractions, such as halves, thirds, and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money using visual and numerical representation in real-world situations.	MA.912.A.1.Su.a	Identify equivalent forms of fractions, such as halves, thirds, and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money, using visual and numerical representation in real-world situations.	Revised to add a comma
MA.912.A.1.Su.b	Identify the value of numbers to 5 with the exponent 2 using physical and visual models.	MA.912.A.1.Su.b	Identify the value of numbers to 5 with the exponent 2 using physical and visual models.	
MA.912.A.1.Su.c	Compare and order whole numbers; fractions, including halves, fourths, thirds, and sixths; and decimals, including .25, .50, .75, and 1.00, in real-world situations, including money and measurement.	MA.912.A.1.Su.c	Compare and order whole numbers; fractions, including halves, fourths, thirds, and sixths; and decimals, including .25, .50, .75, and 1.00, in real-world situations.	Revised to delete specific contexts
MA.912.A.1.Su.d	Simplify whole numbers to 100 using place value and grouping with visual representation.	MA.912.A.1.Su.d	Simplify whole numbers to 100 using place value and grouping with visual representation.	
		MA.912.A.1.Su.e	Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.	Added, moved from standard 3: MA.912.A.3.Su.e

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.A.1.Su.e	Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.	MA.912.A.1.Su.f	Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.	Renumbered, was MA.912.A.1.Su.e
MA.912.A.1.Su.f	Use tools, such as simple charts and technology, to convert standard units of measurement within the same system, such as money, length, and capacity.	MA.912.A.1.Su.g	Use tools, such as simple charts and technology, to convert standard units of measurement within the same system, such as money, length, and capacity.	Renumbered, was MA.912.A.1.Su.f
MA.912.A.1.Pa.a	Communicate desire for more, none, and less in activities in real-world activities.	MA.912.A.1.Pa.a	Identify and express quantity in sets to 10 using objects, pictures, symbols, or number names.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.1.Pa.b	Identify a missing part of an object, picture, or symbol.	MA.912.A.1.Pa.b	Recognize half and whole sets of objects to 10.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.1.Pa.c	Count objects or actions to 5 or more in multiple activities.	MA.912.A.1.Pa.c	Demonstrate one-to-one correspondence by counting objects or actions to 10.	Revised to align with core intent of standards and increase difficulty level and specificity
		MA.912.A.1.Pa.d	Identify a given quantity to 9 and add 1 more to solve problems.	Added to improve alignment with core intent of standards
		MA.912.A.1.Pa.e	Identify a given quantity to 10 and take away 1 to solve problems.	Added to better align with benchmarks
		MA.912.A.1.Pa.f	Identify tools used for measurement, such as clocks, calendars, rulers, or gallon containers.	Added to better align with benchmarks
MA.912.A.2.In.a	Create simple bar, line, and circle graphs to represent data from real-world situations.	MA.912.A.2.In.a	Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.	Revised to increase difficulty level
MA.912.A.2.In.b	Interpret simple bar, line, and circle graphs representing data from real-world situations.	MA.912.A.2.In.b	Interpret simple bar, line, and circle graphs representing data from real-world situations.	
MA.912.A.2.In.c	Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.	MA.912.A.2.In.c	Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.	
MA.912.A.2.In.d	Use function tables and simple graphs to determine the mathematical relationship between two numbers representing real-world situations.	MA.912.A.2.In.d	Use function tables and simple graphs to determine the mathematical relationship between two numbers representing real-world situations.	
MA.912.A.2.Su.a	Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.	MA.912.A.2.Su.a	Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.	
MA.912.A.2.Su.b	Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.	MA.912.A.2.Su.b	Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.A.2.Su.c	Identify number patterns and relationships using physical and visual models representing real-world situations.	MA.912.A.2.Su.c	Identify number patterns and relationships using physical and visual models representing real-world situations.	
MA.912.A.2.Pa.a	Match objects, pictures, or symbols based on a model using one-to-one correspondence to complete tasks in real-world activities.	MA.912.A.2.Pa.a	Count objects, pictures, or symbols used in a pictograph or chart and identify a total to 10.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.2.Pa.b	Identify a quantity to 4 or higher and add 1 more in routines or activities.	MA.912.A.2.Pa.b	Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.2.Pa.c	Identify a quantity to 5 and take 1 away in routines or activities.			Delete, content addressed in MA.912.A.1.Pa.e
MA.912.A.2.Pa.d	Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 5 or more.			Delete, content addressed in MA.912.A.2.Pa.a
MA.912.A.3.In.a	Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers in real-world situations.	MA.912.A.3.In.a	Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.	Revised to clarify
MA.912.A.3.In.b	Use the Commutative, Associative, and Equality properties of addition as strategies to solve equations involving real-world situations.	MA.912.A.3.In.b	Use the commutative, associative, and equality properties of addition as strategies to solve equations involving real-world situations.	Removed capitalization to match benchmark
MA.912.A.3.In.c	Use the Commutative and Associative Properties of multiplication and the Properties of One and Zero for multiplication as strategies to solve equations involving real-world situations.	MA.912.A.3.In.c	Use the commutative and associative properties of multiplication and the properties of one and zero for multiplication as strategies to solve equations involving real-world situations.	Removed capitalization to match benchmark
		MA.912.A.3.In.d	Solve equations involving common literal formulas related to real-world situations.	Added, moved from standard 7: MA.912.A.7.In.b
MA.912.A.3.In.d	Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.	MA.912.A.3.In.e	Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.	Renumbered, was MA.912.A.3.In.d
MA.912.A.3.In.e	Create function tables and simple graphs that show the mathematical relationship between number pairs.	MA.912.A.3.In.f	Create function tables and simple graphs that show the mathematical relationship between number pairs.	Renumbered, was MA.912.A.3.In.e
MA.912.A.3.In.f	Use function tables and simple graphs representing equations to make predictions for real-world situations.	MA.912.A.3.In.g	Use function tables and simple graphs representing equations to make predictions for real-world situations.	Renumbered, was MA.912.A.3.In.f
MA.912.A.3.Su.a	Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.	MA.912.A.3.Su.a	Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.	
MA.912.A.3.Su.b	Use the commutative property and the additive identity property of addition as a strategy to solve number sentences (equations).	MA.912.A.3.Su.b	Use the commutative property and the additive identity property of addition as a strategy to solve number sentences (equations).	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.A.3.Su.c	Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.	MA.912.A.3.Su.c	Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.	
MA.912.A.3.Su.d	Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.	MA.912.A.3.Su.d	Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.	
MA.912.A.3.Su.e	Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.			Delete, moved to standard 1.
		MA.912.A.3.Su.e	Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.	Added to improve alignment with core intent of standards.
MA.912.A.3.Su.f	Use function tables and simple graphs representing equations to make predictions for real-world situations.	MA.912.A.3.Su.f	Use function tables and simple graphs representing equations to make predictions for real-world situations.	
MA.912.A.3.Pa.a	Match two sets of objects, pictures, or symbols to identical items in real-world tasks using one-to-one correspondence.	MA.912.A.3.Pa.a	Identify quantities to 9 or more and add 1 more in real-world situations.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.3.Pa.b	Identify quantities to 4 or more and add 1 more in real-world tasks.	MA.912.A.3.Pa.b	Identify quantities to 10 or more and take 1 away in real-world situations.	Revised to increase difficulty level
MA.912.A.3.Pa.c	Identify quantities to 5 or more and take 1 away in real-world tasks.	MA.912.A.3.Pa.c	Identify quantities to 10 as equal or unequal.	Revised to increase difficulty level
		MA.912.A.3.Pa.d	Sort sets of objects to 10 into groups by quantity.	Added to improve alignment with core intent of standards
		MA.912.A.3.Pa.e	Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.	Added to improve alignment with core intent of standards
MA.912.A.4.In.a	Simplify expressions with one unknown (variable) by identifying like terms.	MA.912.A.4.In.a	Simplify expressions with one unknown (variable) by identifying like terms.	
MA.912.A.4.In.b	Solve equations with one unknown (variable) involving addition and subtraction, and multiplication.	MA.912.A.4.In.b	Solve equations with one unknown (variable) involving addition and subtraction, and multiplication.	
MA.912.A.4.In.c	Combine like and unlike terms in number sentences representing real-world situations.	MA.912.A.4.In.c	Combine like and unlike terms in number sentences representing real-world situations.	
MA.9.12.A.4.In.d	Identify factors of expressions with whole numbers by dividing.	MA.9.12.A.4.In.d	Identify factors of expressions with whole numbers by dividing.	
MA.912.A.4.Su.a	Solve number sentences (equations) with one unknown involving addition and subtraction facts using physical and visual models.	MA.912.A.4.Su.a	Solve number sentences (equations) with one unknown involving addition and subtraction facts using physical and visual models.	
MA.912.A.4.Su.b	Identify like and unlike terms in number sentences representing real-world situations.	MA.912.A.4.Su.b	Identify like and unlike terms in number sentences representing real-world situations.	
MA.912.A.4.Su.c	Identify factors of whole numbers by using division facts.	MA.912.A.4.Su.c	Identify factors of whole numbers by using division facts.	
MA.912.A.4.Pa.c	Identify a missing item from two or more familiar sets.	MA.912.A.4.Pa.a	Identify a missing item from two or more sets.	Renumbered, was MA.A.4.Pa.c; revised language to clarify

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.A.4.Pa.a	Follow a repeating pattern with three or more elements in a familiar routine or activity in two or more settings.	MA.912.A.4.Pa.b	Recognize that joining sets of objects results in a larger quantity and separating sets of objects results in a smaller quantity.	Renumbered, was MA.A.4.Pa.a; revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.4.Pa.b	Sort three or more objects by feature in real-world tasks.	MA.912.A.4.Pa.c	Separate groups of objects to 10 into sets with the same quantity.	Renumbered, was MA.A.4.Pa.b; revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.5.In.a	Use numbers to represent ratios in real-world situations.	MA.912.A.5.In.a	Use numbers to represent ratios in real-world situations.	
MA.912.A.5.In.b	Solve problems involving ratios in real-world situations.	MA.912.A.5.In.b	Solve problems involving ratios in real-world situations.	
MA.912.A.5.Su.a	Use simple ratios represented by physical and visual models to solve real-world problems.	MA.912.A.5.Su.a	Use simple ratios represented by physical and visual models to solve real-world problems.	
MA.912.A.5.Pa.a	Follow a model to group objects, pictures, or symbols by a given feature.	MA.912.A.5.Pa.a	Identify a simple ratio, such as 1 to 2, to solve real-world problems.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.6.In.a	Identify perfect squares and their factors, including 1, 4, 9, 16, 25, 49, 64, 100, and 144, using visual models.	MA.912.A.6.In.a	Identify perfect squares and their factors, including 1, 4, 9, 16, 25, 49, 64, 100, and 144, using visual models.	
MA.912.A.6.In.b	Use factors of perfect squares to solve problems in real-world situations.	MA.912.A.6.In.b	Use factors of perfect squares to solve problems in real-world situations.	
MA.912.A.6.Su.a	Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100 to solve problems.	MA.912.A.6.Su.a	Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100 to solve problems.	
MA.912.A.6.Pa.a	Use one-to-one correspondence to match two sets of objects, pictures, or symbols having the same quantity to 5 or more in real-world tasks.	MA.912.A.6.Pa.a	Use one-to-one correspondence to identify equal sets of objects to solve problems.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.A.7.In.a	Use information from tables and other types of visual models to plot numbers on a line graph representing real-world situations.	MA.912.A.7.In.a	Use information from tables and visual models to plot numbers on a line graph representing real-world situations.	Revised language to clarify
MA.912.A.7.In.b	Solve equations involving given (stated-literal) formulas related to real-world situations.			Delete, access point moved to standard 2
MA.912.A.7.In.c	Compare quantities from real-world situations represented on a graph and explain similarities and differences.	MA.912.A.7.In.b	Compare quantities from real-world situations represented on a graph and explain similarities and differences.	Renumbered, was MA.912.A.7.In.c
		MA.912.A.7.In.c	Use equations involving addition, subtraction, multiplication, and division of whole numbers to solve real-world problems.	Added to improve alignment with core intent of standards
MA.912.A.7.Su.a	Use information from real-world situations to locate numbers on a number line to solve equations involving addition and subtraction of whole numbers.			Delete, not aligned with core intent of standards
MA.912.A.7.Su.b	Identify information from tables and simple line graphs representing real-world situations.	MA.912.A.7.Su.a	Identify information from tables and simple line graphs representing real-world situations.	Renumbered, was MA.912.A.7.Su.b

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.A.7.Su.d	Compare quantities from similar real-world situations represented on a graph.	MA.912.A.7.Su.b	Compare quantities from similar real-world situations represented on a graph.	Renumbered, was MA.912.A.7.Su.d
MA.912.A.7.Su.c	Solve number sentences (equations) using visual and physical models representing real-world situations.	MA.912.A.7.Su.c	Solve number sentences (equations) using visual and physical models representing real-world situations.	
MA.912.A.7.Pa.b	Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which has more or less.	MA.912.A.7.Pa.a	Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.	Renumbered, was MA.912.A.7.Pa.b; revised language to clarify
MA.912.A.7.Pa.a	Solve problems by requesting items missing from three or more sets used in real-world activities.	MA.912.A.7.Pa.b	Solve problems by joining or separating quantities to 10 using objects, pictures, or symbols.	Renumbered, was MA.912.A.7.Pa.a; revised language to clarify
MA.912.A.10.In.a	Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.	MA.912.A.10.In.a	Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.	
MA.912.A.10.In.b	Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.	MA.912.A.10.In.b	Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.	
MA.912.A.10.Su.a	Use visual and physical models as strategies for solving real-world mathematical problems.	MA.912.A.10.Su.a	Use visual and physical models as strategies for solving real-world mathematical problems.	
MA.912.A.10.Su.b	Use resources, such as calculators, to verify accuracy of solutions to problems.	MA.912.A.10.Su.b	Use resources, such as calculators, to verify accuracy of solutions to problems.	
MA.912.A.10.Pa.a	Solve real-world problems involving quantities to 5 or more following established procedures.	MA.912.A.10.Pa.a	Solve real-world problems involving quantities to 10, matching the result to the correct answer to determine accuracy.	Revised language to clarify
MA.912.A.10.Pa.b	Solve real-world problems involving whole-part relationships following established procedures.			Delete, not aligned with core intent of standards
MA.912.D.6.In.a	Determine whether “if, then” statements for common events in real-world situations are true or false.	MA.912.D.6.In.a	Determine whether “if, then” statements for common events in real-world situations are true or false.	
MA.912.D.6.In.b	Determine whether two statements have the same mathematical meaning.	MA.912.D.6.In.b	Determine whether two statements have the same mathematical meaning.	
MA.912.D.6.Su.a	Use pictures and objects to determine whether statements about common events in real-world situations are true or false.	MA.912.D.6.Su.a	Use pictures and objects to determine whether statements about common events in real-world situations are true or false.	
MA.912.D.6.Su.b	Match two statements that have the same mathematical meaning.	MA.912.D.6.Su.b	Match two statements that have the same mathematical meaning.	
MA.912.D.6.Pa.a	Solve problems by selecting the preferred or necessary item when given three or more options for different real-world activities in multiple settings.	MA.912.D.6.Pa.a	Recognize whether the solution to problems involving quantities to 10 in real-world situations is correct or incorrect.	Revised to align with core intent of standards and increase difficulty level and specificity

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.D.7.In.a	Identify and sort elements in two sets, combine the sets to identify elements in either set to form a union, and identify the elements that are in both sets (intersection) using physical and visual models.	MA.912.D.7.In.a	Identify and sort elements in two sets, combine the sets to identify elements in either set to form a union, and identify the elements that are in both sets (intersection) using physical and visual models.	
MA.912.D.7.In.b	Use Venn diagrams to represent the elements in both sets (intersection) of two sets.	MA.912.D.7.In.b	Use Venn diagrams to represent the elements in both sets (intersection) of two sets.	
MA.912.D.7.Su.a	Sort elements into two sets and combine elements in either set to form a union.	MA.912.D.7.Su.a	Sort elements into two sets and combine elements in either set to form a union using physical and visual models.	Revised language to clarify
MA.912.D.7.Su.b	Use physical models to identify elements from both sets that belong together (intersection).	MA.912.D.7.Su.b	Use physical models to identify elements from both sets that belong together (intersection).	
MA.912.D.7.Pa.a	Match three or more different objects, pictures, or symbols to a model in real-world activities.	MA.912.D.7.Pa.a	Sort the common element from two sets of objects.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.D.7.Pa.b	Match objects, pictures, or symbols based on a specified feature to complete tasks in real-world activities.			Delete, not aligned with core intent of standards
MA.912.F.1.In.a	Identify interest on a loan or credit card as money charged for borrowing money.	MA.912.F.1.In.a	Identify interest on a loan or credit card as money charged for borrowing money.	
MA.912.F.1.In.b	Identify interest on a savings account as money earned by keeping money in the account over time.	MA.912.F.1.In.b	Identify interest on a savings account as money earned by keeping money in the account over time.	
MA.912.F.1.In.c	Add the amount of a loan and amount of interest charged to determine the total amount of money to be repaid.	MA.912.F.1.In.c	Add the amount of a loan and amount of interest charged to determine the total amount of money to be repaid.	
MA.912.F.1.In.d	Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds.			Delete, access point moved to standard 4
MA.912.F.1.Su.a	Identify interest as extra money charged when borrowing money.	MA.912.F.1.Su.a	Identify interest as extra money charged when borrowing money.	
MA.912.F.1.Su.b	Identify interest on a savings account as money earned by keeping money in the account.	MA.912.F.1.Su.b	Identify interest on a savings account as money earned by keeping money in the account.	
MA.912.F.1.Su.c	Identify interest rates used in real-world situations.	MA.912.F.1.Su.c	Identify interest rates used in real-world situations.	
MA.912.F.1.Su.d	Identify a method for saving money, such as a savings account.			Delete, access point moved to standard 4
MA.912.F.1.Pa.a	Respond to a gesture or imitate a model to exchange a predetermined amount of money for a preferred object in a real-world setting.	MA.912.F.1.Pa.a	Recognize that some items cost more than others.	Revise language to clarify
MA.912.F.1.Pa.b	Indicate desire to exchange a predetermined amount of money for a preferred object in a real-world situation.			Delete, not aligned with benchmarks
MA.912.F.2.In.a	Identify situations that affect cost of living, such as inflation, wages, and location.	MA.912.F.2.In.a	Identify situations that affect cost of living, such as inflation, wages, and location.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.F.2.Su.a	Identify examples of costs that have changed over time.	MA.912.F.2.Su.a	Identify examples of costs that have changed over time.	
MA.912.F.2.Pa.a	Imitate a model to exchange a predetermined amount of money for a preferred object in real-world situations.	MA.912.F.2.Pa.a	Recognize that the cost of some items can change.	Revised language to clarify
MA.912.F.2.Pa.b	Exchange a predetermined amount of money to purchase desired items in real-world situations.			Delete, not aligned with core intent of standards
MA.912.F.3.In.a	Identify and use wise consumer strategies for cash purchases.	MA.912.F.3.In.a	Identify wise consumer strategies for cash purchases, such as counting change, rounding up, and adding the tax.	Revised language to clarify and increase difficulty
MA.912.F.3.In.b	Identify advantages and disadvantages of using alternate cash forms for payment, such as checks, gift cards, debit cards, and credit cards.	MA.912.F.3.In.b	Identify advantages and disadvantages of using alternate forms of payment, such as checks, gift cards, debit cards, and credit cards.	Revised language to clarify
MA.912.F.3.In.c	Identify finance charges as extra amounts added to cost of items that are not paid for on time.	MA.912.F.3.In.c	Identify finance charges as extra amounts added to cost of items that are not paid for on time.	
MA.912.F.3.In.d	Recognize that deferred payments result in extra charges, such as increased interest rates.	MA.912.F.3.In.d	Recognize that deferred payments result in extra charges, such as increased interest rates.	
MA.912.F.3.In.e	Identify reasons for paying bills on time and the effects of late payments or nonpayment.	MA.912.F.3.In.e	Identify reasons for paying bills on time and the effects of late payments or nonpayment.	
MA.912.F.3.In.f	Identify resources and strategies for purchasing costly items such as a car and a house.	MA.912.F.3.In.f	Identify resources and strategies for purchasing costly items such as a car and a house.	
MA.912.F.3.Su.a	Use wise consumer strategies for paying with cash.	MA.912.F.3.Su.a	Identify wise consumer strategies for paying with cash, such as rounding to the next dollar.	Revise language to clarify
MA.912.F.3.Su.b	Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards.	MA.912.F.3.Su.b	Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards.	
MA.912.F.3.Su.c	Identify the effects of not paying bills on time.	MA.912.F.3.Su.c	Identify the effects of not paying bills on time.	
MA.912.F.3.Pa.a	Use predetermined amount of money to pay for an item in familiar purchasing situations.	MA.912.F.3.Pa.a	Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.	Revised language to clarify and increase specificity
MA.912.F.4.In.a	Create a personal budget that fits take-home income after taxes.	MA.912.F.4.In.a		
MA.912.F.4.In.b	Use real-world strategies needed to manage personal income.	MA.912.F.4.In.b		
		MA.912.F.4.In.c	Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds.	Renumbered; moved from standard 1: MA.912.F.1.In.d
MA.912.F.4.In.c	Use strategies to determine how much tax must be paid, including sales and income, in real-world situations.	MA.912.F.4.In.d	Use strategies to determine how much tax must be paid, including sales and income, in real-world situations.	Renumbered, was MA.912.F.4.In.c
MA.912.F.4.In.d	Identify reliable sources to assist with personal money management, tax preparation, and financial decisions.	MA.912.F.4.In.e	Identify reliable sources to assist with personal money management, tax preparation, and financial decisions.	Renumbered, was MA.912.F.4.In.d

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.F.4.In.e	Identify purposes of different types of insurance, such as health, automobile, tenant, and life insurance.	MA.912.F.4.In.f	Identify purposes of different types of insurance, such as health, automobile, tenant, and life insurance.	Renumbered, was MA.912.F.4.In.e
MA.912.F.4.Su.a	Distinguish between income and expenses.	MA.912.F.4.Su.a	Distinguish between income and expenses.	
MA.912.F.4.Su.b	Identify a personal budget that fits take-home income after taxes.	MA.912.F.4.Su.b	Identify a personal budget that fits take-home income after taxes.	
		MA.912.F.4.Su.c	Identify a method for saving money, such as a savings account.	Renumbered, moved from standard 1: MA.912.F.1.Su.d
MA.912.F.4.Su.c	Identify additional charges, such as sales tax and service fees, that may change the original cost of an item.	MA.912.F.4.Su.d	Identify additional charges, such as sales tax and service fees, that may change the original cost of an item.	Renumbered, was MA.912.F.4.Su.c
MA.912.F.4.Su.d	Identify reliable sources of assistance for personal money management and financial decisions.	MA.912.F.4.Su.e	Identify reliable sources of assistance for personal money management and financial decisions.	Renumbered, was MA.912.F.4.Su.d
MA.912.F.4.Su.e	Identify different types of insurance, such as health, automobile, and life insurance.	MA.912.F.4.Su.f	Identify different types of insurance, such as health, automobile, and life insurance.	Renumbered, was MA.912.A.7.Su.e
MA.912.F.4.Pa.a	Use a money card or envelope with a predetermined amount of money to purchase a desired item in a real-world situation.			Delete, not aligned with core intent of standards
MA.912.F.4.Pa.b	Identify familiar items or services that have a cost.	MA.912.F.4.Pa.a	Identify common items or services that have a cost.	Renumbered and revised language to clarify;
MA.912.G.1.In.a	Find the length and midpoint of line segments in real-world situations.	MA.912.G.1.In.a	Find the length and midpoint of line segments in real-world situations.	
MA.912.G.1.In.b	Locate angles formed when a line intersects two parallel lines and classify the angles as obtuse, acute, or right angles.	MA.912.G.1.In.b	Locate angles formed when a line intersects two parallel lines and classify the angles as obtuse, acute, or right angles.	
MA.912.G.1.In.c	Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.	MA.912.G.1.In.c	Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.	
MA.912.G.1.Su.a	Determine the midpoint of a line.	MA.912.G.1.Su.a	Determine the midpoint of a line.	
MA.912.G.1.Su.b	Differentiate between intersecting and parallel lines.	MA.912.G.1.Su.b	Differentiate between intersecting and parallel lines.	
MA.912.G.1.Su.c	Match types of angles, such as obtuse, acute, and right angles, using physical models and drawings.	MA.912.G.1.Su.c	Match types of angles, such as obtuse, acute, and right angles, using physical models and drawings.	
MA.912.G.1.Su.d	Locate specified points on a coordinate plane, such as a simple map represented on a grid.	MA.912.G.1.Su.d	Locate specified points on a coordinate plane, such as a simple map represented on a grid.	
MA.912.G.1.Pa.a	Respond to a prompt to identify a line	MA.912.G.1.Pa.a	Recognize the ends and middle of a line.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.1.Pa.b	Use a line to complete real-world activities.	MA.912.G.1.Pa.b	Recognize angles in two-dimensional shapes.	Revised to align with core intent of standards and increase difficulty level and specificity

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.G.1.Pa.c	Follow directional instructions in two or more real-world activities.	MA.912.G.1.Pa.c	Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.1.Pa.d	Place familiar objects in two or more designated locations in real-world activities.			Delete, not aligned with core intent of standards
MA.912.G.2.In.a	Determine if polygons have all sides and angles equal (regular) or have sides or angles that are not equal (irregular) using physical and visual models.	MA.912.G.2.In.a	Determine if polygons have all sides and angles equal (regular) or have sides or angles that are not equal (irregular) using physical and visual models.	
MA.912.G.2.In.b	Use tools to measure angles, including 45 degrees and 90 degrees.	MA.912.G.2.In.b	Use tools to measure angles, including 45 degrees and 90 degrees.	
MA.912.G.2.In.c	Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.	MA.912.G.2.In.c	Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.	
MA.912.G.2.In.d	Use physical and visual models to show that a change in orientation, such as turns (rotations), slides (translations), and flips (reflections), does not change the size or shape of a polygon.	MA.912.G.2.In.d	Use physical and visual models to show that a change in orientation, such as turns (rotations), slides (translations), and flips (reflections), does not change the size or shape of a polygon.	
MA.912.G.2.In.e	Find the perimeter and area of rectangles to solve real-world problems.	MA.912.G.2.In.e	Find the perimeter and area of rectangles to solve real-world problems.	
MA.912.G.2.In.f	Identify the effects of changes in the lengths of sides on the perimeter and area of rectangles using visual models to solve real-world problems.	MA.912.G.2.In.f	Identify the effects of changes in the lengths of sides on the perimeter and area of rectangles using visual models to solve real-world problems.	
MA.912.G.2.Su.a	Identify polygons with all sides and angles equal (regular) in the environment.	MA.912.G.2.Su.a	Identify polygons with all sides and angles equal (regular) in the environment.	
MA.912.G.2.Su.b	Use a model of a right triangle to compare the size of angles, such as acute, obtuse, and right angles.	MA.912.G.2.Su.b	Use a model of a right triangle to compare the size of angles, such as acute, obtuse, and right angles.	
MA.912.G.2.Su.c	Match triangles and rectangles that are the same shape, but different size (similar) using physical and visual models.	MA.912.G.2.Su.c	Match triangles and rectangles that are the same shape, but different size (similar) using physical and visual models.	
MA.912.G.2.Su.d	Match identical polygons in different positions, including turns (rotations), slides (translations), and flips (reflections), using physical models.	MA.912.G.2.Su.d	Match identical polygons in different positions, including turns (rotations), slides (translations), and flips (reflections), using physical models.	
MA.912.G.2.Su.e	Solve real-world problems involving perimeter using visual models.	MA.912.G.2.Su.e	Solve real-world problems involving perimeter using visual models.	
MA.912.G.2.Su.f	Solve real-world problems to find the area of a rectangle to identify total square units using visual models.	MA.912.G.2.Su.f	Solve real-world problems to find the area of a rectangle to identify total square units using visual models.	
MA.912.G.2.Su.g	Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.	MA.912.G.2.Su.g	Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.	
MA.912.G.2.Pa.a	Respond to a prompt to identify objects or pictures with polygons.	MA.912.G.2.Pa.a	Identify objects or pictures with polygons.	Revised language to clarify and increase difficulty

Crosswalk of Revisions to Mathematics Access Points

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.G.2.Pa.b	Match two or more objects with polygons based on a given feature to complete tasks in real-world activities.	MA.912.G.2.Pa.b	Match two or more objects with polygons based on a given feature in real-world situations .	Revised language to clarify
MA.912.G.2.Pa.c	Identify objects, pictures, or signs with polygons to complete real-world activities.	MA.912.G.2.Pa.c	Identify objects, pictures, or signs with polygons in real-world situations .	Revised language to clarify
MA.912.G.3.In.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.	MA.912.G.3.In.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.	
MA.912.G.3.In.b	Use tools to identify shapes as having one set of opposite sides parallel and equal in length (parallelograms).	MA.912.G.3.In.b	Use tools to identify shapes as having one set of opposite sides parallel and equal in length (parallelograms).	
MA.912.G.3.Su.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.	MA.912.G.3.Su.a	Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.	
MA.912.G.3.Su.b	Determine whether shapes are rectangular or square by measuring the sides.	MA.912.G.3.Su.b	Determine whether shapes are rectangular or square by measuring the sides.	
MA.912.G.3.Su.c	Identify shapes with one set of opposite sides parallel and equal in length (parallelograms) in the environment using physical and visual models.	MA.912.G.3.Su.c	Identify shapes with one set of opposite sides parallel and equal in length (parallelograms) in the environment using physical and visual models.	
MA.912.G.3.Pa.a	Respond to a prompt to identify objects or pictures with four-sided shapes (quadrilaterals), such as square, rectangle, or diamond.	MA.912.G.3.Pa.a	Identify objects or pictures with four-sided shapes (quadrilaterals), such as square, rectangle, or diamond.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.3.Pa.b	Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature to complete tasks in real-world activities.	MA.912.G.3.Pa.b	Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area .	Revised language to clarify and increase difficulty
MA.912.G.3.Pa.c	Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) to complete real-world activities.			Delete, content addressed in MA.912.G.3.Pa.a.
MA.912.G.4.In.a	Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.	MA.912.G.4.In.a	Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.	
MA.912.G.4.In.b	Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.	MA.912.G.4.In.b	Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.	
MA.912.G.4.In.c	Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).	MA.912.G.4.In.c	Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.G.4.Su.a	Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.	MA.912.G.4.Su.a	Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.	
MA.912.G.4.Su.b	Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).	MA.912.G.4.Su.b	Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).	
MA.912.G.4.Pa.a	Respond to a prompt to identify objects or pictures with a triangle.	MA.912.G.4.Pa.a	Identify objects, pictures, or signs with a triangle in real-world situations.	Revised language to clarify and increase difficulty
MA.912.G.4.Pa.b	Match two or more objects with a triangle based on a given feature to complete tasks in real-world activities.	MA.912.G.4.Pa.b	Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.4.Pa.c	Identify objects, pictures, or signs with a triangle to complete real-world activities.			Delete, content addressed in MA.912.G.3.Pa.a.
MA.912.G.5.In.a	Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse).	MA.912.G.5.In.a	Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse).	
MA.912.G.5.In.b	Identify examples of different kinds of right triangles in the environment using physical models.	MA.912.G.5.In.b	Identify examples of different kinds of right triangles in the environment using physical models.	
MA.912.G.5.Su.a	Identify right triangles in the environment using physical models.	MA.912.G.5.Su.a	Identify right triangles in the environment using physical models.	
MA.912.G.5.Su.b	Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.	MA.912.G.5.Su.b	Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.	
MA.912.G.5.Pa.a	Respond to a prompt to identify objects or pictures with a right triangle.	MA.912.G.5.Pa.a	Identify objects, pictures, or signs with a right triangle.	Revised language to clarify and increase difficulty
MA.912.G.5.Pa.b	Identify objects, pictures, or signs with a right triangle to complete familiar real-world activities.	MA.912.G.5.Pa.b	Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.6.In.a	Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.	MA.912.G.6.In.a	Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.	
MA.912.G.6.In.b	Measure the diameter and radius of circles to solve real-world problems.	MA.912.G.6.In.b	Measure the diameter and radius of circles to solve real-world problems.	
MA.912.G.6.In.c	Determine the relationship between a semi-circle and a circle.	MA.912.G.6.In.c	Determine the relationship between a semi-circle and a circle.	
MA.912.G.6.Su.a	Identify the circumference, arc, and diameter of circles in real-world situations.	MA.912.G.6.Su.a	Identify the circumference, arc, and diameter of circles in real-world situations.	
MA.912.G.6.Su.b	Compare the circumference and diameter of circles in real-world situations.	MA.912.G.6.Su.b	Compare the circumference and diameter of circles in real-world situations.	
MA.912.G.6.Su.c	Identify examples of semi-circles in the environment.	MA.912.G.6.Su.c	Identify examples of semi-circles in the environment.	
MA.912.G.6.Pa.a	Respond to a prompt to identify objects or pictures with a circle.	MA.912.G.6.Pa.a	Identify objects, pictures, or signs with a circle in real-world situations.	Revised language to clarify and increase difficulty

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MA.912.G.6.Pa.b	Match two or more objects with a circle based on a given feature to complete tasks in real-world activities.	MA.912.G.6.Pa.b	Match two or more objects with a circle based on a given feature, such as size of the distance around the outside (circumference) or inside (area), in real-world situations.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.6.Pa.c	Identify objects, pictures, or signs with a circle to complete real-world activities.			Delete, content addressed in MA.912.G.5.Pa.a.
MA.912.G.7.In.a	Identify and describe three-dimensional solids, including sphere, cylinder, rectangular prism, and cone, in the environment using mathematical names.	MA.912.G.7.In.a	Identify and describe three-dimensional solids, including sphere, cylinder, rectangular prism, and cone, in the environment using mathematical names.	
MA.912.G.7.In.b	Identify a line that divides a sphere in half.	MA.912.G.7.In.b	Identify a line that divides a sphere in half.	
MA.912.G.7.In.c	Measure rectangular prisms to find the volume using the literal formula: length x width x height.	MA.912.G.7.In.c	Measure rectangular prisms to find the volume using the literal formula: length x width x height.	
MA.912.G.7.In.d	Compare volumes of three-dimensional solids using physical and visual models.	MA.912.G.7.In.d	Compare volumes of three-dimensional solids using physical and visual models.	
MA.912.G.7.In.e	Identify the effect of changes in the lengths of the sides of cubes or rectangular prisms on the volume using physical and visual models.	MA.912.G.7.In.e	Identify the effect of changes in the lengths of the sides of cubes or rectangular prisms on the volume using physical and visual models.	
MA.912.G.7.Su.a	Identify three-dimensional solids, such as sphere, cylinder, cube, and cone, in the environment, when given the common name.	MA.912.G.7.Su.a	Identify properties of three-dimensional solids, such as sphere, cylinder, cube, and cone, in the environment, when given the common name.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.7.Su.b	Compare volumes of three-dimensional solids in real-world situations.	MA.912.G.7.Su.b	Compare volumes of three-dimensional solids in real-world situations.	
MA.912.G.7.Su.c	Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.	MA.912.G.7.Su.c	Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.	
MA.912.G.7.Pa.a	Respond to a prompt to identify objects or pictures that are three-dimensional solids.	MA.912.G.7.Pa.a	Identify objects or pictures with three-dimensional solids in real-world situations.	Revised language to clarify and increase difficulty
MA.912.G.7.Pa.b	Match two or more objects with three-dimensional solids based on a given feature to complete tasks in real-world activities.	MA.912.G.7.Pa.b	Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.G.7.Pa.c	Identify objects or pictures with given three-dimensional solids to complete real-world activities.			Delete, content addressed in MA.912.G.5.Pa.a.
MA.912.G.8.In.a	Use problem-solving strategies including visual and physical models and tools for solving real-world problems involving geometry concepts and skills.	MA.912.G.8.In.a	Use problem-solving strategies including visual and physical models and tools for solving real-world problems involving geometry concepts and skills.	
MA.912.G.8.In.b	Use estimation and resources to determine if solutions to problems involving geometry concepts and skills are reasonable.	MA.912.G.8.In.b	Use problem-solving strategies including visual and physical models and tools for solving real-world problems involving geometry concepts and skills.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.G.8.Su.a	Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.	MA.912.G.8.Su.a	Use estimation and resources to determine if solutions to problems involving geometry concepts and skills are reasonable.	
MA.912.G.8.Su.b	Use resources, such as calculators and conversion charts to verify accuracy of solutions to problems involving geometry concepts.	MA.912.G.8.Su.b	Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.	
MA.912.G.8.Pa.a	Solve real-world problems involving objects with two-dimensional shapes by following established procedures.	MA.912.G.8.Pa.a	Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.	Revised to align with core intent of standards and increase difficulty level and specificity combined with MA.912.G.8.Pa.b
MA.912.G.8.Pa.b	Solve real-world problems involving objects with three-dimensional shapes by following established procedures.			Delete, combined with MA.912.G.8.Pa.a
MA.912.P.1.In.a	Use visual representations, such as drawings or charts, to show possible combinations with three elements.	MA.912.P.1.In.a	Use visual representations, such as drawings or charts, to show possible combinations with three elements.	
MA.912.P.1.Su.a	Use physical representations to show possible combinations with two elements.	MA.912.P.1.Su.a	Use physical representations to show possible combinations with two elements.	
MA.912.P.1.Pa.a	Solve problems by selecting preferred or necessary item given three or more options in different activities in multiple settings.	MA.912.P.1.Pa.a	Recognize the probability of an event as certain or impossible.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.P.2.In.a	Identify if given outcomes for events in real-world situations are certain, likely, or impossible based on data in a graph or chart.	MA.912.P.2.In.a	Identify if given outcomes for events in real-world situations are certain, likely, or impossible based on data in a graph or chart.	
MA.912.P.2.Su.a	Predict the likely outcome of a simple experiment or event by selecting from three choices of outcomes.	MA.912.P.2.Su.a	Predict the likely outcome of a simple experiment or event by selecting from three choices of outcomes.	
MA.912.P.2.Pa.a	Use a daily schedule to anticipate transition from two or more activities to the next activity in real-world settings.	MA.912.P.2.Pa.a	Predict the next activity in common real-world situations.	Revised to align with core intent of standards and increase difficulty level and specificity
MA.912.S.2.In.a	Identify when data from part of a group (sample) should not be used to make predictions regarding the whole group.	MA.912.S.2.In.a	Identify when data from part of a group (sample) should not be used to make predictions regarding the whole group.	
MA.912.S.2.Su.a	Identify problems with inaccurate counting when collecting data and use strategies to correct mistakes.	MA.912.S.2.Su.a	Identify problems with inaccurate counting when collecting data and use strategies to correct mistakes.	
MA.912.S.2.Pa.a	Identify a missing part of objects, pictures, or symbols in real-world tasks.	MA.912.S.2.Pa.a	Identify a missing part of objects, pictures, or symbols in real-world situations.	Revised language to clarify
MA.912.S.3.In.a	Describe information in bar graphs, circle graphs, and single-line graphs representing data from real-world situations.	MA.912.S.3.In.a	Describe information in bar graphs, circle graphs, and single-line graphs representing data from real-world situations.	
MA.912.S.3.In.b	Collect data and display in single-line graphs, circle graphs, and bar graphs.	MA.912.S.3.In.b	Collect data and display in single-line graphs, circle graphs, and bar graphs.	
MA.912.S.3.In.c	Determine the mode by identifying the number that occurs most often and the mean by finding the average.	MA.912.S.3.In.c	Determine the mode by identifying the number that occurs most often and the mean by finding the average.	

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9/07 Number	9/07 Access Point	8/08 Number	08/08 Revised Access Point	Rationale
MA.912.S.3.In.d	Calculate the range and median for data from real-world situations.	MA.912.S.3.In.d	Calculate the range and median for data from real-world situations.	
MA.912.S.3.Su.a	Identify information in simple pictographs and bar graphs that represent data from real-world situations.	MA.912.S.3.Su.a	Identify information in simple pictographs and bar graphs that represent data from real-world situations.	
MA.912.S.3.Su.b	Organize data in pictographs and bar graphs and identify the labels for categories.	MA.912.S.3.Su.b	Organize data in pictographs and bar graphs and identify the labels for categories.	
MA.912.S.3.Su.c	Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.	MA.912.S.3.Su.c	Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.	
MA.912.S.3.Su.d	Find the difference between the largest and smallest numbers in a set of data (range) and the median in a real-world situation.	MA.912.S.3.Su.d	Find the difference between the largest and smallest numbers in a set of data (range) and the median in a real-world situation.	
MA.912.S.3.Pa.a	Identify objects, pictures, or symbols with a given feature to represent data related to a real-world activity.			Delete, not aligned with core intent of standards
MA.912.S.3.Pa.b	Identify quantity in data sets of 5 or more by counting objects, pictures, or symbols and identify which category has more, less, or none.	MA.912.S.3.Pa.a	Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.	Renumbered, was MA.912.S.3.Pa.a; revised to increase difficulty level
MA.912.T.2.In.a	Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse) by measuring the sides.	MA.912.T.2.In.a	Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse) by measuring the sides.	
MA.912.T.2.In.b	Identify and construct right triangles to solve real-world problems.	MA.912.T.2.In.b	Identify and construct right triangles to solve real-world problems.	
MA.912.T.2.Su.a	Measure the sides of a right triangle to determine which side is the longest.	MA.912.T.2.Su.a	Measure the sides of a right triangle to determine which side is the longest.	
MA.912.T.2.Su.b	Use right triangles to solve real-world problems.	MA.912.T.2.Su.b	Use right triangles to solve real-world problems.	
MA.912.T.2.Pa.a	Respond to objects, pictures, or signs with right triangles to complete familiar real-world activities.	MA.912.T.2.Pa.a	Recognize a right triangle in objects, pictures, or signs in real world situations.	Revised to align with core intent of standards and increase difficulty level and specificity