**Major (and a few minor) changes: NS, EE, F, A, G (7–12), SP, M**

**NS, 6–8**: Slowed down and elaborated overview. Replaced “measurement interpretation” with terminology used in Fractions Progression. Replaced “concatenation” with “put together” in order to make connection with earlier grades. Added illustrations to connect addition on the number line in grade 7 with addition on number line in earlier grades. Moved remark about vector addition from grade 7 to overview. Removed reference to multiplication as repeated addition in order to be consistent with grade 4 discussion in NF progression. Added paragraph on simplification, etc. recycled from the NF Overview.

Grade 6: added sidenote on standard algorithms.

“missing addend” replaced by “unknown addend”

“fraction strip” replaced by “tape diagram”

References to “directed interval” (grade 6) replaced by “directed line segment,” so that usage in grades 6 and 7 and in the Quantity Progression are the same. In margin, “directed interval” (grade 7) replaced by “arrow” (as in grade 6).

Grade 7: Removed references to “model” because in the Standards “model” (apart from “concrete model” or “visual model”) is reserved for mathematical models of real-world situations.

Grade 8: Added note that a number that can be expressed as a finite decimal also has an expansion as a decimal ending in an infinite sequence of zeros.

**N, HS**: Added paragraph to beginning footnote; standardized margin format.

**EE, 6–8**: Standardized margin format (content and practice standards references, diagrams).

Overview: Added paragraph on inequalities; added paragraph on solving inequalities with ≤ and ≥; added paragraph on solving equations and inequalities with absolute value; added section on notation to coordinate discussion of symbols for division, multiplication, and units with EE (grade 6), OA (grade 3), NF (grade 5), RP, and Q.

Grade 6: Added table showing forms of equations and inequalities in various grades.

Added section: “Where this progression is heading.”

**SP, 6–8**: Fixed formatting and spacing in margins.

Added note on histogram recycled from MD.

**F, 8, HS**: Standardized margin format (content and practice standards references, diagrams).

References to IM tasks and a few of the task statements (Battery Charge, Interpreting Graph, Transforming Graph) updated.

Added on third page margin of overview: one more example f(t) = 1/12 t.

Added on third page margin of overview: margin note about modeling star symbol.

Inserted after “When using functions to model a linear relationship between quantities, students learn to determine the rate of change of a function, which is the slope of the line that is its graph” “or, in the case of functions with restricted domain, the line determined by its graph.”

Changed “Functions of the form $y= mx + b$ are proportional relationships exactly when $b=0$,” to “Functions defined by equations of the form $y= mx + b$ are proportional relationships exactly when $b=0$,”

New text: The vertical line test and tables of ordered pairs are tools that can be used in investigation—when appropriate (MP.5). Separate exercises devoted to each may bypass decisions about when it is appropriate to use them as well as the essential question when investigating functions: ``Does each element of the domain correspond to exactly one element in the range?

Added margin note about F-IF.8c and A-SSE.3c.

Added margin diagram illustrating F-LE.1a.

Changed note on ratio in trig function section to be consistent with note on ratio in EE progression.

**G, 7–8, HS**:

Added discussion of earlier grades to overview. Standardized margin format.

Added note on b × h vs B × h.

Added margin note about ratios to high school section. Edited note on parallel postulate.

Added margin note about tau in grade 7.

**A, HS**:

Standardized margin format. References to IM tasks and a few of the task statements updated.

Added margin note in overview: For discussion of the meanings of ``expression,'' ``equation,'' and ``equivalent expressions,'' see the Expressions and Equations Progression.

Added note in overview: A quadratic expression is a polynomial of degree 2.

Elaborated Animal Populations example to illustrate meaning of “simple” and “complicated.”

Added to section about A-CED.4: In this situation, you might refer to ``solving for *R*'' or ``expressing *R* in terms of *V* and *I*.''

Added example to A-SSE.2 section.

Added margin note in A-REI.5 section: Note that each equation in the new system is not necessarily equivalent to an equation in the original system.

Added |x + 3| = ½ x+5 example in margin for A-REI.11.

Slight elaboration of Pythagorean triple discussion.

**SP, HS**:

Updated career references

**M**:

Added discussion of “few year gap”

Added sidenote on GAIMME as source of K–12 modeling tasks.

Changed sidenote on p. 2 to focus on what was previously at the end of the sidenote and moved it to p. 6.

**Added Appendix:** Suggestions for revision of the Standards

**Several High School Progressions:**

Added to footnote about high school in A, N, F: “This material may appear in courses intended for all students.”

Deleted asterisks on footnote in: A, F, G, N.

Added to margin comment in SPHS: “This material may appear in courses intended for all students.”

Added modeling star to individual high school standards, following the Standards.

**Structure Comment**

Most elementary and middle grades progressions have sections on “Where this progression might lead.” Most high school progressions do not. Exceptions are Quantity, S&P, M.