

**Kindergarten Mathematics**

<b>Missouri Learning Standards: Grade-Level Expectations for Mathematics</b> <small>(Adopted April 2016 for implementation in the 2016 – 2017 school year)</small>		<b>Missouri Learning Standards: Mathematics</b> <small>(Adopted 2010)</small>	
<b>Code</b>	<b>Adopted Standards</b>	<b>Code</b>	<b>Current MLS</b>
<b>K.NS.A</b>	<b>Know number names and count sequence</b>		
<b>K.NS.A.1</b>	Count to 100 by ones and tens.	<b>K.CC.A.1</b>	Count to 100 by ones and by tens.
<b>K.NS.A.2</b>	Count forward beginning from a given number between 1 and 20.	<b>K.CC.A.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
<b>K.NS.A.3</b>	Count backward from a given number between 10 and 1.		
<b>K.NS.A.4</b>	Read and write numerals and represent a number of objects from 0 to 20.	<b>K.CC.A.3</b>	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>K.NS.B</b>	<b>Understand the relationship between numbers and quantities; connect counting to cardinality.</b>		
<b>K.NS.B.5</b>	Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<b>K.CC.B.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
<b>K.NS.B.6</b>	Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.		
<b>K.NS.B.7</b>	Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.		
<b>K.NS.B.8</b>	Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.		
<b>K.NS.B.9</b>	Demonstrate that a number can be used to represent “how many” are in a set.	<b>K.CC.B.5</b>	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
<b>K.NS.C</b>	<b>Compare numbers.</b>		
<b>K.NS.C.10</b>	Compare two or more sets of objects and identify which set is equal to, more than or less than the other.	<b>K.CC.C.6</b>	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<b>K.NS.C.11</b>	Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	<b>K.CC.C.7</b>	Compare two numbers between 1 and 10 presented as written numerals.
<b>K.NBT.A</b>	<b>Work with numbers 11 – 19 to gain foundations for place value.</b>		

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<b>K.NBT.A.1</b>	Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	<b>K.NBT.A.1</b>	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
<b>K.RA.A</b>	<b>Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.</b>		
<b>K.RA.A.1</b>	Represent addition and subtraction within 10.	<b>K.OA.A.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		<b>K.OA.A.2</b>	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
<b>K.RA.A.2</b>	Demonstrate fluency for addition and subtraction within 5.	<b>K.OA.A.5</b>	Fluently add and subtract within 5.
<b>K.RA.A.3</b>	Decompose numbers less than or equal to 10 in more than one way.	<b>K.OA.A.3</b>	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).
<b>K.RA.A.4</b>	Make 10 for any number from 1 to 9.	<b>K.OA.A.4</b>	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
<b>K.GM.A</b>	<b>Reason with shapes and their attributes.</b>		
<b>K.GM.A.1</b>	Describe several measurable attributes of objects.	<b>K.MD.A.1</b>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>K.GM.A.2</b>	Compare the measurable attributes of two objects.	<b>K.MD.A.2</b>	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
<b>K.GM.B</b>	<b>Work with time and money.</b>		
<b>K.GM.B.3</b>	Demonstrate an understanding of concepts of time and devices that measure time.		
<b>K.GM.B.4</b>	Name the days of the week.		
<b>K.GM.B.5</b>	Identify pennies, nickels, dimes and quarters.		

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<b>K.GM.C</b>	<b>Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.</b>		
<b>K.GM.C.6</b>	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	<b>K.G.A.1</b>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
		<b>K.G.A.2</b>	Correctly name shapes regardless of their orientations or overall size.
<b>K.GM.C.7</b>	Describe the relative positions of objects in space.	<b>K.G.A.1</b>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
<b>K.GM.C.8</b>	Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.	<b>K.G.B.3</b>	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
		<b>K.G.A.4</b>	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
<b>K.GM.C.9</b>	Draw or model simple two-dimensional shapes.	<b>K.G.B.5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
<b>K.GM.C.10</b>	Compose simple shapes to form larger shapes using manipulatives.	<b>K.G.B.6</b>	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
<b>K.DS.A</b>	<b>Classify objects and count the number of objects in each category.</b>		
<b>K.DS.A.1</b>	Classify objects into given categories; count the number of objects in each category.	<b>K.MD.B.3</b>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>K.DS.A.2</b>	Compare category counts using appropriate language.		