



Kindergarten

Mathematical Practices

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Counting and Cardinality

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Know Number Names and the Count Sequence ILS10 K.CC.1 ILS10 K.CC.2 ILS10 K.CC.3	K.CC.1	Count to 100 by ones starting at one using each number only once (verbally).	I			M
	K.CC.2	Count to 100 by tens starting at ten (verbally).	I			M
	K.CC.3	Count forward by ones beginning with another number other than one (verbally).	M			
	K.CC.4	Write numbers 0-20.	I	M		
	K.CC.5	Write the number of objects that represents a given number of objects from 0-20.	I	M		
Count to Tell the Number of Objects ILS10 K.CC.4 ILS10 K.CC.5	K.CC.6	Represent quantities using numbers and represent numbers using quantities.	M			
	K.CC.7	Match each object with one and only one name and each number with one and only one object.	M			
	K.CC.8	Recognize the number of objects is the same regardless of their arrangement of the order in which they were counted.	M			
	K.CC.9	Realize that the last number name said tells the number of objects counted.	M			
	K.CC.10	Explain each number said when counting by ones is one more than the last number said.	M			
	K.CC.11	When counting objects, say the number names in order while matching each object with a number.	M			
	K.CC.12	Count up to twenty objects that have been arranged in a line, rectangular array, or circle.		M		
	K.CC.13	Count as many as ten items in a scattered configuration.	M			
	K.CC.14	Conclude that the last number of the counted sequence signifies the quantity of the counted collection.	M			
	K.CC.15	Given a number from 1-20, count out that many objects.	I	M		
Compare Numbers ILS10 K.CC.6 ILS10 K.CC.7	K.CC.16	Describe greater than, less than, and equal to.	I	M		
	K.CC.17	Determine whether a group of ten fewer objects is greater than, less than, or equal to another group of ten or fewer objects.	I	M		
	K.CC.18	Know the quantity of each numeral.	M			
	K.CC.19	Determine whether a written number is greater than, less that, or equal to another written number.	I	M		

Operations and Algebraic Thinking

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Concept of Addition and Subtraction ILS10 K.OA.1 ILS10 K.OA.2 ILS10 K.OA.3 ILS10 K.OA.4	K.OA.1	Know adding is putting together to make the whole.	I	M		
	K.OA.2	Know subtracting is taking apart or taking away from the whole to find the other part.			I	M
	K.OA.3	Know the symbols (+, -, =) and the words (plus, minus, equal to) for adding and subtracting.			I	M
	K.OA.4	Analyze addition/subtraction problems to determine whether to “put together” or “take apart.”			I	M
	K.OA.5	Model an addition/subtraction problem given a real-life story.			I	M
	K.OA.6	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations,			I	M

Note: Instructional Mastery indicates the quarter in which students are expected to have mastered the skill.

Creve Coeur School District 76 Mathematics

<i>ILS10 K.OA.5</i>		expressions, or equations in multiple ways (e.g. $2+3=5$, $5=2+3$)				
	<i>K.OA.7</i>	Add and subtract within ten (maximum sum and minuend, the first number is ten).			I	M
	<i>K.OA.8</i>	Solve addition/subtraction word problems, and add and subtract within ten (e.g. by using objects or drawings to represent the problem).			I	M
	<i>K.OA.9</i>	Use objects/drawings to represent an addition and subtraction word problem.			I	M
	<i>K.OA.10</i>	Solve addition number sentences within ten.			I	M
	<i>K.OA.11</i>	Decompose numbers less than or equal to ten into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g. $5=2+3$ and $5=4+1$).			I	M
	<i>K.OA.12</i>	Use objects or drawings. Then record each composition by drawing or writing and equation.			I	M
	<i>K.OA.13</i>	Know that two numbers can be added together to make ten.			I	M
	<i>K.OA.14</i>	Using materials or representations, find the number that makes ten when added to the given number for any number from one to nine, and record the answer using materials, representations, or equations.			I	M
<i>K.OA.15</i>	Fluently, with speed and accuracy, add and subtract within five.			I	M	

Numbers and Operations in Base Ten

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Foundations for Place Value <i>ILS10 K.NBT.1</i>	<i>K.NBT.1</i>	Know that a (spoken) number (11-19) represents a quantity.	I	M		
	<i>K.NBT.2</i>	Understand that numbers 11-19 are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	I		M	
	<i>K.NBT.3</i>	Represent the result of grouping 11-19 as an equation such as $12=10+2$.			I	M
	<i>K.NBT.4</i>	Compose numbers 11-19 into ten ones and some further ones using objects and drawings.	I			M
	<i>K.NBT.5</i>	Decompose numbers 11-19 into ten ones and some further ones using objects and drawings.	I			M

Measurement and Data

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Describe and Compare Measurable Attributes <i>ILS10 K.MD.1</i>	<i>K.MD.1</i>	Know measurable attributes of objects, such as length, weight, height, and width.			I	M
	<i>K.MD.2</i>	Describe several measurable attributes of multiple or single objects.			I	M
	<i>K.MD.3</i>	Describe more than one measurable attribute of a single object.			I	M
	<i>K.MD.4</i>	Know the meaning of the following words: more/less, taller/shorter, etc.			I	M
	<i>K.MD.5</i>	Know that two objects can be compared using a particular attribute.			I	M
	<i>K.MD.6</i>	Compare two objects and determine which has more of/less than the measurable attribute to describe the difference. (e.g. directly compare two children and describe one child as taller or shorter)			I	M
Classification and Categorization <i>ILS10 K.MD.2</i> <i>ILS10 K.MD.3</i>	<i>K.MD.7</i>	Recognize non-measurable attributes such as shape and color.	I	M		
	<i>K.MD.8</i>	Recognize measurable attributes such as length, weight, and height.	I			M
	<i>K.MD.9</i>	Know what classify means.	I	M		
	<i>K.MD.10</i>	Know what sorting means.	I	M		
	<i>K.MD.11</i>	Know that a category is the group that an object belongs to according to a particular, selected attribute.	I	M		
	<i>K.MD.12</i>	Understand one to one correspondence with ten or less objects.	M			
	<i>K.MD.13</i>	Classify objects into categories by particular attributes.	I	M		
	<i>K.MD.14</i>	Count objects in a given group.	M			
<i>K.MD.15</i>	Sort objects into categories. Then determine the order by number of objects in each category (limit category counts to be less than or equal to ten).	I	M			

Note: Instructional Mastery indicates the quarter in which students are expected to have mastered the skill.

Creve Coeur School District 76 Mathematics

Geometry						
Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Shape Identification and Description (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres) <i>ILS10 K.G.1</i> <i>ILS10 K.G.2</i> <i>ILS10 K.G.3</i>	<i>K.G.1</i>	Describe positions such as above, below, beside, in front of, behind, and next to.	I	M		
	<i>K.G.2</i>	Determine the relative position of two-dimensional or three-dimensional shapes within the environment, using the appropriate positional words.			M	
	<i>K.G.3</i>	Demonstrate that the size does not affect the name of the shape.			M	
	<i>K.G.4</i>	Demonstrate that orientation does not affect the name of the shape.			M	
	<i>K.G.5</i>	Identify two-dimensional shapes as lying in a plane and flat.			M	
	<i>K.G.6</i>	Identify three-dimensional shapes as solid.			M	
Shape Comparison, Creation, and Composition <i>ILS10 K.G.4</i> <i>ILS10 K.G.5</i> <i>ILS10 K.G.6</i>	<i>K.G.7</i>	Identify and count number of sides, vertices, and other attributes of shapes.				M
	<i>K.G.8</i>	Describe similarities of various two- and three-dimensional shapes.				M
	<i>K.G.9</i>	Describe differences of various two- and three-dimensional shapes.				M
	<i>K.G.10</i>	Analyze and compare two-dimensional shapes, in different sizes and orientation, using informal language to describe their similarities, differences, and other attributes (e.g. having sides of equal length).				M
	<i>K.G.11</i>	Analyze and compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices) and other attributes (e.g. having sides of equal length).				M
	<i>K.G.12</i>	Recognize and identify (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			M	
	<i>K.G.13</i>	Identify shapes in the real world.			M	
	<i>K.G.14</i>	Analyze the attributes of real world objects to identify shapes.			M	
	<i>K.G.15</i>	Construct shapes from components (e.g. sticks and clay balls).			M	
	<i>K.G.16</i>	Draw shapes.			M	
	<i>K.G.17</i>	Identify simple shapes (squares, circles, triangles, rectangles, and hexagons).			M	
	<i>K.G.18</i>	Analyze how to put simple shapes together to compare a new or larger shape.			M	
	<i>K.G.19</i>	Compose a new or larger shape using more than one simple shape.			M	

Note: Instructional Mastery indicates the quarter in which students are expected to have mastered the skill.