Missouri Learning Standards: Grade-Level Expectations for Mathematics (Adopted April 2016 for implementation in the 2016 – 2017 school year)		Missouri Learning Standards: Mathematics (Adopted 2010)	
Code	**Adopted Standards**	**Code**	**Current MLS**
1.NS.A	**Understand and use numbers up to 120.**		
1.NS.A.1	Count to 120, starting at any number less than 120.	**1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NS.A.2	Read and write numerals and represent a number of objects with a written numeral.		
1.NS.A.3	Count backward from a given number between 20 and 1.		
1.NS.A.4	Count by 5s to 100 starting at any multiple of five.		
1.NBT.A	**Understand place value of two-digit numbers.**		
1.NBT.A.1	Understand that 10 can be thought of as a bundle of 10 ones – called a "ten".	**1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s).		
1.NBT.A.3	Compare two two-digit numbers using the symbols >, = or <.	**1.NBT.B.3**	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.NBT.A.4	Count by 10s to 120 starting at any number.		
1.NBT.B	**Use place value understanding to add and subtract.**		
1.NBT.B.5	Add within 100.	**1.NBT.C.4**	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.B.6	Calculate 10 more or 10 less than a given number mentally without having to count.	**1.NBT.C.5**	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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1.NBT.B.7	Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	**1.NBT.C.6**	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
1.RA.A	**Represent and solve problems involving addition and subtraction.**		
1.RA.A.1	Use addition and subtraction within 20 to solve problems.	**1.OA.A.1**	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.RA.A.2	Solve problems that call for addition of three whole numbers whose sum is within 20.	**1.OA.A.2**	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.RA.A.3	Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	**1.OA.D.7**	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
1.RA.A.4	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**1.OA.D.8**	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \_ - 3$, $6 + 6 = \_$.*
1.RA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**		
1.RA.B.5	Use properties as strategies to add and subtract.	**1.OA.B.3**	Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
		1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.RA.B.6	Demonstrate that subtraction can be solved as an unknown-addend problem.	**1.OA.B.4**	Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*
1.RA.C	**Add and subtract within 20.**		

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1.RA.C.7	Add and subtract within 20.	**1.OA.C.6**	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1.RA.C.8	Demonstrate fluency with addition and subtraction within 10.		
1.GM.A	**Reason with shapes and their attributes.**		
1.GM.A.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	**1.G.A.1**	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.GM.A.2	Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	**1.G.A.2**	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.GM.A.3	Recognize two- and three-dimensional shapes from different perspectives and orientations.		
1.GM.A.4	Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	**1.G.A.3**	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
1.GM.B	**Measure lengths in non-standard units.**		
1.GM.B.5	Order three or more objects by length.	**1.MD.A.1**	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.GM.B.6	Compare the lengths of two objects indirectly by using a third object.		
1.GM.B.7	Demonstrate the ability to measure length or distance using objects.	**1.MD.A.2**	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
1.GM.C	**Work with time and money.**		

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1.GM.C.8	Tell and write time in hours and half-hours using analog and digital clocks.	**1.MD.B.3**	Tell and write time in hours and half-hours using analog and digital clocks.
1.GM.C.9	Know the value of a penny, nickel, dime and quarter.		
1.DS.A	**Represent and interpret data.**		
1.DS.A.1	Collect, organize and represent data with up to three categories.	**1.MD.C.4**	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.DS.A.2	Draw conclusions from object graphs, picture graphs, T-charts and tallies.		