



Kindergarten Grade Mathematics Curriculum Standards Matrix

Warren County Schools Standards Matrix is aligned with the *North Carolina Collaborative for mathematics Learning (NC²ML) Instructional Frameworks*. The clusters and sequencing are crafted to foster student understanding over time of the connections among mathematical ideas and procedures. Standards and skills are addressed through multiple clusters with increase depth of knowledge. Please note that strikethroughs represent parts of standards that are addressed in a different cluster. The mastery of all grade level standards is an expectation by the end of the academic school year. Teachers will have to continue to keep skills sharp throughout each grading period.

Benchmark 1: Schoolnet

Benchmark 2: Schoolnet

Benchmark 3: Schoolnet

(Standards are highlighted to indicate the Benchmark that it will be assessed on)

Note: Be careful not to overlook standards that will be assessment in a particular benchmark window

Instructional Framework Cluster	North Carolina Standard	Recommended Duration and Resources
First Six Weeks		
1. Build Mathematical Community through Exploring Attributes	<p>Describe and compare measurable attributes. <u>NC.K.MD.1</u> Describe measurable attributes of objects; and describe several different measurable attributes of a single object.</p> <p><u>NC.K.MD.2</u> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute [without counting], and describe the difference.</p> <p>Classify objects and count the number of objects in each category. <u>NC.K.MD.3</u> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Identify and describe shapes. <u>NC.K.G.1</u> Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.</p>	<p>2 to 3 Weeks</p> <p>Instructional Framework Resource</p> <p>Cluster 1 Tools4teachers (Lessons/Tasks)</p>
2. Understanding the Relationship between Numbers and Quantities	<p>Know number names and the counting sequence. <u>NC.K.CC.1</u> Know number names and recognize patterns in the counting sequence by: <ul style="list-style-type: none"> Counting to 100 by ones. <i>Rote sequence to 20 at this time.</i> Counting to 100 by tens. </p> <p><u>NC.K.CC.2</u> Count forward beginning from a given number within the known sequence, instead of having to begin at 1.</p> <p><u>NC.K.CC.3</u> Write numbers from 0 to 20 (0-5 and then 6-10). Represent a number of objects with a written numeral 0 to 20 (0-5 and then 6-10), with 0 representing a count of no objects.</p> <p>Count to tell the number of objects. <u>NC.K.CC.4</u> Understand the relationship between numbers and quantities. <ul style="list-style-type: none"> 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 (one-to-one correspondence). Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing). </p> <p><u>NC.K.CC.5</u> Count to answer “How many?” in the following situations: <ul style="list-style-type: none"> Given a number from 1 to 20 (1-10), count out that many objects. </p>	<p>3 Weeks</p> <p>Instructional Framework Resource</p> <p>Cluster 2 Tools4teachers (Lessons/Tasks)</p>



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	<ul style="list-style-type: none">• Given up to 20 10 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.• Given 20 10 objects arranged in a line, a rectangular array, and a circle, identify how many.• Given 40 5 objects in a scattered arrangement, identify how many.	
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Instructional Framework Cluster	North Carolina Standard	Recommended Duration and Resources
Second Six Weeks		
2. Understanding the Relationship between Numbers and Quantities (continued)	<p>Describe and compare measurable attributes. <u>NC.K.MD.1</u> Describe measurable attributes of objects; and describe several different measurable attributes of a single object.</p> <p>Classify objects and count the number of objects in each category. <u>NC.K.MD.3</u> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Identify and describe shapes. <u>NC.K.G.3</u> Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.</p>	2 Weeks Instructional Framework Resource Cluster 2 Tools4teachers (Lessons/Tasks)
3. Comparing Quantities with Counting and Spatial Relationships	<p>Know number names and the counting sequence. <u>NC.K.CC.1</u> Know number names and recognize patterns in the counting sequence by:</p> <ul style="list-style-type: none"> • Counting to 100-50 by ones. • Counting to 100 50 by tens. <p><u>NC.K.CC.3</u> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20, with 0 representing a count of no objects.</p> <p>Count to tell the number of objects. <u>NC.K.CC.4</u> Understand the relationship between numbers and quantities.</p> <ul style="list-style-type: none"> • 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 (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing). <p><u>NC.K.CC.5</u> Count to answer “How many?” in the following situations:</p> <ul style="list-style-type: none"> • Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a scattered arrangement, identify how many. <p>Compare numbers. <u>NC.K.CC.6</u> Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.</p> <p>Describe and compare measurable attributes. <u>NC.K.MD.2</u> 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.</p> <p>Identify and describe shapes. <u>NC.K.G.1</u> Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.</p>	3 Weeks Instructional Framework Resource Cluster 3 Tools4teachers (Lessons/Tasks)



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Third Six Weeks		
<p>4. Identifying, Describing, Classifying and Composing Shapes</p>	<p>Know number names and the counting sequence. <u>NC.K.CC.3</u> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20, with 0 representing a count of no objects.</p> <p>Count to tell the number of objects. <u>NC.K.CC.5</u> Count to answer “How many?” in the following situations:</p> <ul style="list-style-type: none"> ● Given a number from 1–20, count out that many objects. ● Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. ● Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. ● Given 10 objects in a scattered arrangement, identify how many. <p>Compare numbers. <u>NC.K.CC.6</u> Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.</p> <p>Identify and describe shapes. <u>NC.K.G.1</u> Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.</p> <p><u>NC.K.G.2</u> Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.</p> <p><u>NC.K.G.3</u> Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.</p> <p>Analyze, compare, create and compose shapes. <u>NC.K.G.4</u> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.</p> <p><u>NC.K.G.5</u> Model shapes in the world by:</p> <ul style="list-style-type: none"> ● Building and drawing triangles, rectangles, squares, hexagons, circles. ● Building cubes, cones, spheres, and cylinders. <p><u>NC.K.G.6</u> Compose larger shapes from simple shapes.</p> <p>Describe and compare measurable attributes. <u>NC.K.MD.1</u> Describe measurable attributes of objects; and describe several different measurable attributes of a single object.</p> <p>Classify objects and count the number of objects in each category. <u>NC.K.MD.3</u> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>3 to 4 Weeks</p> <p>Instructional Framework Resource</p> <p>Cluster 4 Tools4teachers (Lessons/Tasks)</p>
<p>5. Number Relationships Between and Among 1-10</p>	<p>Know number names and the counting sequence. <u>NC.K.CC.1</u> Know number names and recognize patterns in the counting sequence by:</p> <ul style="list-style-type: none"> ● Counting to 100 by ones. ● Counting to 100 by tens. 	<p>2 Weeks</p> <p>Instructional Framework Resource</p>



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	<p><u>NC.K.CC.2</u> Count forward beginning from a given number within the known sequence, instead of having to begin at 1.</p> <p>Count to tell the number of objects.</p> <p><u>NC.K.CC.5</u> Count to answer “How many?” in the following situations:</p> <ul style="list-style-type: none">● Given a number from 1–20, count out that many objects.● Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.● Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.● Given 10 objects in a scattered arrangement, identify how many.	<p>Cluster 5 Tools4teachers (Lessons/Tasks)</p>
Benchmark 1		



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Instructional Framework Cluster	North Carolina Standard	Recommended Duration and Resources
Fourth Six Weeks		
5.Number Relationships Between and Among 1-10 (continued)	<p>Compare numbers. NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.</p> <p>NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.</p> <p>Understand addition and subtraction. NC.K.OA.1 Represent addition and subtraction, within 10:</p> <ul style="list-style-type: none"> • Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. • Demonstrate understanding of addition and subtraction by making connections among representations <p>NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.</p> <p>NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.</p> <p>NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p> <ul style="list-style-type: none"> • A two-digit number and a one-digit number • A two-digit number and a multiple of 10 	4 Weeks Instructional Framework Resource Cluster 5 Tools4teachers (Lessons/Tasks)
6.Exploring Parts and Wholes with Joining and Separating	<p>Compare numbers. NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.</p> <p>Understand addition and subtraction. NC.K.OA.1 Represent addition and subtraction, within 10:</p> <ul style="list-style-type: none"> • Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. • Demonstrate understanding of addition and subtraction by making connections among representations 	2 Weeks Instructional Framework Resource Cluster 6 Tools4teachers (Lessons/Tasks)



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Fifth Six Weeks		
<p>6.Exploring Parts and Wholes with Joining and Separating (continued)</p>	<p>NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:</p> <ul style="list-style-type: none"> ● Add to/Take From-Result Unknown ● Put Together/ Take Apart (Total Unknown and Two Addends Unknown) <p>NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.</p> <p>NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.</p> <p>NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).</p> <p>Build foundation for place value. NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:</p> <ul style="list-style-type: none"> ● Using objects or drawings. ● Recording each composition or decomposition by a drawing or expression. <p>Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>4 Weeks</p> <p>Instructional Framework Resource</p> <p>Cluster 6 Tools4teachers (Lessons/Tasks)</p>
<p>7.Foundations of Place Value - Exploring Numbers 11-20</p>	<p>Build foundation for place value. NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:</p> <ul style="list-style-type: none"> ● Using objects or drawings. ● Recording each composition or decomposition by a drawing or expression. ● Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. <p>Understand addition and subtraction. NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.</p> <p>NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.</p> <p>NC.K.OA.5 Demonstrate fluency with addition and subtraction within 5.</p>	<p>2 Weeks</p> <p>Instructional Framework Resource</p> <p>Cluster 7 Tools4teachers (Lessons/Tasks)</p>



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Sixth Six Weeks		
7. Foundations of Place Value - Exploring Numbers 11-20 (continued)	<p>Understand addition and subtraction.</p> <p><u>NC.K.OA.3</u> Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.</p> <p><u>NC.K.OA.4</u> For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.</p> <p><u>NC.K.OA.5</u> Demonstrate fluency with addition and subtraction within 5.</p>	3 Weeks Instructional Framework Resource Cluster 7 Tools4teachers (Lessons/Tasks)
Review All Clusters	Review all standards	3 Weeks
Benchmark 2 End of Year		