

# Kindergarten Standards Alignment

## 2024 i-Ready Classroom Mathematics

\***Bolded** NC standards beside lessons/topics are OCS identified Priority Standards (blue highlight below unit information)

\*Lower case Roman numerals after a standard reference that bullet point within a standard.

(i.e., NC.K.CC.5.i would be the first bullet point of: Given a number from 1-20, count out that many objects.)

**\*\*NC Kindergarten Math Unpacking-Revised June 2022-Visit the website for the “Clarification” and “Checking for Understanding.”**

<https://www.dpi.nc.gov/nc-kindergarten-math-unpacking-rev-june-2022/open>

### Kindergarten Standards Alignment: 2024 i-Ready Classroom Lessons

Unit 1: Position, Length, Height, and Sorting		
Duration: 24 days (5 days for Lesson 0) (5 weeks)		
Lesson	Topic	NC Standard
0	Try-Discuss-Connect Routine (only in Toolbox)	N/A
1	Describe Position	NC.K.G.1
2	Describe and Compare Length and Height	NC.K.MD.1, NC.K.MD.2
<b>3</b>	<b>Sort and Count Objects</b>	NC.K.CC.5. i, NC.K.CC.5. ii, NC.K.CC.5. iii, NC.K.CC.5. iv, <b>NC.K.MD.3</b>

#### Count to tell the number of objects.

**NC.K.CC.5** Count to answer “How many?” in the following situations:

- 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.

#### Describe and compare measurable attributes.

**NC.K.MD.1** Describe measurable attributes of objects; and describe several different measurable attributes of a single object.

**NC.K.MD.2** 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.

#### Classify objects and count the number of objects in each category.

**NC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

#### Identify and describe shapes.

**NC.K.G.1** Describe objects in the environment using names of shapes and describe the relative positions of objects using positional terms.

## Unit 2: Numbers to 5, Shapes, and Weight

Duration: 19 days (4 weeks)

Lesson	Topic	NC Standard
4	Count, Show, and Write Numbers to 5	NC.K.CC.3, <b>NC.K.CC.4. i</b> , <b>NC.K.CC.4. ii</b> , <b>NC.K.CC.4.iii</b> , NC.K.CC.5. i, NC.K.CC.5. ii, NC.K.CC.5.iii, NC.K.CC.5. iv, NC.K.OA.6
5	Compare Numbers to 5	NC.K.CC.6, NC.K.CC.7
6	Three-Dimensional Shapes and Weight	NC.K.MD.1, NC.K.MD.2, NC.K.G.1, NC.K.G.2, <b>NC.K.G.4</b>

**Know number names and the counting sequence.**

**NC.K.CC.3** 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.

**Count to tell the number of objects.**

**NC.K.CC.4** Understand the relationship between numbers and quantities.

- 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).

**NC.K.CC.5** Count to answer “How many?” in the following situations:

- 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.

**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.

**NC.K.CC.7** Compare two numbers, within 10, presented as written numerals.

**Understand addition and subtraction.**

**NC.K.OA.6** Recognize and combine groups with totals up to 5 (conceptual subitizing).

**Describe and compare measurable attributes.**

**NC.K.MD.1** Describe measurable attributes of objects; and describe several different measurable attributes of a single object.

**NC.K.MD.2** 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.

**Identify and describe shapes.**

**NC.K.G.1** Describe objects in the environment using names of shapes and describe the relative positions of objects using positional terms.

**NC.K.G.2** Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.

**Analyze, compare, create, and compose shapes.**

**NC.K.G.4** 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.

### Unit 3: Addition and Subtraction Within 5 and Shapes

Duration: 24 days (5 weeks)

Lesson	Topic	NC Standard
7	Add Within 5	NC.K.OA.1. i, NC.K.OA.1. ii, <b>NC.K.OA.2. i</b> , <b>NC.K.OA.2. ii</b> , NC.K.OA.5
8	Two-Dimensional Shapes	NC.K.G.1, NC.K.G.2, <b>NC.K.G.4</b>
9	Subtract Within 5	NC.K.OA.1. i, NC.K.OA.1. ii, NC.K.OA.2. i, NC.K.OA.2. ii, NC.K.OA.5
10	Add and Subtract Within 5	NC.K.OA.1. i, NC.K.OA.1. ii, <b>NC.K.OA.2. i</b> , <b>NC.K.OA.2. ii</b> , NC.K.OA.5

#### Understand addition and subtraction.

**NC.K.OA.1** Represent addition and subtraction, within 10:

- 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.

**NC.K.OA.2** Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:

- Add to/Take From-Result Unknown
- Put Together/ Take Apart (Total Unknown and Two Addends Unknown)

**NC.K.OA.5** Demonstrate fluency with addition and subtraction within 5.

#### Identify and describe shapes.

**NC.K.G.1** Describe objects in the environment using names of shapes and describe the relative positions of objects using positional terms.

**NC.K.G.2** Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.

#### Analyze, compare, create, and compose shapes.

**NC.K.G.4** 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.

**Unit 4: Numbers to 10 and Shapes**  
**Duration: 29 days (6 weeks)**

Lesson	Topic	NC Standard
<b>11</b>	<b>Count, Show, and Write Numbers 6-10</b>	<b>NC.K.CC.3, NC.K.CC.4. i, NC.K.CC.4. ii, NC.K.CC.4.iii, NC.K.CC.5. i, NC.K.CC.5. ii, NC.K.CC.5.iii, NC.K.CC.5. iv, NC.K.OA.6</b>
12	Compare Numbers to 10	NC.K.CC.6, NC.K.CC.7
13	Compose Shapes	NC.K.G.5. i, NC.K.G.6
<b>14</b>	<b>Compose and Decompose 10</b>	<b>NC.K.OA.3</b>
15	Find Number Partners for 10	NC.K.OA.4

**Know number names and the counting sequence.**

**NC.K.CC.3** 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.

**Count to tell the number of objects.**

**NC.K.CC.4** Understand the relationship between numbers and quantities.

- 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).

**NC.K.CC.5** Count to answer “How many?” in the following situations:

- 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.

**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.

**NC.K.CC.7** Compare two numbers, within 10, presented as written numerals.

**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.

**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.

**NC.K.OA.6** Recognize and combine groups with totals up to 5 (conceptual subitizing).

**Analyze, compare, create, and compose shapes.**

**NC.K.G.5** Model shapes in the world by:

- Building and drawing triangles, rectangles, squares, hexagons, circles.
- Building cubes, cones, spheres, and cylinders. **(Not addressed in this unit)**

**NC.K.G.6** Compose larger shapes from simple shapes.

**Unit 5: Numbers to 100**  
**Duration: 24 Days (5 weeks)**

Lesson	Topic	NC Standard
<b>16</b>	<b>Count, Read, and Write Numbers 11 to 20</b>	<b>NC.K.CC.3, NC.K.CC.4. i, NC.K.CC.4. ii, NC.K.CC.5. i, NC.K.CC.5. ii, NC.K.CC.5.iii, NC.K.CC.5. iv</b>
<b>17</b>	<b>Count Within 100</b>	<b>NC.K.CC.1. i, NC.K.CC.1. ii, NC.K.CC.2</b>
<b>18</b>	<b>Compose and Decompose 6 and 7</b>	<b>NC.K.OA.3</b>
<b>19</b>	<b>Compose and Decompose 8 and 9</b>	<b>NC.K.OA.3</b>

**Know number names and the counting sequence.**

**NC.K.CC.1** Know number names and recognize patterns in the counting sequence by:

- Counting to 100 by ones.
- Counting to 100 by tens.

**NC.K.CC.2** Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

**NC.K.CC.3** 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.

**Count to tell the number of objects.**

**NC.K.CC.4** Understand the relationship between numbers and quantities.

- 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). **(Not addressed in this unit)**

**NC.K.CC.5** Count to answer “How many?” in the following situations:

- 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.

**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.

**Unit 6: Addition & Subtraction Within 10****Duration: 19 days (4 weeks)**

Lesson	Topic	NC Standard
<b>20</b>	<b>Add Within 10</b>	NC.K.OA.1. i, NC.K.OA.1. ii, <b>NC.K.OA.2. i, NC.K.OA.2. ii, NC.K.OA.5</b>
<b>21</b>	<b>Subtract Within 10</b>	NC.K.OA.1. i, NC.K.OA.1. ii, <b>NC.K.OA.2. i, NC.K.OA.2. ii, NC.K.OA.5</b>
<b>22</b>	<b>Add and Subtract to Solve Word Problems</b>	<b>NC.K.OA.2. i, NC.K.OA.2. ii</b>

**Understand addition and subtraction.****NC.K.OA.1** Represent addition and subtraction, within 10:

- 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.

**NC.K.OA.2** Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:

- Add to/Take From-Result Unknown
- Put Together/ Take Apart (Total Unknown and Two Addends Unknown)

**NC.K.OA.5** Demonstrate fluency with addition and subtraction within 5.



**Unit 7: Teen Numbers and Shapes**  
**Duration: 19 days (4 weeks)**

Lesson	Topic	NC Standard
23	<b>Compose and Decompose Teen Numbers with Tool and Drawings</b>	<b>NC.K.NBT.1. i, NC.K.NBT.1. ii, NC.K.NBT.1.iii</b>
24	Build with Shapes	NC.K.G.3, NC.K.G.5. i, NC.K.G.5. ii
25	<b>Compose and Decompose Teen Numbers with Symbols</b>	<b>NC.K.NBT.1. i, NC.K.NBT.1. ii, NC.K.NBT.1.iii</b>

**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:

- 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.

**Analyze, compare, create, and compose shapes.**

**NC.K.G.5** Model shapes in the world by:

- Building and drawing triangles, rectangles, squares, hexagons, circles.
- Building cubes, cones, spheres, and cylinders.

**Identify and describe shapes.**

**NC.K.G.3** Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.