Wilson County Schools
Suggested Curriculum Framework for NCSCOS by Quarter
GRADE __Kindergarten____

District Expectations		
mClass Reading 3D	**All K-3 teachers**	**Reading 3D Benchmark Guidelines** See FAQ from DPI **Read to Achieve Livebinder** **NC Written Response to Text**
KEA Assessment	**Kindergarten teachers**	**Constructs for 2017-2018** **KEA Livebinder** **North Central WIKI** **KEA Weebly**
90 Minute Reading Block	**All K-5 teachers**	**90 Minute Reading Block Example** **Planning for 90 minute Literacy Block** **Blank Planning Template** **Literacy Block Example**
Writing Plan for all Content Areas	**All K-5 teachers**	**WCS Writing Plan**
Balanced Literacy	**All K-5 teachers**	**Balanced Literacy (see WCS BL Framework)**
Thinking Maps across all Content Areas	**All K-5 teachers**	**Thinking Maps Learning Community** **Thinking Maps Aligned to Reading & Writing Standards** **Posters**, **Keywords**, **Parent Letters**
90 Minute Math Block (Guided Math)	**All K-5 teachers**	**Quick overview of Guided Math**
Student Portfolios	**All K-5 teachers**	**K-3 Portfolio Cover**

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Standards Based Report Cards	**K-2 teachers**	**Parents Guide**
Learning Focused	**All K-5 teachers**	**Learning Focused Sign In**

Once a standard has been taught, it will be reviewed every nine weeks

MATH	**First Quarter** **Cluster 1** **Cluster 2**	**Second Quarter** **Cluster 3** **Cluster 4**	**Third Quarter** **Cluster 5** **Cluster 6**	**Fourth Quarter** **Cluster 7**
Domain	Standards	Standards	Standards	Standards
Counting and Cardinality **Community Resources**	NC.K.CC.1 Know names and recognize patterns in the counting sequence by: • Counting to ~~100~~ 20 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~~ 0-10. Represent a number of objects with a written numeral ~~0-20~~ 0-10 with 0	NC.K.CC.1 Know names and recognize patterns in the counting sequence by: • Counting to ~~100~~ 50 by ones • Counting to ~~100~~ 50 by tens 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 NC.K.CC.4 Understand the relationship between numbers and quantities.	NC.K.CC.1 Know 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.5 Count to answer "how many?" in the following situations: • Given a number from 1-20, count	

	representing a count of no objects NC.K.CC.4 Understand the relationship between numbers and quantities. NC.K.CC.5 Count to answer "how many?" in the following situations: ● Given a number from ~~1-20~~ 1-10, count out that many objects ● 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 ~~10~~ 5 objects in a scattered arrangement, identity how many	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, identity how many 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.	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, identity how many 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.	

Operations & Algebraic Thinking **Community Resources**			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 (Result Unknown and Two Addends Unknown) NC.K.OA.3 Decompose numbers less than or equal to 10 into	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 equation. 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.5 Demonstrate fluency with addition and subtraction with 5.

			pairs in more than one way using objects or drawings, and record each decomposition by a drawing or equation. 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.	
Numbers & Operations in Base Ten **Community Resources**				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 the numbers are composed of ten ones and one, two, three, four, five, six,

				seven, eight, or nine ones.
Measurement & Data **Community Resources**	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. NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	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. NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
Geometry **Community Resources**	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.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as	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 names squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders,	K.G.2 Correctly name shapes regardless of their orientations or overall size	

	two-dimensional or three-dimensional.	and spheres regardless of their orientations or overall size. NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional. 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. NC.K.G.5 Model shapes in the world by building shapes from components and drawing shapes. NC.K.G.6 Compose larger shapes from simple shapes.		