



This document is designed to help North Carolina educators teach the Common Core. NCDPI staff are continually updating and improving these tools to better serve teachers.

Kindergarten Math Curriculum Crosswalk

The following document is to be used to compare the 2003 North Carolina Mathematics Standard Course of Study and the Common Core State Standards for Mathematics.

As noted in the Common Core State Standards for Mathematics document, the instructional time in Kindergarten should focus on two critical areas:

- (1) representing and comparing whole numbers, initially with sets of objects;
- (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

To download the Common Core State Standards, please visit <http://www.corestandards.org/the-standards>.

Important Note: The current SCoS will continue to be taught and tested standards in the 2010-11 and 2011-12 school years. We expect the new Common Core standards to be taught and assessed in schools for the first time in the 2012-13 school year. That said, we are providing resources now and over the next two-years so that schools and teachers can get a head start on internalizing and planning to teach the new standards.

NC SCOS			Common Core			
Strand	Object	Text of objective	Domain	Standard	Cluster	Comments
					Text of objective	
Number & Operations	1.01	Develop number sense for whole numbers through 30.				
		a) Connect model, number word (orally), and number, using a variety of representations.	Counting & Cardinality	K.CC.1	Know number names and the count sequence. Count to 100 by ones and tens.	Specificity on the counting processes has been added.
				K.CC.2	Know number names and the count sequence. Count forward beginning for a given number within the known sequence (instead of having to begin at 1).	
				K.CC.4	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.	
		b) Count objects in a set.	Counting & Cardinality	K.CC.4.a	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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.	Involves the rote counting sequence, and one-to-one tagging.
				K.CC.4.b	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Describes cardinality.

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Strand	Object	Text of objective	Domain	Standard	Cluster	Text of objective	Comments
			Counting & Cardinality	K.CC.5	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality. c) Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Students count to 30 in NC SCOS.
		c) Read and write numerals.			K.CC.3		
		d) Compare and order sets and numbers.	Counting & Cardinality	K.CC.6	Compare numbers.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Include groups with up to ten objects.
					K.CC.7		
		e) Use ordinals (1 st -100 th).					
		f) Estimate quantities fewer than or equal to 10.					

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		g) Recognize equivalence in sets and numbers 1-10.	Operations & Algebraic	K.OA.3	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. by using objects or drawings, and record each decomposition by a drawing or equation.</p>	For example, $6 + 3$ is the same as 9, as well as $5 + 4$.
	1.02	Share equally (divide) between two people; explain.				Moved to first grade in Common Core.
	1.03	Solve problems and share solutions to problems in small groups.	Operations & Algebraic Thinking	K.OA.2	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10 e.g. by using objects or drawings to represent the problem.</p>	
			Counting & Cardinality	K.CC.4	<p>Count to tell the number of objects.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>	

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			Operations & Algebraic Thinking	K.OA.1	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>²Drawings need not show details, but should show the mathematics in the problem.</p>
					Operations & Algebraic Thinking	
			Operations & Algebraic Thinking	K.OA.5		<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Fluently add and subtract within 5.</p>

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			Numbers & Operations in Base Ten	K.NBT.1	<p>Work with numbers 11-19 to gain foundations for place value.</p> <p>Compose and decompose numbers from 11-19 into ten ones and further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones, and one two, three, four, five, six, seven, eight, or nine ones.</p>	
Measurement	2.01	Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).	Measurement & Data	K.MD.1	<p>Describe and compare measurable attributes.</p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	
				K.MD.2	<p>Describe and compare measurable attributes.</p> <p>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>	
	2.02	Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).				
Geometry	3.01	Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.	Geometry	K.G.2	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Correctly name shapes regardless of their orientations or overall size.</p>	Added identification of squares, hexagons, cones and cylinders.

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	3.02	Compare geometric shapes (identify likenesses and differences).		K.G.4	Analyze, compare, create, and compose shapes. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).	
	3.03	Model and use directional and positional vocabulary.		K.G.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	
	3.04	Complete simple spatial visualization tasks and puzzles.		K.G.6	Analyze, compare, create and compose shapes. Compose simple shapes to form larger shapes.	
			Geometry	K.G.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	The identification of the qualities that makes an object or drawing two-dimensional or three-dimensional is new to Kindergarten.
				K.G.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	

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Data Analysis & Probability	4.01	Collect and organize data as a group activity.				
	4.02	Display and describe data with concrete and pictorial graphs as a group activity.	Measurement & Data	K.MD.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the number of objects in each category and sort the categories by count. ³	³ Limit category counts to be less than or equal to 10.
Algebra	5.01	Sort and classify objects by one attribute.		K.MD.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the number of objects in each category and sort the categories by count.	
	5.02	Create and extend patterns with actions, words and objects.				