A Correlation of

Scott Foresman·Addison Wesley

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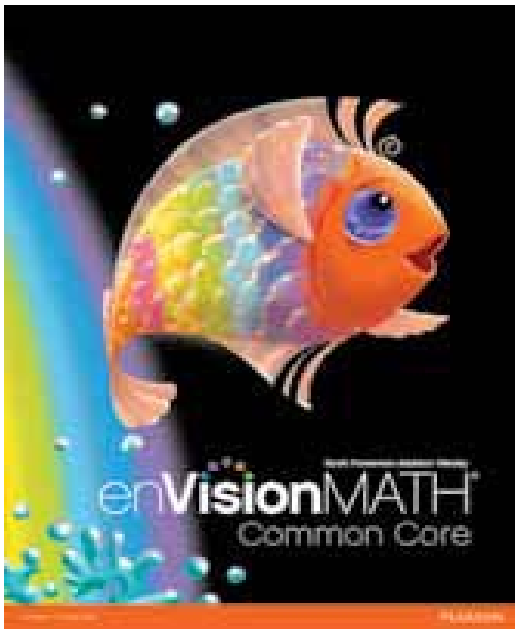

to the

Common Core State Standards for Mathematics

Standards for Mathematical Practices
Standards for Mathematical Content

Kindergarten

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to the
Common Core State Standards for Mathematics

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Common Core State Standards for Mathematics Mathematical Practices	**enVisionMATH Common Core Kindergarten**
1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	***enVisionMATH Common Core*** is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one *problem-solving lesson* in which students focus on honing their sense-making and problem-solving skills. The problem-solving lessons in Grades K–2 present to students a process that begins with making sense of the problem. *Read and Understand,* the first phase of the process, has students ask themselves, *What am I trying to find?* and *What do I know?,* questions that will help identify the givens and constraints of the problem. In the second phase, *Plan and Solve,* students decide on a solution plan. In the final phase, *Look Back and Check,* students verify that their work is reasonable and reflects the information given. Each lesson begins with *Problem-Based Interactive Learning,* an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 15-16; Topic 2: 23, 29, 39-40; Topic 3: 59-60; Topic 4: 85-86; Topic 5: 101-102; Topic 6: 119-120; Topic 7: 131, 135, 139-140; Topic 8: 149, 153-154, 161-162; Topic 9: 171, 185-186; Topic 10: 199-200; Topic 11: 215-216; Topic 12: 229-230; Topic 13: 245, 249, 252B, 253-254; Topic 14: 279-280; Topic 15: 295-296; Topic 16: 311-312, 319 **TE:** Topic 1: 1B; Topic 2: 40B; Topic 7: 128B; Topic 16: 319

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2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	***enVisionMATH Common Core*** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the *Visual Learning Bridge,* students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. In the *Do You Understand?* part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 9, 11, 13, 25, 27, 33, 37; Topic 2: 25, 27, 31, 33, 35, 37; Topic 3: 49, 51, 53, 55, 57; Topic 4: 67, 73, 75, 77, 79, 81; Topic 8: 155; Topic 9: 175, 179, 183, 185; Topic 11: 209; Topic 12: 225, 231; Topic 14: 275, 277 **TE:** Topic 1: 1A, 10B, 30B, 38B; Topic 2: 30B, 38B, 40A; Topic 3: 54B, 56B; Topic 4: 74B, 76B; Topic 5: 94B, 96B, 98B, 100B, 102B; Topic 6: 107B, 112B, 114B; Topic 8: 145B; Topic 9: 174B, 178B, 182B, 184B, 186B; Topic 10: 191B, 194B, 198B; Topic 12: 221B, 226B, 232B; Topic 14: 272B, 274B, 276B; Topic 15: 285B; Topic 16: 310B, 312B

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3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	Consistent with a focus on reasoning and sense making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson's enVisionMATH Common Core, the Problem-Based Interactive Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to use reasoning and to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. Journal activities in Grades K–2 help students develop foundational critical reasoning skills by having them construct explanations for processes. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 7, 13; Topic 2: 31, 35, 37; Topic 3: 49, 53, 57, 59; Topic 4: 81; Topic 5: 93, 99; Topic 6: 109, 111, 115, 117, 119; Topic 9: 171, 175, 179, 181, 185; Topic 15: 289; Topic 16: 303, 305

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4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Students in Pearson's enVisionMATH Common Core are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings, and then equations to model addition and subtraction situations. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 3, 5, 7, 9, 11, 13; Topic 3: 47; Topic 4: 69, 71; Topic 5: 97, 99; Topic 7: 133; Topic 8: 147, 149, 151, 157, 159; Topic 9: 169, 173, 177; Topic 13: 247, 255, 257 **TE:** Topic 1: 10B, 16A; Topic 2: 21B; Topic 3: 45A, 48B, 52B; Topic 4: 65B, 78B, 82B; Topic 8: 150B, 152B, 154A, 156B, 160B; Topic 9: 176B, 180B; Topic 11: 205B, 208B, 212B; Topic 13: 243B, 250A, 250B, 256B

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5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as eTools, calculators, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 3, 5, 7, 9, 11, 13, 15; Topic 2: 39;Topic 4: 83, 85; Topic 5: 93, 95, 97, 99; Topic 6: 109, 113, 115, 117, 119; Topic 7: 127, 129, 137, 139; Topic 8: 147, 149, 151, 153; Topic 9: 181; Topic 10: 193, 195; Topic 11: 207, 213; Topic 12: 223, 237; Topic 13: 247, 251, 255, 257; Topic 14: 267, 271, 273, 280; Topic 16: 309 **TE:** Topic 1: 8B, 14B, 16A; Topic 2: 24B, 26B, 28B, 34B, 36B; Topic 3: 50B, 58B; Topic 4: 68B, 84B, 86A, 86B; Topic 5: 91B; Topic 6: 100B, 116B, 118B; Topic 7: 125B, 136B, 138B; Topic 8: 145B, 148B, 152B, 154B, 158B, 162B; Topic 11: 205B, 205D, 210B, 214B; Topic 12: 224B, 230B, 236B, 238B; Topic 13: 243B, 250A, 250B, 256B, 258B; Topic 14: 263B, 263D; Topic 15: 285B, 288B, 296B

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6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Interactive Learning activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems. In the Do You Understand? feature, students revisit these key terms or concepts and provide explicit definitions or explanations. Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 5; Topic 2: 37, 38;Topic 15: 287, 289, 291, 293, 295 **TE:** Topic 1: 1B, 1D, 16B; Topic 2: 21D, 32B, 38B; Topic 3: 45B, 45D; Topic 4: 65B, 65D, 70B, 72B, 80B, 91B; Topic 5: 91B, 91D; Topic 6: 107D; Topic 7: 125B, 125D, 130B, 132B, 134B; Topic 8: 145D; Topic 9: 167D, 170B, 172B; Topic 10: 191D, 196B; Topic 11: 205D; Topic 12: 221D; Topic 13: 243D; Topic 14: 263B, 263D; Topic 15: 285D, 290B, 292B, 294B; Topic 16: 301B, 301D

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7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	Students are encouraged to look for structure as they develop solution plans. In the Look for a Pattern problem solving lessons, children in the early years develop a sense of patterning with visual and physical objects. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 3: 59, 60; Topic 5: 102; Topic 9: 167; Topic 10: 191, 199; Topic 11: 216; Topic 13: 254; Topic 14: 265, 269, 280; Topic 16: 303, 305, 307, 312 **TE:** Topic 1: 1D, 4B, 12B; Topic 2: 21D; Topic 3: 45D, 60B; Topic 4: 65B, 65D; Topic 5: 91D Topic 6: 107D, 120B; Topic 7: 125D; Topic 8: 145D; Topic 9: 167D; Topic 10: 191D; Topic 12: 221B, 221D; Topic 13: 246B, 248B, 254B; Topic 14: 263A, 266B, 268B, 270B, 278B; Topic 15: 301D; Topic 16: 304B, 306B, 308B, 328

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8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x2 + x + 1)$, and $(x – 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Interactive Learning activities offer students opportunities to look for regularity in the way operations behave. This practice is developed throughout the program. Representative examples: **SE / TE:** Topic 1: 11; Topic 10: 197; Topic 11: 215; Topic 12: 227, 229, 233, 235; Topic 14: 279; Topic 15: 296; Topic 16: 311 **TE:** Topic 9: 167B; Topic 11: 216B; Topic 12: 226B, 228B, 234B; Topic 15: 296A

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Counting and Cardinality	
Know number names and the count sequence.	
K.CC.1 Count to 100 by ones and by tens.	**SE / TE:** Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120 **TE:** Topic 6: 109A, 110A-110C, 113A, 114A-114C, 115A, 116A-116C, 117A, 118A-118C, 119A, 120A-120C
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**SE / TE:** Topic 2: 37-38, Topic 4: 81-82, 83-84, Topic 5: 101-102, Topic 6: 109-110, 113-114, 119-120 **TE:** 81A, 82A-82C, 83A, 84A-84C, Topic 5: 101A, 102A-102C, Topic 6: 109A, 110A-110C, 113A, 114A-114C, 119A, 120A-120C
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).	**SE / TE:** Topic 1: 7-8, 13-14; Topic 2: 29-30, 31-32, 49-50, 53-54, 57-58; Topic 5: 93-94, 95-96, 97-98, 99-100 **TE:** Topic 1: 7A, 8A-8C, 13A, 14A-14C; Topic 2: 29A, 30A-30C, 31A, 32A-32C, 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C
Count to tell the number of objects.	
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	**SE / TE:** Topic 1: 5-6, 7-8, 9-10, 11-12 13-14, 15-16; Topic 2: 31-32, 35-36, 37-38, 39-40 Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60; Topic 4: 81-82; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110, 113-114 **TE:** Topic 1: 5A, 6A-6C, 7A, 8A-8C, 9A, 10A-10C;13A, 14A-14C; Topic 2: 31A, 32A-32C, 35A, 36A-36B, 37A, 38A-38C, 39A, 40A-40C; Topic 3: 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C, 59A, 60A-60C; Topic 4: 81A, 82A-82C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C, Topic 6: 109A, 110A-110C, 113A, 114A-114C

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K.CC.4.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.	**SE / TE:** Topic 1: 3-4, 9-10; Topic 2: 37-38; Topic 3: 59-60 **TE:** Topic 1: 3A, 4A-4C, 9A, 10A-10C, Topic 2: 37A, 38A-38C; Topic 3: 59A, 60A-60C
K.CC.4.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.	**SE / TE:** Topic 1: 5-6, 11-12, 15-16; Topic 2: 39-40; Topic 3: 47-48, 51-52, 55-56, 59-60; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110 **TE:** Topic 1: 5A, 6A-6C, 11A, 12A-12C, Topic 2: 39A, 40A-40C; Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, 59A, 60A-60C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C; Topic 6: 109A, 110A-110C
K.CC.4.c. Understand that each successive number name refers to a quantity that is one larger.	**SE / TE:** Topic 2: 35-36, 37-38, 39-40; Topic 3: 59-60; Topic 4: 81-82; Topic 6: 113-114 **TE:** Topic 2; 35A, 36A-36C, 37A, 38A-38C, 39A, 40A-40C; Topic 3: 59A, 60A-60C; Topic 4: 81A, 82A-82C; Topic 6: 113A, 114A-114C
K.CC.5. 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.	**SE / TE:** Topic 1: 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58; Topic 6: 111-112 **TE:** Topic 1: 5A, 6A-6C, 7A, 8A-8C, 9A, 10A-10C, 11A, 12A-12C, 13A, 14A-14C, 15A, 16A-16C; Topic 2: 31A, 32A-32C; Topic 3: 47A, 48A-48C, 49A, 50A-50C, 51A, 52A-52C, 53A, 54A-54C, 55A, 56A-56C, 57A, 58A-58C; Topic 6: 111A, 112A-112C
Compare numbers.	
K.CC.6. 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.)	**SE / TE:** Topic 2: 23-24, 25-26, 27-28, 33-34, 39-40; Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80 **TE:** Topic 2: 23A, 24A-24C, 25A, 26A-26C, 27A, 28A-28C, 33A, 34A-34C, 39A, 40A-40C; Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C

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K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	**SE / TE:** Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86 **TE:** Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C, 85A, 86A-86C
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	**SE / TE:** Topic 4: 73-74, 75-76, 77-78, 79-80; Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 **TE:** Topic 4: 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C; Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C, 161A, 162A-162C
K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**SE / TE:** Topic 7: 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 160-161, 161-162 **TE:** Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A. 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 160A-160C, 161A, 162A-162C
K.OA.3. 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 (e.g., 5 = 2 + 3 and 5 = 4 + 1).	**SE / TE:** Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184 **TE:** Topic 9: 169A, 170A-170C, 171A, 172A-172C, 173A, 174A-174C, 175A, 176A-176C, 177A, 178A-178C, 179A, 180A-180C, 183A, 184A-184C

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K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**SE / TE:** Topic 9: 181-182, 183-184 **TE:** Topic 9: 181A, 182A-182C, 184A-184C
K.OA.5. Fluently add and subtract within 5.	**SE / TE:** Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160 **TE:** Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C
Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**SE / TE:** Topic 10: 193-194, 195-196, 197-198, 199-200; Topic 11: 207-208, 209-210, 211-212, 213-214, 215-216 **TE:** Topic 10: 193A, 194A-194C, 195A, 196A-196C, 197A, 198A-198C, 199A, 200A-200C; Topic 11: 207A, 208A-208C, 209A, 210A-210C, 211A, 212A-212C, 213A, 214A-214C, 215A, 216A-216C
Measurement and Data	
Describe and compare measurable attributes.	
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**SE / TE:** Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238 **TE:** Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C, 237A, 238A-238C

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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.	**SE / TE:** Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236 **TE:** Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C
Classify objects and count the number of objects in each category.	
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	**SE / TE:** Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258 **TE:** Topic 9: 185A, 186A-186C; Topic 13: 245A, 246A-246C, 247A, 248A-248C, 249A, 250A-250C, 251A, 252A-252C, 253A, 254A-254C, 255A, 256A-256C, 257A, 258A-258C
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	**SE / TE:** Topic 13: 253-254; Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 277-278; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296 **TE:** Topic 13: 253A, 254A-254C; Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 271A, 272A-272C, 273A, 274A-274C, 277A, 278A-278C; Topic 15: 287A, 288A-288C, 289A, 290A-290C, 291A, 292A-292C, 293A, 294A-294C, 295A, 296A-296C
K.G.2. Correctly name shapes regardless of their orientations or overall size.	**SE / TE:** Topic 14: 265-266, 267-268, 269-270, 273-274, 277-278; Topic 16: 303-304, 309-310, 311-313 **TE:** Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 273A, 274A-274C, 277A, 278A-278C; Topic 16: 303A, 304A-304C, 309A, 310A-310C, 311A, 313A-313C

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K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**SE / TE:** Topic 14: 275-276, 277-278, 282; Topic 16: 311-312, 313-314, 315-317 **TE:** Topic 14: 275A, 276A-276C; 277A, 278A-278C; Topic 16: 311A, 312A-312C, 315A, 317A-317C
Analyze, compare, create, and compose shapes.	
K.G.4. Analyze and compare 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).	**SE / TE:** Topic 14: 275-276; Topic 16: 303-304, 305-306, 307-308, 311-312, 313-314 **TE:** Topic 14: 275A, 276A-276C; Topic 16: 303A, 304A-304C, 305A, 306A-306C, 307A, 308A-308C, 311A, 312A-312C
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**SE / TE:** Topic 16: 303-304, 309-310 **TE:** Topic 16: 303A, 304A-304C, 309A, 310A-310C
K.G.6. Compose simple shapes to form larger shapes.	**SE / TE:** Topic 16: 305-306, 309-310 **TE:** Topic 16: 305A, 306A-306C, 309A, 310A-310C