

An Alignment of
**Nebraska College and Career Ready
Standards for Mathematics 2015**

To the Lessons of

enVisionmath[®]2.0
SCOTT FORESMAN • ADDISON WESLEY

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Kindergarten



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Introduction

enVisionmath2.0 is a comprehensive K-6 mathematics curriculum that provides the focus, coherence, and rigor required by the CCSSM. **enVisionmath2.0** offers a balanced instructional model with an emphasis on conceptual understanding, fluency, and application through rigorous problem solving. Pearson Realize online learning management system offers the flexibility and data teachers need to customize content and monitor student progress so that all students demonstrate proficiency in the CCSSM.

The new **enVisionmath2.0** is organized to promote **Focus**, **Coherence**, and **Rigor**.

- Focus on **Common Core Clusters**
- Develop **Coherence** across and within grades
- **Conceptual Understanding** lays the foundation for **Rigor**

Problem-based learning and visual learning personalize learning of rigorous mathematics! The new **enVisionmath2.0** program engages learners with:

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RtI activities in multiple modalities

The new **enVisionmath2.0** program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily to adjust instruction for your learners.

- Upload district content and other favorite resources
- Customize topics and lessons
- Assess in the format of the new high-stakes assessments

enVisionmath2.0 is the next evolution of a proven program that supports the latest interpretation of the CCSSM and the Next Generation assessment objectives.

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Topic 1 Numbers 0 to 5	
1-1 Count 1, 2, and 3	<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
1-2 Recognize 1, 2, and 3 in Different Arrangements	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
1-3 Read and Write 1, 2, and 3	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p>

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<p>(Continued) 1-3 Read and Write 1, 2, and 3</p>	<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
<p>1-4 Count 4 and 5</p>	<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
<p>1-5 Recognize 4 and 5 in Different Arrangements</p>	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>

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1-6 Read and Write 4 and 5	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
1-7 Identify the Number 0	<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
1-8 Read and Write 0	<p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
1-9 Ways to Make 5	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>

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(Continued) 1-9 Ways to Make 5	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p>
1-10 Count Numbers to 5	<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.</p>
1-11 Math Practices And Problem Solving	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>

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Topic 2 Compare Numbers 0 to 5	
2-1 Equal Groups	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
2-2 Greater Than	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
2-3 Less Than	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
2-4 Compare Groups to 5 by Counting	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting. MA 0.1.1.i Compare the value of two written numerals between 1 and 10.
2-5 Compare Numbers to 5	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting. MA 0.1.1.i Compare the value of two written numerals between 1 and 10.
2-6 Math Practices And Problem Solving	MA 0.1.1.i Compare the value of two written numerals between 1 and 10.
Topic 3 Numbers 6 to 10	
3-1 Count 6 and 7	MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.

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3-2 Read and Write 6 and 7	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
3-3 Count 8 and 9	<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p>
3-4 Read and Write 8 and 9	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
3-5 Count 10	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p>
3-6 Read and Write 10	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p>

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(Continued) 3-6 Read and Write 10	MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.
3-7 Ways to Make 10	MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).
3-8 Math Practices And Problem Solving	<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p>
Topic 4 Compare Numbers 0 to 10	
4-1 Compare Groups to 10	MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
4-2 Compare Numbers Using Numerals to 10	<p>MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.</p> <p>MA 0.1.1.i Compare the value of two written numerals between 1 and 10.</p>

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4-3 Compare Groups of 10 by Counting	<p>MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.</p> <p>MA 0.1.1.i Compare the value of two written numerals between 1 and 10.</p>
4-4 Compare Numbers to 10	<p>MA 0.1.1.i Compare the value of two written numerals between 1 and 10.</p>
4-5 Count Numbers to 10	<p>MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.</p> <p>MA 0.1.1.i Compare the value of two written numerals between 1 and 10.</p>
4-6 Math Practices And Problem Solving	<p>MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.</p>
Topic 5 Classify and Count Data	
5-1 Classify Objects into Categories	<p>MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>
5-2 Count the Number of Objects in Each Category	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p> <p>MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>

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5-3 Sort the Categories by Counting	<p>MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.</p> <p>MA 0.1.1.i Compare the value of two written numerals between 1 and 10.</p> <p>MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>
5-4 Math Practices And Problem Solving	<p>MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.</p> <p>MA 0.1.1.i Compare the value of two written numerals between 1 and 10.</p> <p>MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>
Topic 6 Understand Addition	
6-1 Explore Addition	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-2 Represent Addition as Adding To	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p>

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(Continued) 6-2 Represent Addition as Adding To	MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).
6-3 Represent Addition as Putting Together	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-4 Use the Plus Sign	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p> <p>MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-5 Represent and Explain Addition with Equations	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p>

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(Continued) 6-5 Represent and Explain Addition with Equations	<p>MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-6 Continue to Represent and Explain Addition with Equations	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p> <p>MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-7 Solve Addition Word Problems: Add To	<p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-8 Solve Addition Word Problems: Put Together	<p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
6-9 Use Patterns to Develop Fluency in Addition	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p>
6-10 Math Practices And Problem Solving	<p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>

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Topic 7 Understand Subtraction	
7-1 Explore Subtraction	<p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
7-2 Represent Subtraction as Taking Apart	<p>MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
7-3 Represent Subtraction as Taking From	<p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
7-4 Use the Minus Sign	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>
7-5 Represent and Explain Subtraction with Equations	<p>MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p>MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).</p>

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7-6 Continue to Represent and Explain Subtraction with Equations	MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5. MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).
7-7 Solve Subtraction Word Problems: Take From	MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).
7-8 Use Patterns to Develop Fluency in Subtraction	MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.
7-9 Math Practices And Problem Solving	MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).
Topic 8 More Addition and Subtraction	
8-1 Decompose and Represent Numbers to 5	MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).
8-2 Related Facts	MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.
8-3 Math Practices And Problem Solving	MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.
8-4 Fluently Add and Subtract to 5	MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.
8-5 Decompose and Represent 6 and 7	MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).

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8-6 Decompose and Represent 8 and 9	MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).
8-7 Decompose and Represent 10.	MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).
8-8 Solve Word Problems: Both Addends Unknown	MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).
8-9 Find the Missing Part of 10	MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.
8-10 Continue to Find the Missing Part of 10	MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.
Topic 9 Count Numbers to 20	
9-1 Count and Write 11 and 12	MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.
9-2 Count and Write 13, 14, and 15	MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.

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9-3 Count and Write 16 and 17	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
9-4 Count and Write 18, 19, and 20	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
9-5 Count Forward from Any Number to 20	<p>MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.</p>
9-6 Count to Find How Many	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>
9-7 Math Practices And Problem Solving	<p>MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p>MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>

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Topic 10 Compose and Decompose Numbers 11 to 19	
10-1 Make 11, 12, and 13	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
10-2 Make 14, 15, and 16	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
10-3 Make 17, 18, and 19	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
10-4 Find Parts of 11, 12, and 13	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
10-5 Find Parts of 11, 12, and 13	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
10-6 Find Parts of 17, 18, and 19.	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
10-7 Math Practices And Problem Solving.	MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
Topic 11 Count Numbers to 100	
11-1 Count Using Patterns to 30	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.

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11-2 Count Using Patterns to 50	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.
11-3 Count by Tens to 100 .	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.
11-4 Count by Tens and Ones	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.
11-5 Count Forward from Any Number to 100	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.
11-6 Count Using Patterns to 100. .	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.
11-7 Math Practices And Problem Solving	MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.
Topic 12 Identify and Describe Shapes	
12-1 Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes	MA 0.3.1.b Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").
12-2 Circles and Triangles	<p>MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).</p> <p>MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).</p>

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12-3 Squares and Other Rectangles	<p>MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).</p> <p>MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).</p>
12-4 Hexagons.	<p>MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).</p> <p>MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).</p>
12-5 Solid Figures	<p>MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).</p> <p>MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).</p>
12-6 Describe Shapes in the Environment	<p>MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).</p> <p>MA 0.3.1.b Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").</p>

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(Continued) 12-6 Describe Shapes in the Environment	MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).
12-7 Describe the Position of Shapes in the Environment	MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).
12-8 Math Practices And Problem Solving	MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).
Topic 13 Analyze, Compare, and Create Shapes	
13-1 Analyze and Compare Two-Dimensional (2-D) Shapes	MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).
13-2 Analyze and Compare Three-Dimensional (3-D) Shapes	MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).
13-3 Compare 2-D and 3-D Shapes	MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).
13-4 Math Practices And Problem Solving	MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).
13-5 Make 2-D Shapes from Other 2-D Shapes	MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes. MA 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).

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13-6 Build 2-D Shapes	<p>MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number corners"/vertices), and other attributes (e.g., sides of equal length).</p> <p>MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.</p>
13-7 Build 3-D Shapes	<p>MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.</p> <p>MA 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).</p>
Topic 14 Describe and Compare Measurable Attributes	
14-1 Compare by Length and Height	MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).
14-2 Compare by Capacity.	MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).
14-3 Compare by Weight	MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).
14-4 Describe Objects by Attributes	MA 0.3.3.a Describe measurable attributes of real-world objects (e.g., length or weight).
14-5 Describe Objects by Measurable Attributes	MA 0.3.3.a Describe measurable attributes of real-world objects (e.g., length or weight).
14-6 Math Practices And Problem Solving	MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).