

**Scott Foresman-Addison Wesley enVisionMATH, Grade K © 2009**

**Correlated to:**

**Washington Mathematics Standards for Grade K**

WASHINGTON MATHEMATICS STANDARDS FOR GRADE K	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<i>Kindergarten K.1. Core Content: Whole numbers (Numbers, Operations)</i>	
Performance Expectations GP0046062271	
<i>Students are expected to:</i>	
K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.	SE: <b>213-220, 223-224</b>
K.1.B Read aloud numerals from 0 to 31.	SE: <b>277-281, 213-220 (to 20)</b>
K.1.C Fluently compose and decompose numbers to 5.	SE: <b>195-196</b>
K.1.D Order numerals from 1 to 10.	SE: <b>143-146</b>
K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	SE: <b>213-220</b>
	TE: 37A Daily Spiral Review
K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.	SE: <b>101-106</b>
K.1.G Locate numbers from 1 to 31 on the number line.	SE: <b>93-94 (to 10)</b>
	TE: 278A Additional Activity
K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.	SE: <b>103-104</b>
<i>K.2. Core Content: Patterns and operations (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.2.A Copy, extend, describe, and create simple repetitive patterns	SE: <b>33-46</b>
K.2.B Translate a pattern among sounds, symbols, movements, and physical objects.	SE: <b>41-42</b>
K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.	SE: <b>177-188, 195-206</b>
K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.	SE: <b>203-204</b>
	TE: 188C, 196C, 206C On Level
<i>K.3. Core Content: Objects and their locations (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.	SE: <b>115-118, 125-126</b>

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K.3.B Sort shapes using a sorting rule and explain the sorting rule.	SE: <b>115-118, 121-122, 126-128, 129-130</b>
K.3.C Describe the location of one object relative to another object using words such as <i>in, out, over, under, above, below, between, next to, behind, and in front of.</i>	SE: <b>17-26</b>
	TE: <b>15I-15J</b>
<i>K.4. Additional Key Content (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.	SE: <b>153-160, 163-170</b>
<i>K.5. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.5.A Identify the question(s) asked in a problem.	SE: 291-292
	TE: <b>140C, 246C</b>
K.5.B Identify the given information that can be used to solve a problem.	TE: <b>137 Pose the Problem, 299 Pose the Problem</b>
K.5.C Recognize when additional information is required to solve a problem.	SE: <b>259-260</b>
	TE: <b>259 Pose the Problem</b>
K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	SE: <b>11-12, 109-110, 147-148, 247-248</b>
	TE: 183 Extend
K.5.E Answer the question(s) asked in a problem.	SE: <b>95-96, 207-208, 301-302</b>
	TE: <b>257 Pose the Problem</b> , 188A Additional Activity
K.5.F Describe how a problem was solved.	SE: <b>179 Model</b>
	TE: <b>64C On Level, 165 Pose the Problem</b>
K.5.G Determine whether a solution to a problem is reasonable.	TE: <b>167 Interactive Learning, 163 Extend, 277 Interactive Learning</b>