

A Correlation of

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To the

North Carolina

Standard Course of Study - Mathematics

Kindergarten

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Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F23; Topic 1: 15, 32; Topic 2: 124; Topic 3: 182; Topic 4: 207, 210; Topic 5: 252, 262; Topic 6: 294; Topic 7: 377; Topic 8: 442, 477; Topic 9: 533; Topic 10: 580; Topic 11: 632-633; Topic 12: 718; Topic 13: 755, 767; Topic 14: 826</p> <p>TE: F23-F23A; Topic 1: 15-16, 32; Topic 2: 123-124; Topic 3: 182; Topic 4: 207A-207; Topic 5: 251-252, 262; Topic 6: 294; Topic 7: 377; Topic 8: 442, 477; Topic 9: 533-534; Topic 10: 580; Topic 11: 632, 633-634; Topic 12: 717-718; Topic 13: 755, 767; Topic 14: 825-826</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F24; Topic 1: 13; Topic 2: 91, 97; Topic 3: 148; Topic 4: 201, 203; Topic 5: 249; Topic 6: 299; Topic 7: 371; Topic 8: 436-437, 444; Topic 9: 549; Topic 10: 582; Topic 11: 643; Topic 12: 699; Topic 13: 749, 764; Topic 14: 808, 811</p> <p>TE: F24-F24A; Topic 1: 13; Topic 2: 91, 97; Topic 3: 147-148; Topic 4: 201, 203-204; Topic 5: 249; Topic 6: 299; Topic 7: 371; Topic 8: 436, 437-438, 443-444; Topic 9: 549; Topic 10: 581-582; Topic 11: 643; Topic 12: 699-700; Topic 13: 749, 763-764; Topic 14: 807-808, 811</p>

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<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F25; Topic 1: 8, 16; Topic 2: 106, 110; Topic 3: 145; Topic 4: 215, 222; Topic 5: 267; Topic 6: 290; Topic 7: 366; Topic 8: 454; Topic 9: 516; Topic 10: 606; Topic 11: 638; Topic 12: 687; Topic 13: 758, 770; Topic 14: 812, 837-838</p> <p>TE: F25-F25A; Topic 1: 8, 15-16; Topic 2: 105-106, 110; Topic 3: 145; Topic 4: 215-216, 221-222; Topic 5: 267; Topic 6: 289-290; Topic 7: 366; Topic 8: 454; Topic 9: 515-516; Topic 10: 605-606; Topic 11: 638; Topic 12: 687-688; Topic 13: 757-758, 769-770; Topic 14: 812, 837-838</p>
<p>4. Model with mathematics.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F26; Topic 1: 9-10; Topic 2: 94, 99; Topic 3: 141, 151; Topic 4: 204; Topic 6: 287, 289; Topic 7: 365, 374; Topic 8: 438, 448; Topic 9: 513, 515; Topic 10: 567-568; Topic 11: 640; Topic 12: 709; Topic 13: 781; Topic 14: 832</p> <p>TE: F26-F26A; Topic 1: 9-10; Topic 2: 93-94, 99-100; Topic 3: 141-142, 151; Topic 4: 203-204; Topic 6: 287, 289-290; Topic 7: 365, 373-374; Topic 8: 437-438, 448; Topic 9: 513, 515-516; Topic 10: 567-568; Topic 11: 639-640; Topic 12: 709; Topic 13: 781-782; Topic 14: 831-832</p>

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5. Use appropriate tools strategically.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F27; Topic 1: 20-22, 68; Topic 2: 117; Topic 3: 139, 158-159; Topic 4: 215-216; Topic 5: 264; Topic 6: 293; Topic 7: 413-416; Topic 8: 435, 485; Topic 9: 531-532; Topic 10: 570, 594; Topic 11: 656; Topic 12: 704; Topic 13: 761; Topic 14: 805, 807, 830</p> <p>TE: F27; Topic 1: 20, 21-22, 68; Topic 2: 117-118; Topic 3: 139, 158, 159-160; Topic 4: 215-216; Topic 5: 263-264; Topic 6: 293; Topic 7: 413, 414, 415-416; Topic 8: 469-470, 485-486; Topic 9: 531-532; Topic 10: 569-570, 593-594; Topic 11: 656; Topic 12: 704; Topic 13: 761; Topic 14: 805, 807-808, 830</p>
6. Attend to precision.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F28; Topic 1: 39; Topic 2: 92; Topic 3: 171; Topic 4: 209, 220; Topic 5: 261; Topic 6: 288, 313; Topic 7: 384; Topic 8: 443; Topic 9: 520-521; Topic 10: 586; Topic 11: 628, 634; Topic 12: 686, 692; Topic 13: 750-751, 762; Topic 14: 814, 825</p> <p>TE: F28-F28A; Topic 1: 39-40; Topic 2: 92; Topic 3: 171-172; Topic 4: 209-210, 220; Topic 5: 261; Topic 6: 288, 313-314; Topic 7: 384; Topic 8: 443-444; Topic 9: 520, 521-522; Topic 10: 586; Topic 11: 627-628, 633-634; Topic 12: 686, 692; Topic 13: 750, 751-752, 762; Topic 14: 813-814, 825-826</p>

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7. Look for and make use of structure.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F29; Topic 1: 55-56; Topic 2: 93; Topic 3: 177, 181; Topic 4: 228; Topic 5: 257; Topic 6: 318, 320; Topic 7: 385-386, 407; Topic 8: 491; Topic 9: 527-528, 534; Topic 10: 569; Topic 11: 625, 631; Topic 12: 685; Topic 13: 774; Topic 14: 806</p> <p>TE: F29-F29A; Topic 1: 55-56; Topic 2: 93-94; Topic 3: 177-178, 181; Topic 4: 227-228; Topic 5: 257-258; Topic 6: 318, 319-320; Topic 7: 385-386, 407; Topic 8: 491-492; Topic 9: 527-528, 533-534; Topic 10: 569-570; Topic 11: 625, 631; Topic 12: 685; Topic 13: 774; Topic 14: 806</p>
8. Look for and express regularity in repeated reasoning.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F30; Topic 1: 31, 34; Topic 2: 111; Topic 3: 172, 178; Topic 4: 204, 209; Topic 5: 258; Topic 6: 302; Topic 8: 473, 486; Topic 9: 520; Topic 10: 588, 593; Topic 11: 632, 650; Topic 12: 700; Topic 13: 776; Topic 14: 813, 819</p> <p>TE: F30-F30A; Topic 1: 31, 33-34; Topic 2: 111-112; Topic 3: 171-172, 177-178; Topic 4: 203-204, 209-210; Topic 5: 257-258; Topic 6: 310-302; Topic 8: 473-474, 485-486; Topic 9: 520; Topic 10: 587-588, 593-594; Topic 11: 632, 650; Topic 12: 699-700; Topic 13: 775-776; Topic 14: 813-814, 819-820</p>

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Counting and Cardinality	
Know number names and the counting sequence.	
NC.K.CC.1 Know number names and recognize patterns in the counting sequence by: <ul style="list-style-type: none"> • Counting to 100 by ones. • Counting to 100 by tens. 	SE: Topic 11: 625-630, 631-636, 637-642, 643-648, 649-654, 655-660, 661-666; Reteaching: 669-670, Sets A-D TE: Topic 11: 625A-630, 631A-636, 637A-642, 643A-648, 649A-654, 655A-660, 661A-666; Reteaching: 669-670, Sets A-D
NC.K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.	SE: Topic 4: 225-230, 231-236; Reteaching: 240, Set D; Topic 6: 293-298; Reteaching: 349, Set B; Topic 9: 537-542, 549-554; Reteaching: 557-558, Sets B, D; Topic 11: 625-630, 631-636, 649-654, 655-660, 661-666; Reteaching: 669-670, Sets A-D TE: Topic 4: 225A-230, 231A-236; Reteaching: 240, Set D; Topic 6: 293A-298; Reteaching: 349, Set B; Topic 9: 537A-542, 549A-554; Reteaching: 557-558, Sets B, D; Topic 11: 625A-630, 631A-636, 649A-654, 655A-660, 661A-666; Reteaching: 669-670, Sets A-D
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.	SE: Topic 1: 19-24, 37-42, 49-54, 55-60; Reteaching: 75, 77-78, Sets B, D, E, F; Topic 3: 145-150, 157-162, 169-174; Reteaching: 189-192, Sets A, C, E; Topic 9: 513-518, 519-524, 525-530, 531-536; Reteaching: 557, Set A TE: Topic 1: 19A-24, 37A-42, 49A-54, 55A-60; Reteaching: 75, 77-78, Sets B, D, E, F; Topic 3: 145A-150, 157A-162, 169A-174; Reteaching: 189-192, Sets A, C, E; Topic 9: 513A-518, 519A-524, 525A-530, 531A-536; Reteaching: 557, Set A
Count to tell the number of objects.	
NC.K.CC.4 Understand the relationship between numbers and quantities.	SE: Topic 1: 55-60; Reteaching: 77, Set D; Topic 3: 175-180; Reteaching: 191, Set F TE: Topic 1: 55A-60; Reteaching: 77, Set D Topic 3: 175A-180; Reteaching: 191, Set F

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<ul style="list-style-type: none"> • 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 (one-to-one correspondence). 	<p>SE: Topic 1: 7-12, 25-30, 43-48, 61-66, 67-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 139-144, 151-156, 163-168, 181-186; Reteaching: 189-192, Sets B, D, G</p> <p>TE: Topic 1: 7A-12, 25A-30, 43A-48, 61A-66, 67A-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 139A-144, 151A-156, 163A-168, 181A-186; Reteaching: 189-192, Sets B, D, G</p>
<ul style="list-style-type: none"> • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). 	<p>SE: Topic 1: 13-18, 31-36, 67-72; Reteaching: 78, Set F; Topic 3: 163-168, 181-186; Reteaching: 192, Set G</p> <p>TE: Topic 1: 13A-18, 31A-36, 67A-72; Reteaching: 78, Set F; Topic 3: 163A-168, 181A-186; Reteaching: 192, Set G</p>
<ul style="list-style-type: none"> • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing). 	<p>Teachers have the opportunity to address this standard, please see: SE: Topic 1: 13-18, 31-36</p> <p>TE: Topic 1: 13A-18, 31A-36</p>
<p>NC.K.CC.5 Count to answer “How many?” in the following situations:</p> <ul style="list-style-type: none"> • 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, identify how many. 	<p>SE: Topic 1: 7-12, 13-18, 25-30, 31-36, 43-48, 67-72; Reteaching: 75-76, 78, Sets, A, C, F; Topic 3: 145-150, 157-162, 169-174; Reteaching: 189-190, 191, Sets A, C, E; Topic 9: 513-518, 519-524, 525-530, 531-536, 537-542, 543-548, 549-554; Reteaching: 557-558, Sets A-D</p> <p>TE: Topic 1: 7A-12, 13A-18, 25A-30, 31A-36, 43A-48, 67A-72; Reteaching: 75-76, 77-78, Sets, A, C, F; Topic 3: 145A-150, 157A-162, 169A-174; Reteaching: 189-190, 191-192, Sets A, C, E; Topic 9: 513A-518, 519A-524, 525A-530, 531A-536, 537A-542, 543A-548, 549A-554; Reteaching: 557-558, Sets A-D</p>

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Compare numbers.	
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.	<p>SE: Topic 2: 91-96, 97-102, 103-108, 109-114, 121-126; Reteaching: 129-130, Sets A-D; Topic 4: 201-206, 207-212, 213-218; Reteaching: 239-240, Sets A-C</p> <p>TE: Topic 2: 91A-96, 97A-102, 103A-108, 109A-114, 121A-126; Reteaching: 129-130, Sets A-D; Topic 4: 201A-206, 207A-212, 213A-218; Reteaching: 239-240, Sets A-C</p>
NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.	<p>SE: Topic 2: 109-114, 115-120, 121-126; Reteaching: 130, Sets C-D; Topic 4: 207-212, 213-218, 219-224, 225-230; Reteaching: 239-240, Sets, B-C</p> <p>TE: Topic 2: 109A-114, 115A-120, 121A-126; Reteaching: 130, Sets C-D; Topic 4: 207A-212, 213A-218, 219A-224, 225A-230; Reteaching: 239-240, Sets, B-C</p>
Operations and Algebraic Thinking	
Understand addition and subtraction.	
NC.K.OA.1 Represent addition and subtraction, within 10:	<p>SE: Topic 6: 287-292, 293-298, 299-304, 305-310, 311-316, 317-322, 323-328, 329-334; Reteaching: 349-352, Sets A-H; Topic 7: 365-370, 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 413-418; Reteaching: 421-424, Sets C-H; Topic 8: 435-440, 441-446, 447-452, 459-464, 465-470, 471-476, 477-482, 483-488, 489-494, Reteaching: 497-500, Sets A-H</p> <p>TE: Topic 6: 287A-292, 293A-298, 299A-304, 305A-310, 311A-316, 317A-322, 323A-328, 329A-334; Reteaching: 349-352, Sets A-H; Topic 7: 365A-370, 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406, 407A-412, 413A-418; Reteaching: 421-424, Sets C-H; Topic 8: 435A-440, 441A-446, 447A-452, 459A-464, 465A-470, 471A-476, 477A-482, 483A-488, 489A-494, Reteaching: 497-500, Sets A-H</p>

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<ul style="list-style-type: none"> Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. 	<p>SE: Topic 6: 287-292, 293-298, 299-304, 305-310, 311-316, 317-322, 323-328, 329-334; Reteaching: 349-352, Sets A-G; Topic 7: 365-370, 371-376, 377-382, 383-388, 389-394, 395-400, 401-406; Reteaching: 421-423, Sets A-F</p> <p>TE: Topic 6: 287A-292, 293A-298, 299A-304, 305A-310, 311A-316, 317A-322, 323A-328, 329A-334; Reteaching: 349-352, Sets A-G; Topic 7: 365A-370, 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406; Reteaching: 421-423, Sets A-F</p>
<ul style="list-style-type: none"> Demonstrate understanding of addition and subtraction by making connections among representations. 	<p>SE: Topic 6: 287-292, 293-298, 299-304, 305-310, 311-316, 317-322, 323-328, 329-334; Reteaching: 349-352, Sets A-G; Topic 7: 365-370, 371-376, 377-382, 383-388, 389-394, 395-400, 401-406; Reteaching: 421-423, Sets A-F</p> <p>TE: Topic 6: 287A-292, 293A-298, 299A-304, 305A-310, 311A-316, 317A-322, 323A-328, 329A-334; Reteaching: 349-352, Sets A-G; Topic 7: 365A-370, 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406; Reteaching: 421-423, Sets A-F</p>
<p>NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:</p>	<p>SE: Topic 6: 323-328, 329-334, 341-346; Reteaching: 351-352, Sets, F-G; Topic 7: 377-382, 401-406, 413-418; Reteaching: 422-424, Sets C, F, H; Topic 8: 477-482; Reteaching: 500, Set G</p> <p>TE: Topic 6: 323A-328, 329A-334, 341A-346; Reteaching: 351-352, Sets, F-G; Topic 7: 377A-382, 401A-406, 413A-418; Reteaching: 422-424, Sets C, F, H; Topic 8: 477A-482; Reteaching: 500, Set G</p>
<ul style="list-style-type: none"> Add to/Take From-Result Unknown 	<p>SE: Topic 6: 293-298, 323-328, 329-334; Reteaching: 349, 351, Sets B, F; Topic 7: 365-370, 377-382, 383-388, 395-400, 401-406; Reteaching: 422-423, Sets C, F</p> <p>TE: Topic 6: 293A-298, 323A-328, 329A-334; Reteaching: 349-350, 351-352, Sets B, F; Topic 7: 365A-370, 377A-382, 383A-388, 395A-400, 401A-406; Reteaching: 421-422, 423-424, Sets C, F</p>

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<p>• Put Together/ Take Apart (Total Unknown and Two Addends Unknown)</p>	<p>SE: Topic 6: 293-298, 329-334; Reteaching: 352, Set G</p> <p>TE: Topic 6: 293A-298, 329A-334; Reteaching: 351-352, Set G</p>
<p>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 expression.</p>	<p>SE: Topic 3: 175-180, 181-186; Reteaching: 191-192, Sets F-G; Topic 8: 435-440, 459-464, 465-470, 471-476; Reteaching: 497, 499, Sets A, E-F</p> <p>TE: Topic 3: 175A-180, 181A-186; Reteaching: 191-192, Sets F-G; Topic 8: 435A-440, 459A-464, 465A-470, 471A-476; Reteaching: 497-498, 499-500, Sets A, E-F</p>
<p>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.</p>	<p>SE: Topic 8: 483-488, 489-494; Reteaching: 500, Set H</p> <p>TE: Topic 8: 483A-488, 489A-494; Reteaching: 499-500, Set H</p>
<p>NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).</p>	<p>SE: Topic 6: 293-298, 299-304</p> <p>TE: Topic 6: 293A-298, 299A-304</p>
<p>NC.K.OA.5 Demonstrate fluency with addition and subtraction within 5.</p>	<p>SE: Topic 6: 335-340; Reteaching: 352, Set H; Topic 7: 407-412; Reteaching: 424, Set G; Topic 8: 441-446, 447-452, 453-458; Reteaching: 497-498, Sets, B-D</p> <p>TE: Topic 6: 335A-340; Reteaching: 351-352, Set H; Topic 7: 407A-412; Reteaching: 423-424, Set G; Topic 8: 441A-446, 447A-452, 453A-458; Reteaching: 497-498, Sets, B-D</p>

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Number and Operations in Base Ten	
Build foundation for place value.	
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:	<p>SE: Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F</p> <p>TE: Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-612, 613-614, Sets A-F</p>
<ul style="list-style-type: none"> Using objects or drawings. 	<p>SE: Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F</p> <p>TE: Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-612, 613-614, Sets A-F</p>
<ul style="list-style-type: none"> Recording each composition or decomposition by a drawing or expression. 	<p>SE: Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F</p> <p>TE: Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-612, 613-614, Sets A-F</p>
<ul style="list-style-type: none"> Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	<p>SE: Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F</p> <p>TE: Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-612, 613-614, Sets A-F</p>

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Measurement and Data	
Describe and compare measurable attributes.	
NC.K.MD.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object.	SE: Topic 14: 823-828, 829-834; Reteaching: 844, Set C TE: Topic 14: 823A-828, 829A-834; Reteaching: 844, Set C
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.	SE: Topic 14: 805-810, 811-816, 817-822, 835-840; Reteaching: 843-844, Sets A-B, D TE: Topic 14: 805A-810, 811A-816, 817A-822, 835A-840; Reteaching: 843-844, Sets A-B, D
Classify objects and count the number of objects in each category.	
NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	SE: Topic 5: 249-254, 255-260, 261-266, 267-272; Reteaching: 275-276, Sets A-D TE: Topic 5: 249A-254, 255A-260, 261A-266, 267A-272; Reteaching: 275-276, Sets A-D
Geometry	
Identify and describe shapes.	
NC.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.	SE: Topic 12: 715-720, 721-726, 727-732; Reteaching: 737-738, Sets F-H TE: Topic 12: 715A-720, 721A-726, 727A-732; Reteaching: 737-738, Sets F-H
NC.K.G.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.	SE: Topic 12: 691-696, 697-702, 703-708, 709-714, 715-720; Reteaching: 735-737, Sets B-F TE: Topic 12: 691A-696, 697A-702, 703A-708, 709A-714, 715A-720; Reteaching: 735-736, 737-738, Sets B-F
NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.	SE: Topic 12: 685-690, 715-720; Reteaching: 735-737, Sets A, F; Topic 13: 767-772; Reteaching: 794, Set C TE: Topic 12: 685A-690, 715A-720; Reteaching: 735-736, 737-738, Sets A, F; Topic 13: 767A-772; Reteaching: 794, Set C

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Analyze, compare, create, and compose shapes.	
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.	SE: Topic 12: 691-696, 697-702, 703-708, 709-714; Reteaching: 735-737, Sets B-E; Topic 13: 749-754, 755-760, 761-766, 767-772, 779-784; Reteaching: 793-794, Sets A-D TE: Topic 12: 691A-696, 697A-702, 703A-708, 709A-714; Reteaching: 735-736, 737-738, Sets B-E; Topic 13: 749A-754, 755A-760, 761A-766, 767A-772, 779A-784; Reteaching: 793-794, Sets A-D
NC.K.G.5 Model shapes in the world by:	SE: Topic 13: 773-778, 785-790 TE: Topic 13: 773A-778, 785A-790
• Building and drawing triangles, rectangles, squares, hexagons, circles.	SE: Topic 13: 773-778 TE: Topic 13: 773A-778
• Building cubes, cones, spheres, and cylinders.	SE: Topic 13: 785-790 TE: Topic 13: 785A-790
NC.K.G.6 Compose larger shapes from simple shapes.	SE: Topic 13: 773-778, 779-784, 785-790; Reteaching: 794, Set D TE: Topic 13: 773A-778, 779A-784, 785A-790; Reteaching: 794, Set D

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