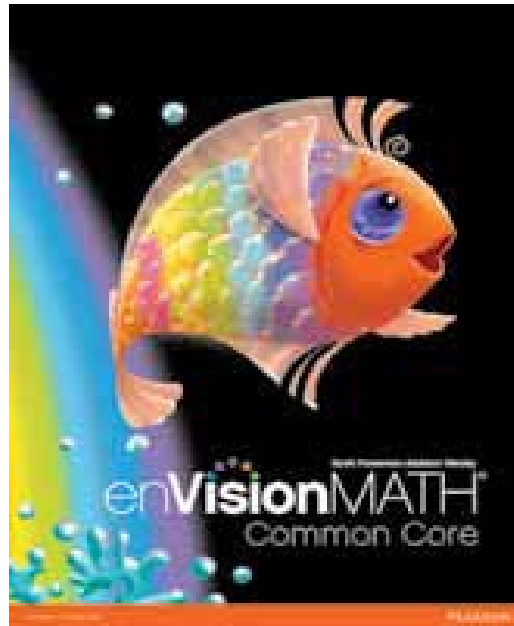


**ARKANSAS DEPARTMENT OF EDUCATION  
MATHEMATICS ADOPTION**

en**VISION**MATH™  
Common Core ©2012



**Common Core State Standards Correlation**

**and**

**Common Core State Standards Comparison with  
Arkansas Student Learning Expectations for Mathematics  
Correlation**

**Kindergarten**

ARKANSAS DEPARTMENT OF EDUCATION  
MATHEMATICS ADOPTION

Two *enVisionMATH Common Core* Kindergarten correlations have been provided within this document.

- **Part 1:** A Correlation of *enVisionMATH Common Core* Kindergarten to the Common Core State Standards for Mathematics (CCSS) **Part 1** pages 1-14
- **Part 2:** A Correlation of *enVisionMATH Common Core* Kindergarten to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics. **Part 2** pages 15-40

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, and as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *enVisionMATH Common Core* for Arkansas elementary students.

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

**Table of Contents**

<b>Mathematical Practices .....</b>	<b>2</b>
<b>Counting and Cardinality .....</b>	<b>9</b>
<b>Operations and Algebraic Thinking.....</b>	<b>11</b>
<b>Number and Operations in Base Ten .....</b>	<b>12</b>
<b>Measurement and Data .....</b>	<b>12</b>
<b>Geometry .....</b>	<b>13</b>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

<p style="text-align: center;"><b>Common Core State Standards for Mathematics</b>  <b>Mathematical Practices</b></p>	<p style="text-align: center;"><b>enVisionMATH Common Core Kindergarten</b></p>
<p>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.</p>	<p><b><i>enVisionMATH Common Core</i></b> is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one <i>problem-solving lesson</i> 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. <i>Read and Understand</i>, the first phase of the process, has students ask themselves, <i>What am I trying to find?</i> and <i>What do I know?</i>, questions that will help identify the givens and constraints of the problem.</p> <p>In the second phase, <i>Plan and Solve</i>, students decide on a solution plan. In the final phase, <i>Look Back and Check</i>, students verify that their work is reasonable and reflects the information given.</p> <p>Each lesson begins with <i>Problem-Based Interactive Learning</i>, 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.</p> <p><b>SE/TE:</b> 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</p> <p><b>TE:</b> Topic 1: 1B; Topic 2: 40B; Topic 7: 128B; Topic 16: 319</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

Common Core State Standards for Mathematics Mathematical Practices	enVisionMATH Common Core Kindergarten
<p>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.</p>	<p><b><i>enVisionMATH Common Core</i></b> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the <i>Visual Learning Bridge</i>, 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.</p> <p>Reasonableness exercises remind students to compare their work to the original situation. In the <i>Do You Understand?</i> part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation.</p> <p>Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p><b>SE/TE:</b> 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</p> <p><b>TE:</b> 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</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

<p style="text-align: center;"><b>Common Core State Standards for Mathematics</b>  <b>Mathematical Practices</b></p>	<p style="text-align: center;"><b>enVisionMATH Common Core Kindergarten</b></p>
<p>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.</p>	<p>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.</p> <p><b>SE/TE:</b> 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</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

<p style="text-align: center;"><b>Common Core State Standards for Mathematics</b>  <b>Mathematical Practices</b></p>	<p style="text-align: center;"><b>enVisionMATH Common Core Kindergarten</b></p>
<p>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.</p>	<p>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.</p> <p><b>SE/TE:</b> 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</p> <p><b>TE:</b> 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</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

<p style="text-align: center;"><b>Common Core State Standards for Mathematics</b>  <b>Mathematical Practices</b></p>	<p style="text-align: center;"><b>enVisionMATH Common Core Kindergarten</b></p>
<p>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.</p>	<p>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.</p> <p><b>SE/TE:</b> 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</p> <p><b>TE:</b> 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</p>



**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

<p style="text-align: center;"><b>Common Core State Standards for Mathematics</b>  <b>Mathematical Practices</b></p>	<p style="text-align: center;"><b>enVisionMATH Common Core Kindergarten</b></p>
<p>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.</p>	<p>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.</p> <p>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.</p> <p><b>SE/TE:</b> Topic 1: 5; Topic 2: 37, 38; Topic 15: 287, 289, 291, 293, 295</p> <p><b>TE:</b> 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</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

Common Core State Standards for Mathematics Mathematical Practices	enVisionMATH Common Core Kindergarten
<p>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 <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. 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 <math>5 - 3(x - y)^2</math> 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 <math>x</math> and <math>y</math>.</p>	<p>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.</p> <p><b>SE/TE:</b> 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</p> <p><b>TE:</b> 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</p>
<p>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 <math>(y - 2)/(x - 1) = 3</math>. Noticing the regularity in the way terms cancel when expanding <math>(x - 1)(x + 1)</math>, <math>(x - 1)(x^2 + x + 1)</math>, and <math>(x - 1)(x^3 + x^2 + x + 1)</math> 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.</p>	<p>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.</p> <p>The Problem-Based Interactive Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>SE/TE:</b> Topic 1: 11; Topic 10: 197; Topic 11: 215; Topic 12: 227, 229, 233, 235; Topic 14: 279; Topic 15: 296; Topic 16: 311</p> <p><b>TE:</b> Topic 9: 167B; Topic 11: 216B; Topic 12: 226B, 228B, 234B; Topic 15: 296A</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

Common Core State Standards for Mathematics, Kindergarten	enVisionMATH Common Core Kindergarten
<b>Counting and Cardinality</b>	
<b>Know number names and the count sequence.</b>	
1. Count to 100 by ones and by tens. [K.CC.1]	<b>SE/TE:</b> Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120  <b>TE:</b> Topic 6: 109A, 110A-110C, 113A, 114A-114C, 115A, 116A-116C, 117A, 118A-118C, 119A, 120A-120C
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K.CC.2]	<b>SE/TE:</b> Topic 2: 37-38, Topic 4: 81-82, 83-84, Topic 5: 101-102, Topic 6: 109-110, 113-114, 119-120  <b>TE:</b> 81A, 82A-82C, 83A, 84A-84C, Topic 5: 101A, 102A-102C, Topic 6: 109A, 110A-110C, 113A, 114A-114C, 119A, 120A-120C
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). [K.CC.3]	<b>SE/TE:</b> 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  <b>TE:</b> 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
<b>Count to tell the number of objects.</b>	
4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K.CC.4]	<b>SE/TE:</b> 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  <b>TE:</b> 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

**Part 1**  
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Common Core State Standards for Mathematics, Kindergarten	enVisionMATH Common Core Kindergarten
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. [K.CC.4.a]	<b>SE/TE:</b> Topic 1: 3-4, 9-10; Topic 2: 37-38; Topic 3: 59-60  <b>TE:</b> Topic 1: 3A, 4A-4C, 9A, 10A-10C, Topic 2: 37A, 38A-38C; Topic 3: 59A, 60A-60C
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. [K.CC.4.b]	<b>SE/TE:</b> 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  <b>TE:</b> 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
c. Understand that each successive number name refers to a quantity that is one larger. [K.CC.4.c]	<b>SE/TE:</b> Topic 2: 35-36, 37-38, 39-40; Topic 3: 59-60; Topic 4: 81-82; Topic 6: 113-114  <b>TE:</b> 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
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. [K.CC.5]	<b>SE/TE:</b> 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  <b>TE:</b> 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
<b>Compare numbers.</b>	
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.) [K.CC.6]	<b>SE/TE:</b> 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  <b>TE:</b> 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

**Part 1**  
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Common Core State Standards for Mathematics, Kindergarten	enVisionMATH Common Core Kindergarten
7. Compare two numbers between 1 and 10 presented as written numerals. [K.CC.7]	<p><b>SE/TE:</b> Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86</p> <p><b>TE:</b> 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</p>
<b>Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
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.) [K.OA.1]	<p><b>SE/TE:</b> 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</p> <p><b>TE:</b> 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</p>
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K.OA.2]	<p><b>SE/TE:</b> 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</p> <p><b>TE:</b> 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</p>
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 $5 = 4 + 1$ ). [K.OA.3]	<p><b>SE/TE:</b> Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184</p> <p><b>TE:</b> Topic 9: 169A, 170A-170C, 171A, 172A-172C, 173A, 174A-174C, 175A, 176A-176C, 177A, 178A-178C, 179A, 180A-180C, 183A, 184A-184C</p>

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

Common Core State Standards for Mathematics, Kindergarten	enVisionMATH Common Core Kindergarten
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. [K.OA.4]	<b>SE/TE:</b> Topic 9: 181-182, 183-184  <b>TE:</b> Topic 9: 181A, 182A-182C, 184A-184C
5. Fluently add and subtract within 5. [K.OA.5]	<b>SE/TE:</b> 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  <b>TE:</b> 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
<b>Number and Operations in Base Ten</b>	
<b>Work with numbers 11–19 to gain foundations for place value.</b>	
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. [K.NBT.1]	<b>SE/TE:</b> Topic 10: 193-194, 195-196, 197-198, 199-200; Topic 11: 207-208, 209-210, 211-212, 213-214, 215-216  <b>TE:</b> 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
<b>Measurement and Data</b>	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. [K.MD.1]	<b>SE/TE:</b> Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238  <b>TE:</b> 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

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

<b>Common Core State Standards for Mathematics, Kindergarten</b>	<b>enVisionMATH Common Core Kindergarten</b>
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. [K.MD.2]	<b>SE/TE:</b> Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236  <b>TE:</b> Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C
<b>Classify objects and count the number of objects in each category.</b>	
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.) [K.MD.3]	<b>SE/TE:</b> Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258  <b>TE:</b> 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
<b>Geometry</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
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. [K.G.1]	<b>SE/TE:</b> 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  <b>TE:</b> 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
2. Correctly name shapes regardless of their orientations or overall size. [K.G.2]	<b>SE/TE:</b> Topic 14: 265-266, 267-268, 269-270, 273-274, 277-278; Topic 16: 303-304, 309-310, 311-313  <b>TE:</b> 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

**Part 1**  
**A Correlation of *enVisionMATH* Common Core**  
**to the Common Core State Standards for Mathematics**

Common Core State Standards for Mathematics, Kindergarten	enVisionMATH Common Core Kindergarten
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). [K.G.3]	<p><b>SE/TE:</b> Topic 14: 275-276, 277-278, 282; Topic 16: 311-312, 313-314, 315-317</p> <p><b>TE:</b> Topic 14: 275A, 276A-276C; 277A, 278A-278C; Topic 16: 311A, 312A-312C, 315A, 317A-317C</p>
<b>Analyze, compare, create, and compose shapes.</b>	
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). [K.G.4]	<p><b>SE/TE:</b> Topic 14: 275-276; Topic 16: 303-304, 305-306, 307-308, 311-312, 313-314</p> <p><b>TE:</b> Topic 14: 275A, 276A-276C; Topic 16: 303A, 304A-304C, 305A, 306A-306C, 307A, 308A-308C, 311A, 312A-312C</p>
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K.G.5]	<p><b>SE/TE:</b> Topic 14: 271-272; Topic 16: 303-304, 309-310</p> <p><b>TE:</b> Topic 14: 271A, 272A-272C,; Topic 16: 303A, 304A-304C, 309A, 310A-310C</p>
6. Compose simple shapes to form larger shapes. [K.G.6]	<p><b>SE/TE:</b> Topic 16: 305-306, 309-310</p> <p><b>TE:</b> Topic 16: 305A, 306A-306C, 309A, 310A-310C</p>



**Part 2 A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

**Table of Contents**

<b>Counting and Cardinality .....</b>	<b>16</b>
<b>Operations and Algebraic Thinking .....</b>	<b>24</b>
<b>Numbers and Operations in Base Ten .....</b>	<b>33</b>
<b>Measurement and Data .....</b>	<b>34</b>
<b>Geometry.....</b>	<b>36</b>

**Part 2 A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<b>Counting and Cardinality</b>		
<p><b>CC.K.CC.1</b> Know number names and the count sequence. Count to 100 by ones and by tens.</p>	<p><b>AR.K.A.4.4 (A.4.K.4)</b> Recognize, describe and develop patterns: Use patterns to rote count up to 100 and count backward from 20 to 0</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56 <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>Topic 6:</b> 109-110</p>
	<p><b>AR.K.A.4.5 (A.4.K.5)</b> Recognize, describe and develop patterns: Identify, describe and extend skip-counting patterns by 5s and 10s</p>	<p><b>SE/TE:</b> <b>Topic 6:</b> 115-116, 117-118, 119-120</p> <p><b>TE:</b> <b>Topic 6:</b> 116A-116C, 118A-118C, 120A-120C</p>
	<p><b>AR.1.NO.1.1 (NO.1.1.1)</b> Whole Numbers: Use efficient strategies to count a given set of objects in groups of 10 up to 100</p>	<p><b>SE/TE:</b> <b>Topic 6:</b> 115-116</p> <p><b>TE:</b> <b>Topic 6:</b> 116A-116C</p>
<p><b>CC.K.CC.2</b> Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p><b>AR.K.NO.2.1 (NO.2.K.1)</b> Number Theory: Count on (forward) and count back (backward) using physical models or a number line starting at any whole number between zero and twenty</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56 <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100</p> <p><b>TE:</b> <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.CC.3 Know number names and the count sequence. 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).</b></p>	<p><b>AR.K.NO.1.3 (NO.1.K.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-45C</p>
	<p><b>AR.1.NO.1.3 (NO.1.1.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56  <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100  <b>Topic 6:</b> 109-110</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C  <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C  <b>Topic 6:</b> 100A-100C</p>
<p><b>CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.</b></p>	<p><b>AR.1.NO.1.3 (NO.1.1.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56  <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C  <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C</p>
	<p><b>AR.K.NO.1.3 (NO.1.K.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>(Continued)</b>  <b>CC.K.CC.4</b> Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p><b>AR.2.NO.1.3 (NO.1.2.3)</b>  <b>Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate technology</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56  <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100  <b>Topic 6:</b> 109-110, 113-114</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C  <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C  <b>Topic 6:</b> 110A-110C, 114A-114C</p>
	<p><b>AR.K.NO.1.1 (NO.1.K.1)</b>  <b>Whole Numbers: Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56  <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100  <b>Topic 6:</b> 109-110</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C  <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C  <b>Topic 6:</b> 110A-110C</p>
	<p><b>AR.K.NO.1.5 (NO.1.K.5)</b>  <b>Whole Numbers: Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement</b></p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 5-6, 7-8, 9-10, 11-12, 13-14  <b>TE:</b>  <b>Topic 1:</b> 6A-6C, 8A-8C, 10A-10C, 12A-12C</p>
	<p><b>AR.K.NO.1.10 (NO.1.K.10)</b>  <b>Rational Numbers: Consecutively order sets of physical objects from 1 to 10</b></p>	<p><b>SE/TE:</b>  <b>Topic 2:</b> 35-36  <b>Topic 4:</b> 81-82</p> <p><b>TE:</b>  <b>Topic 2:</b> 36A-36C  <b>Topic 4:</b> 82A-82C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.CC.4a</b> 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.</p>	<p><b>AR.K.NO.1.3 (NO.1.K.3)</b> Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56</p> <p><b>TE:</b> <b>Topic 1:</b> 4A-4C, 10A-10C, 12A-12C <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C</p>
	<p><b>AR.1.NO.1.3 (NO.1.1.3)</b> Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56 <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100</p> <p><b>TE:</b> <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C</p>
	<p><b>AR.2.NO.1.3 (NO.1.2.3)</b> Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate technology</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56 <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>Topic 6:</b> 109-110, 113-114</p> <p><b>TE:</b> <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C <b>Topic 6:</b> 110A-110C, 114A-114C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.CC.4b 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.</b></p>	<p><b>AR.K.NO.1.5 (NO.1.K.5)</b> Whole Numbers: Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 5-6, 7-8, 9-10, 11-12, 13-14 <b>TE:</b> <b>Topic 1:</b> 6A-6C, 8A-8C, 10A-10C, 12A-12C</p>
	<p><b>AR.K.NO.1.1 (NO.1.K.1)</b> Whole Numbers: Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56 <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>Topic 6:</b> 109-110</p> <p><b>TE:</b> <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C <b>Topic 6:</b> 110A-110C</p>
<p><b>CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</b></p>	<p><b>No Match to Arkansas Standards</b></p>	<p><b>SE/TE:</b> <b>Topic 2:</b> 35-36, 37-38, 39-40 <b>Topic 3:</b> 59-60 <b>Topic 4:</b> 81-82 <b>Topic 6:</b> 113-114</p> <p><b>TE:</b> <b>Topic 2:</b> 35A, 36A-36C, 37A, 38A-38C, 39A, 40A-40C <b>Topic 3:</b> 59A, 60A-60C <b>Topic 4:</b> 81A, 82A-82C <b>Topic 6:</b> 113A, 114A-114C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.CC.5</b> Count to tell the number of objects. 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.</p>	<p><b>AR.K.NO.1.1 (NO.1.K.1)</b> Whole Numbers: Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12 <b>Topic 3:</b> 47-48, 51-52, 55-56 <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>Topic 6:</b> 109-110</p> <p><b>TE:</b> <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C <b>Topic 5:</b> 94A-94C, 96A-96C, 98A-98C, 100A-100C <b>Topic 6:</b> 110A-110C</p>
	<p><b>AR.1.NO.1.6 (NO.1.1.6)</b> Whole Numbers: Recognize the number or quantity of sets up to 10 without counting, regardless of arrangement</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 5-6, 7-8, 9-10, 11-12, 13-14 <b>Topic 3:</b> 49-50, 53-54, 57-58</p> <p><b>TE:</b> <b>Topic 1:</b> 6A-6C, 8A-8C, 10A-10C, 12A-12C <b>Topic 3:</b> 50A-50C, 54A-54C, 58A-58C</p>
	<p><b>AR.K.NO.1.5 (NO.1.K.5)</b> Whole Numbers: Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement</p>	<p><b>SE/TE:</b> <b>Topic 1:</b> 5-6, 7-8, 9-10, 11-12, 13-14</p> <p><b>TE:</b> <b>Topic 1:</b> 6A-6C, 8A-8C, 10A-10C, 12A-12C</p>
	<p><b>AR.K.NO.1.6 (NO.1.K.6)</b> Whole Numbers: Estimate quantities fewer than or equal to 10 and judge the reasonableness of the estimate</p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 67-68</p> <p><b>TE:</b> <b>Topic 4:</b> 65B, 68B</p> <p>See also <i>enVisionMATH Common Core</i> Grade 2, <b>Topic 14:</b> 443, 453-456</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.CC.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</b></p>	<p><b>AR.1.NO.1.9 (NO.1.1.9) Whole Numbers: Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate technology</b></p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 67-68, 69-70, 71-72</p> <p><b>TE:</b> <b>Topic 4:</b> 68A-68C, 70A-70C, 72A-72C</p>
	<p><b>AR.K.NO.1.8 (NO.1.K.8) Whole Numbers: Compare 2 numbers, with less than 6 in each set, using objects and pictures, with and without appropriate technology</b></p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 69-70</p> <p><b>TE:</b> <b>Topic 4:</b> 70A-70C</p>
	<p><b>AR.K.NO.1.9 (NO.1.K.9) Whole Numbers: Compare and order numbers less than twenty using terms more than, same amount as, less than</b></p>	<p><b>SE/TE:</b> <b>Topic 2:</b> 35-36 <b>Topic 4:</b> 67-68, 69-70, 71-72, 81-82, 83-84</p> <p><b>TE:</b> <b>Topic 2:</b> 36A-36C <b>Topic 4:</b> 68A-68C, 70A-70C, 72A-72C</p>
<p><b>CC.K.CC.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</b></p>	<p><b>AR.K.A.5.2 (A.5.K.2) Expressions, Equations and Inequalities: Identify, create, compare and describe sets of objects as more, less or equal</b></p>	<p><b>SE/TE:</b> <b>Topic 2:</b> 23-24, 33-34 <b>Topic 6:</b> 67-68</p> <p><b>TE:</b> <b>Topic 2:</b> 24A-24C, 34A-34C <b>Topic 6:</b> 68A-68C</p>
	<p><b>AR.1.M.12.7 (M.12.1.7) Temperature: Distinguish between hot and cold temperatures on a thermometer</b></p>	<p>Temperature is addressed in <i>enVisionMATH Common Core</i> Grade 6.</p>
	<p><b>AR.K.M.12.6 (M.12.K.6) Temperature: Differentiate and make connections between hot and cold temperatures</b></p>	<p>Temperature is addressed in <i>enVisionMATH Common Core</i> Grade 6.</p>



**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.CC.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.</b></p>	<p><b>AR.1.NO.1.9 (NO.1.1.9) Whole Numbers: Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate technology</b></p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 67-68, 69-70, 71-72</p> <p><b>TE:</b> <b>Topic 4:</b> 68A-68C, 70A-70C, 72A-72C</p>
	<p><b>AR.K.NO.1.8 (NO.1.K.8) Whole Numbers: Compare 2 numbers, with less than 6 in each set, using objects and pictures, with and without appropriate technology</b></p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 69-70</p> <p><b>TE:</b> <b>Topic 4:</b> 70A-70C</p>
	<p><b>AR.K.NO.1.9 (NO.1.K.9) Whole Numbers: Compare and order numbers less than twenty using terms more than, same amount as, less than</b></p>	<p><b>SE/TE:</b> <b>Topic 2:</b> 35-36 <b>Topic 4:</b> 67-68, 69-70, 71-72, 81-82, 83-84</p> <p><b>TE:</b> <b>Topic 2:</b> 36A-36C <b>Topic 4:</b> 68A-68C, 70A-70C, 72A-72C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<b>Operations and Algebraic Thinking</b>		
<p>CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Continued)</p> <p>CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p><b>AR.K.NO.3.1 (NO.3.K.1)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more</p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 73-74, 77-78 <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140</p> <p><b>TE:</b> <b>Topic 4:</b> 74A-74C, 78A-78C <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-139C, 140A-140C</p>
	<p><b>AR.K.NO.3.2 (NO.3.K.2)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less</p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 75-76, 79-80 <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b> <b>Topic 4:</b> 76A-76C, 80A-80C <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>
	<p><b>AR.k.NO.2.2 (NO.2.K.2)</b> Whole Number Operations: Use physical and pictorial models to demonstrate various meanings of addition and subtraction</p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 73-74, 75-76, 77-78, 79-80 <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140 <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b> <b>Topic 4:</b> 74A-74C, 76A-76C, 78A-78C, 80A-80C <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.OA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p><b>AR.1.NO.2.4 (NO.2.1.4)</b> Whole Number Operations: Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 73-74, 75-76, 77-78, 79-80  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162  <b>Topic 9:</b> 171-172, 175-176, 179-180, 183-184</p> <p><b>TE:</b>  <b>Topic 4:</b> 74A-74C, 76A-76C, 78A-78, 80A-80C  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C  <b>Topic 9:</b> 172A-172C, 176A-176C, 180A-180C, 184A-184C</p>
	<p><b>AR.K.A.5.1 (A.5.K.1)</b> Expressions, Equations and Inequalities: Use drawings and labels to record solutions of addition and subtraction problems with answers less than or equal to 10</p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162  <b>Topic 9:</b> 171-172, 175-176, 179-180, 183-184</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C  <b>Topic 9:</b> 172A-172C, 176A-176C, 180A-180C, 184A-184C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.OA.2</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>AR.K.NO.3.1 (NO.3.K.1)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more</p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 73-74, 77-78 <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140</p> <p><b>TE:</b> <b>Topic 4:</b> 74A-74C, 78A-78C <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C</p>
	<p><b>AR.K.NO.3.3 (NO.3.K.3)</b> Application of Computation: Solve problems by using a variety of methods and tools (e.g., objects, and/or illustrations, with and without appropriate technology and mental computations)</p>	<p><b>SE/TE:</b> <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140 <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 <b>Topic 9:</b> 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184</p> <p><b>TE:</b> <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C <b>Topic 9:</b> 170A-170C, 172A-172C, 174A-174C, 176A-176C, 178A-178C, 180A-180C, 182A-182C, 184A-184C</p>
	<p><b>AR.K.NO.3.2 (NO.3.K.2)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less</p>	<p><b>SE/TE:</b> <b>Topic 4:</b> 75-76, 79-80 <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b> <b>Topic 4:</b> 76A-76C, 80A-80C <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p>(Continued)  <b>CC.K.OA.2</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>AR.K.NO.2.3 (NO.2.K.3)</b>  <b>Whole Number Operations: Demonstrate the relationship between addition and subtraction with informal language and models in contextual situations involving whole numbers</b></p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162  <b>Topic 9:</b> 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C  <b>Topic 9:</b> 170A-170C, 172A-172C, 174A-174C, 176A-176C, 178A-178C, 180A-180C, 182A-182C, 184A-184C</p> <p>See also <i>enVisionMATH Common Core</i> Grade 1:  <b>SE/TE: Topic 2:</b> 73-76  <b>Topic 4:</b> 141-144, 145-148, 149-152  <b>Topic 6:</b> 213-216, 217-220, 221-224, 225-228</p>
	<p><b>AR.1.NO.2.5 (NO.2.1.5)</b>  <b>Whole Number Operations: Identify and use relationships between addition and subtraction to solve problems in contextual situations involving whole numbers</b></p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162  <b>Topic 9:</b> 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C,</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p>(Continued)  <b>CC.K.OA.2</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>(Continued)  <b>AR.1.NO.2.5 (NO.2.1.5)</b> Whole Number Operations: Identify and use relationships between addition and subtraction to solve problems in contextual situations involving whole numbers</p>	<p>162A-162C  <b>Topic 9:</b> 170A-170C, 172A-172C, 174A-174C, 176A-176C, 178A-178C, 180A-180C, 182A-182C, 184A-184C</p> <p>See also <i>enVisionMATH Common Core</i> Grade 1:  <b>SE/TE: Topic 2:</b> 73-76  <b>Topic 4:</b> 141-144, 145-148, 149-152  <b>Topic 6:</b> 213-216, 217-220, 221-224, 225-228</p>
<p><b>CC.K.OA.3</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><b>AR.K.NO.3.1 (NO.3.K.1)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 73-74, 77-78  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140</p> <p><b>TE:</b>  <b>Topic 4:</b> 74A-74C, 78A-78C  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C</p>
	<p><b>AR.K.NO.3.2 (NO.3.K.2)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 75-76, 79-80  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 4:</b> 76A-76C, 80A-80C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>
	<p><b>AR.K.NO.1.2 (NO.1.K.2)</b> Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition</p>	<p><b>SE/TE:</b>  <b>Topic 9:</b> 169-170, 173-174, 177-178, 181-182</p> <p><b>TE:</b>  <b>Topic 9:</b> 170A-170C, 174A-174C, 178A-178C, 182A-182C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p>(Continued)  <b>CC.K.OA.3</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><b>AR.K.NO.2.2 (NO.2.K.2)</b>  <b>Whole Number Operations:</b> Use physical and pictorial models to demonstrate various meanings of addition and subtraction</p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>
<p><b>CC.K.OA.4</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.</p>	<p><b>AR.K.NO.1.3 (NO.1.K.3)</b>  <b>Whole Numbers:</b> Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology</p>	<p><b>SE/TE:</b>  <b>Topic 1:</b> 3-4, 5-6, 9-10, 11-12  <b>Topic 3:</b> 47-48, 51-52, 55-56</p> <p><b>TE:</b>  <b>Topic 1:</b> 4A-4C, 6A-6C, 10A-10C, 12A-12C  <b>Topic 3:</b> 48A-48C, 52A-52C, 56A-56C</p>
	<p><b>AR.K.NO.2.2 (NO.2.K.2)</b>  <b>Whole Number Operations:</b> Use physical and pictorial models to demonstrate various meanings of addition and subtraction</p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>(Continued)</b>  <b>CC.K.OA.4</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.</p>	<p><b>AR.1.NO.2.4 (NO.2.1.4)</b>  <b>Whole Number Operations:</b> Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction</p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>
	<p><b>AR.K.NO.3.1 (NO.3.K.1)</b>  <b>Computational Fluency-Addition and Subtraction:</b> Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 73-74, 77-78  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140</p> <p><b>TE:</b>  <b>Topic 4:</b> 74A-74C, 78A-78C  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C</p>
	<p><b>AR.K.NO.3.2 (NO.3.K.2)</b>  <b>Computational Fluency-Addition and Subtraction:</b> Develop strategies for basic subtraction facts: -- counting back, -- one less, two less</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 75-76, 79-80  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 4:</b> 76A-76C, 80A-80C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>
	<p><b>AR.K.NO.2.1 (NO.2.K.1)</b>  <b>Number Theory:</b> Count on (forward) and count back (backward) using physical models or a number line starting at any whole number between zero and twenty</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 73-74, 75-76, 77-78, 79-80</p> <p><b>TE:</b>  <b>Topic 4:</b> 74A-74C, 76A-76C, 78A-78C, 80A-80C</p>



**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>(Continued)</b>  <b>CC.K.OA.4</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.</p>	<p><b>AR.1.NO.1.2 (NO.1.1.2)</b>  <b>Whole Numbers:</b>            Represent a whole number less than 15 in all possible ways using composition and decomposition</p>	<p><b>SE/TE:</b>  <b>Topic 9:</b> 169-170, 173-174, 177-178, 181-182</p> <p><b>TE:</b>  <b>Topic 9:</b> 170A-170C, 174A-174C, 178A-178C, 182A-182C</p>
	<p><b>AR.K.NO.1.2 (NO.1.K.2)</b>  <b>Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition</b></p>	<p><b>SE/TE:</b>  <b>Topic 9:</b> 169-170, 173-174, 177-178, 181-182</p> <p><b>TE:</b>  <b>Topic 9:</b> 170A-170C, 174A-174C, 178A-178C, 182A-182C</p>
<p><b>CC.K.OA.5</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.</p>	<p><b>AR.K.NO.1.2 (NO.1.K.2)</b>  <b>Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition</b></p>	<p><b>SE/TE:</b>  <b>Topic 9:</b> 169-170, 173-174, 177-178, 181-182</p> <p><b>TE:</b>  <b>Topic 9:</b> 170A-170C, 174A-174C, 178A-178C, 182A-182C</p>
	<p><b>AR.K.NO.3.1 (NO.3.K.1)</b>  <b>Computational Fluency-Addition and Subtraction:</b>  <b>Develop strategies for basic addition facts:</b>            -- counting all,            -- counting on,            -- one more, two more</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 73-74, 77-78  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140</p> <p><b>TE:</b>  <b>Topic 4:</b> 74A-74C, 78A-78C  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C</p>
	<p><b>AR.K.NO.3.2 (NO.3.K.2)</b>  <b>Computational Fluency-Addition and Subtraction:</b>  <b>Develop strategies for basic subtraction facts:</b>            -- counting back,            -- one less, two less</p>	<p><b>SE/TE:</b>  <b>Topic 4:</b> 75-76, 79-80  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 4:</b> 76A-76C, 80A-80C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>(Continued)</b>  <b>CC.K.OA.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.</b></p>	<p><b>AR.K.NO.2.2 (NO.2.K.2)</b>  <b>Whole Number Operations: Use physical and pictorial models to demonstrate various meanings of addition and subtraction</b></p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C</p>
	<p><b>AR.K.NO.2.3 (NO.2.K.3)</b>  <b>Whole Number Operations: Demonstrate the relationship between addition and subtraction with informal language and models in contextual situations involving whole numbers</b></p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140  <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162  <b>Topic 9:</b> 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184</p> <p><b>TE:</b>  <b>Topic 7:</b> 128A-128C, 130A-130C, 132A-132C, 134A-134C, 136A-136C, 138A-138C, 140A-140C  <b>Topic 8:</b> 148A-148C, 150A-150C, 152A-152C, 154A-154C, 156A-156C, 158A-158C, 160A-160C, 162A-162C  <b>Topic 9:</b> 170A-170C, 172A-172C, 174A-174C, 176A-176C, 178A-178C, 180A-180C, 182A-182C, 184A-184C</p> <p>See also <i>enVisionMATH Common Core</i> Grade 1:  <b>SE/TE: Topic 2:</b> 73-76  <b>Topic 4:</b> 141-144, 145-148, 149-152  <b>Topic 6:</b> 213-216, 217-220, 221-224, 225-228</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<b>Numbers and Operations in Base Ten</b>		
<p><b>CC.K.NBT.1</b> Work with numbers 11-19 to gain foundations for place value. 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 (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p><b>AR.K.NO.1.2 (NO.1.K.2)</b> Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition</p>	<p><b>SE/TE:</b> <b>Topic 10:</b> 193-194, 195-196, 197-198 <b>Topic 11:</b> 207-208, 209-210, 211-212, 213-214</p> <p><b>TE:</b> <b>Topic 10:</b> 194A-194C, 196A-196C, 198A-198C <b>Topic 11:</b> 208A-208C, 210A-210C, 212A-212C, 214A-214C</p>
	<p><b>AR.2.NO.1.2 (NO.1.2.2)</b> Whole Numbers: Represent a whole number in multiple ways using composition and decomposition</p>	<p><b>SE/TE:</b> <b>Topic 10:</b> 193-194, 195-196, 197-198 <b>Topic 11:</b> 207-208, 209-210, 211-212, 213-214</p> <p><b>TE:</b> <b>Topic 10:</b> 194A-194C, 196A-196C, 198A-198C <b>Topic 11:</b> 208A-208C, 210A-210C, 212A-212C, 214A-214C</p>
	<p><b>AR.1.NO.1.2 (NO.1.1.2)</b> Whole Numbers: Represent a whole number less than 15 in all possible ways using composition and decomposition</p>	<p><b>SE/TE:</b> <b>Topic 10:</b> 193-194, 195-196, 197-198 <b>Topic 11:</b> 207-208, 209-210, 211-212, 213-214</p> <p><b>TE:</b> <b>Topic 10:</b> 194A-194C, 196A-196C, 198A-198C <b>Topic 11:</b> 208A-208C, 210A-210C, 212A-212C, 214A-214C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<b>Measurement and Data</b>		
<p><b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p><b>AR.K.M.12.7 (M.12.K.7)</b>  <b>Tools and Attributes:</b>            Explore the attributes of length, weight, capacity, and mass using relative terms (longer, shorter, bigger, smaller, heavier, lighter, more and less)</p>	<p><b>SE/TE:</b>  <b>Topic 12:</b> 225-226, 227-228, 231-232, 233-234, 235-236, 237-238</p> <p><b>TE:</b>  <b>Topic 12:</b> 226A-226C, 228A-228C, 232A-232C, 234A-234C, 236A-236C, 238A-238C</p>
	<p><b>AR.K.A.4.1 (A.4.K.1)</b> Sort and Classify: Identify how objects are alike or different</p>	<p><b>SE/TE:</b>  <b>Topic 13:</b> 235-246</p> <p><b>TE:</b>  <b>Topic 13:</b> 246A-246C</p>
	<p><b>AR.1.M.12.1 (M.12.1.1)</b>  <b>Time: Calendar: Recognize the number of days in a week and the number of days in a month using a calendar</b></p>	<p>The number of days in a week is addressed in <i>enVisionMATH Common Core</i> Grade 3.  <b>SE/TE: Topic 12:</b> 310-311</p>
	<p><b>AR.1.M.12.2 (M.12.1.2)</b>  <b>Time: Calendar: Orally sequence the months of the year</b></p>	<p>See <i>enVisionMATH Common Core</i> Grade 4, <b>SE/TE: Topic 14:</b> 388-389</p>
	<p><b>AR.2.M.12.1 (M.12.2.1)</b>  <b>Time: Calendar: Recognize that there are 12 months in a year and that each month has a specific number of days</b></p>	<p>The number of months in a year is addressed in <i>enVisionMATH Common Core</i> Grade 4.  <b>SE/TE: Topic 14:</b> 388-389</p>
	<p><b>AR.3.M.12.1 (M.12.3.1)</b>  <b>Time: Calendar: Determine the number of days in a month, days in a year and identify the number of weeks in a year</b></p>	<p>See <i>enVisionMATH Common Core</i> Grade 4, <b>SE/TE: Topic 14:</b> 388-389</p>
	<p><b>AR.K.M.12.1 (M.12.K.1)</b>  <b>Time: Calendar: Recognize that a calendar is used to measure time and use it to identify units of time (day, week, month, season, year) and compare them</b></p>	<p>See <i>enVisionMATH Common Core</i> Grade 4, <b>SE/TE: Topic 14:</b> 388-389</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.MD.2 Describe and compare measurable attributes. 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. For example, directly compare the heights of two children and describe one child as taller/shorter.</b></p>	<p><b>AR.2.M.12.6 (M.12.2.6) Tools and Attributes: Make simple comparisons within units of like dimension (units of length, mass/weight and capacity)</b></p>	<p><b>SE/TE:</b>  <b>Topic 12:</b> 225-226, 227-228, 231-232, 233-234, 235-236, 237-238</p> <p><b>TE:</b>  <b>Topic 12:</b> 226A-226C, 228A-228C, 232A-232C, 234A-234C, 236A-236C, 238A-238C</p>
	<p><b>AR.K.A.4.2 (A.4.K.2) Sort and Classify: Sort objects into groups in one or more ways and identify which attribute was used to sort</b></p>	<p><b>SE/TE:</b>  <b>Topic 13:</b> 235-246, 247-248, 249-250, 251-252</p> <p><b>TE:</b>  <b>Topic 13:</b> 246A-246C, 248A-248C, 250A-250C, 252A-252C</p>
	<p><b>AR.2.A.7.1 (A.7.2.1) Analyze Change: Interpret and compare quantitative change</b></p>	<p><b>SE/TE:</b>  <b>Topic 7:</b> 127-128, 129-130  <b>Topic 8:</b> 145-146, 147-148, 149-150</p> <p><b>TE:</b>  <b>Topic 7:</b> 125A, 125B, 125C, 125D, 125G-125H, 128A-128C, 130A-130C  <b>Topic 8:</b> 145A, 145B, 145C, 145D, 145E, 145F, 145G-145H, 148A-148C, 150a-150C</p>
	<p><b>AR.3.A.7.1 (A.7.3.1) Analyze Change: Identify the change over time</b></p>	<p><b>SE/TE:</b>  <b>Topic 8:</b> 146, 147-148, 151-152</p> <p><b>TE:</b>  <b>Topic 8:</b> 145A, 145D, 145F, 145G-145H, 148A, 148B, 152A-152C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.MD.3 Classify objects and count the number of objects in each category. 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.)</b></p>	<p><b>AR.K.NO.1.2 (NO.1.K.2) Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition</b></p>	<p><b>SE/TE:</b> <b>Topic 9:</b> 169-170, 173-174, 177-178, 181-182</p> <p><b>TE:</b> <b>Topic 9:</b> 170A-170C, 174A-174C, 178A-178C, 182A-182C</p>
	<p><b>AR.K.A.4.1 (A.4.K.1) Sort and Classify: Identify how objects are alike or different</b></p>	<p><b>SE/TE:</b> <b>Topic 13:</b> 235-236</p> <p><b>TE:</b> <b>Topic 13:</b> 236A-236C</p>
<b>Geometry</b>		
<p><b>CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</b></p>	<p><b>AR.K.G.8.3 (G.8.K.3) Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</b></p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272</p> <p><b>TE:</b> <b>Topic 14:</b> 266A-266C, 268A-268C, 270A-270C, 272A-272C</p>
	<p><b>AR.K.G.8.1 (G.8.K.1) Characteristics and Properties-Three Dimensional: Sort and describe three-dimensional solids (sphere, cube, cone, and cylinder) by investigating their physical characteristics</b></p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 275-276, 277-278</p> <p><b>TE:</b> <b>Topic 14:</b> 276A-276C, 278A-278C</p>
	<p><b>AR.K.G.8.2 (G.8.K.2) Characteristics and Properties-Three Dimensional: Locate the presence of two-dimensional figures within three-dimensional objects in the environment</b></p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 277-278</p> <p><b>TE:</b> <b>Topic 14:</b> 278A-278C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>(Continued)</b>  <b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	<p><b>AR.1.G.8.3 (G.8.1.3)</b>            Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</p>	<p><b>SE/TE:</b>  <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272</p> <p><b>TE:</b>  <b>Topic 14:</b> 266A-266C, 268A-268C, 270A-270C, 272A-272C</p>
	<p><b>AR.K.G.10.1 (G.10.K.1)</b>            Coordinate Geometry: Demonstrate and describe the relative position of objects as follows: over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of and in front of</p>	<p><b>SE/TE:</b>  <b>Topic 15:</b> 287-288, 289-290, 291-292, 293-294, 295-296</p> <p><b>TE:</b>  <b>Topic 15:</b> 288A-288C, 290A-290C, 292A-292C, 294A-294C, 296A-296C</p>
	<p><b>AR.1.G.8.2 (G.8.1.2)</b>            Characteristics and Properties-Three Dimensional: Investigate the presence of three-dimensional objects in the environment</p>	<p><b>SE/TE:</b>  <b>Topic 15:</b> 276, 276, 278  <b>Topic 16:</b> 308, 308, 309</p>
<p><b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	<p><b>AR.1.G.10.1 (G.10.1.1)</b>            Coordinate Geometry: Extend the use of location words to include distance (near, far, close to) and direction (left and right)</p>	<p><b>SE/TE:</b>  <b>Topic 15:</b> 287-288, 289-290, 291-292, 293-294, 295-296</p> <p><b>TE:</b>  <b>Topic 15:</b> 288A-288C, 290A-290C, 292A-292C, 294A-294C, 296A-296C</p>
	<p><b>AR.1.A.4.2 (A.4.1.2)</b>            Recognize, describe and develop patterns: Identify and describe patterns in the environment</p>	<p><b>SE/TE:</b>  <b>Topic 3:</b> 59-60</p> <p><b>TE:</b>  <b>Topic 3:</b> 60A-60C</p>
	<p><b>AR.K.A.4.3 (A.4.K.3)</b>            Recognize, describe and develop patterns: Identify patterns in the environment</p>	<p><b>SE/TE:</b>  <b>Topic 3:</b> 59-60</p> <p><b>TE:</b>  <b>Topic 3:</b> 60A-60C</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.G.2</b> Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.</p>	<p><b>AR.K.G.8.3 (G.8.K.3)</b> Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272</p> <p><b>TE:</b> <b>Topic 14:</b> 266A-266C, 268A-268C, 270A-270C, 272A-272C</p>
	<p><b>AR.1.G.8.3 (G.8.1.3)</b> Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272</p> <p><b>TE:</b> <b>Topic 14:</b> 266A-266C, 268A-268C, 270A-270C, 272A-272C</p>
<p><b>CC.K.G.3</b> Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p><b>AR.K.G.8.1 (G.8.K.1)</b> Characteristics and Properties-Three Dimensional: Sort and describe three-dimensional solids (sphere, cube, cone, and cylinder) by investigating their physical characteristics</p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 275-276, 277-278</p> <p><b>TE:</b> <b>Topic 14:</b> 276A-276C, 278A-278C</p>
	<p><b>AR.K.G.8.3 (G.8.K.3)</b> Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272</p> <p><b>TE:</b> <b>Topic 14:</b> 266A-266C, 268A-268C, 270A-270C, 272A-272C</p>



**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.G.4 Analyze, compare, create, and compose shapes. 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).</b></p>	<p><b>AR.1.G.8.3 (G.8.1.3) Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</b></p>	<p><b>SE/TE:</b>  <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272  <b>Topic 16:</b> 305-306</p> <p><b>TE:</b>  <b>Topic 14:</b> 266A-266C, 268A-268C, 270A-270C, 272A-272C  <b>Topic 16:</b> 306A-306C</p>
	<p><b>AR.3.G.8.1 (G.8.3.1) Characteristics and Properties-Three Dimensional: Compare, contrast and build three-dimensional solids by investigating the number of faces, edges, and vertices on models</b></p>	<p><b>SE/TE:</b>  <b>Topic 14:</b> 275-276, 277-278  <b>Topic 16:</b> 309-310</p> <p><b>TE:</b>  <b>Topic 14:</b> 276A-276C, 278A-278C  <b>Topic 16:</b> 310A-310C</p>
	<p><b>AR.K.G.11.1 (G.11.K.1) Spatial Visualization and Models: Arrange physical materials (toothpicks, pretzel sticks, modeling clay, etc...) to form two-dimensional figures</b></p>	<p><b>TE:</b>  <b>Topic 14:</b> 263E, 263F</p>

**A Correlation of *enVisionMATH* Common Core  
to the Common Core State Standards Comparison  
with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standard for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Kindergarten
<p><b>CC.K.G.5 Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</b></p>	<p><b>AR.K.G.11.1 (G.11.K.1) Spatial Visualization and Models: Arrange physical materials (toothpicks, pretzel sticks, modeling clay, etc...) to form two-dimensional figures</b></p>	<p><b>TE:</b> <b>Topic 14:</b> 263E, 263F</p>
	<p><b>AR.1.G.11.1 (G.11.1.1) Spatial Visualization and Models: Replicate a simple two-dimensional figure from a briefly displayed example or from a description</b></p>	<p><b>SE/TE:</b> <b>Topic 14:</b> 266, 268</p> <p><b>TE:</b> <b>Topic 14:</b> 263E, 263F</p>
<p><b>CC.K.G.6 Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes.</b></p>	<p><b>AR.2.G.11.2 (G.11.2.2) Spatial Visualization and Models: Create new figures by combining and subdividing models of existing figures</b></p>	<p><b>SE/TE:</b> <b>Topic 16:</b> 305-306, 309-310</p> <p><b>TE:</b> <b>Topic 16:</b> 306A-306C, 310A-310C</p>
	<p><b>AR.1.G.11.2 (G.11.1.2) Spatial Visualization and Models: Recognize that new figures can be created by combining and subdividing models of existing figures</b></p>	<p><b>SE/TE:</b> <b>Topic 16:</b> 305-306, 309-310</p> <p><b>TE:</b> <b>Topic 16:</b> 306A-306C, 310A-310C</p>