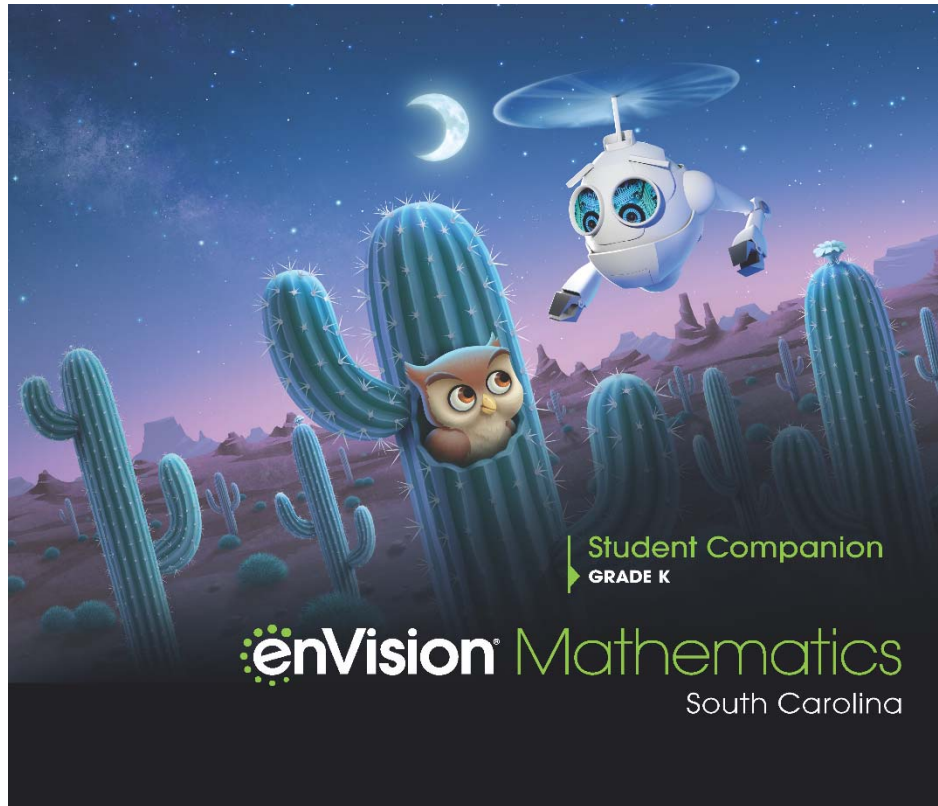


A Correlation of

enVision[®] Mathematics

South Carolina, ©2021



To the
South Carolina
College- and Career-Ready Standards for
Mathematics 2015
Kindergarten

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South Carolina College- and Career-Ready Standards for Mathematics Kindergarten	enVision Mathematics South Carolina, ©2021 Kindergarten
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a 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. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.
a. Relate a problem to prior knowledge.	SE/TE: 22, 32, 92A, 159, 160, 176, 182, 228, 298, 306
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: 80, 159, 218, 248C
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: 80, 148, 160, 206, 218, 276, 306, 371, 487
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: 159, 160

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<p>2. Reason both contextually and abstractly.</p>	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. 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>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p>	<p>SE/TE: 7, 10, 28, 34, 43, 534, 554, 558, 562, 568</p>
<p>b. Describe a given situation using multiple mathematical representations.</p>	<p>SE/TE: 178, 230, 252, 254, 258, 298, 302, 304, 314, 322</p>
<p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p>	<p>SE/TE: 207, 210, 214, 230, 258, 232, 298, 311, 314, 375</p>
<p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>	<p>SE/TE: 266, 302, 303, 304, 322</p>

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<p>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning— argumentation and critique of arguments. In enVision Mathematics, the Problem-Based 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 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.</p>
<p>a. Construct and justify a solution to a problem.</p>	<p>SE/TE: 6, 12, 14, 260, 306, 310, 552, 554, 558, 571</p>
<p>b. Compare and discuss the validity of various reasoning strategies.</p>	<p>SE/TE: 12, 43, 80, 92B, 156, 172B, 222, 250, 266, 508C</p>
<p>c. Make conjectures and explore their validity.</p>	<p>SE/TE: 18, 92A, 118, 172A, 248A, 248B, 307, 348A, 508A, 571</p>
<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p>SE/TE: 12, 43, 72, 306, 376, 416, 486, 490, 508B, 518</p>

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<p>4. Connect mathematical ideas and real-world situations through modeling.</p>	<p>Students using enVision Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p>
<p>a. Identify relevant quantities and develop a model to describe their relationships.</p>	<p>SE/TE: 19, 30, 70, 210, 218, 222, 410, 512, 526, 560</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p>SE/TE: 10, 22, 26, 70, 78, 154, 202, 210, 250, 262</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>SE/TE: 4B, 92B</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>SE/TE: 92C, 172C, 222, 248C, 348C, 508C</p>
<p>5. Use a variety of mathematical tools effectively and strategically.</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 Online Math Tools 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>a. Select and use appropriate tools when solving a mathematical problem.</p>	<p>SE/TE: 44, 92B, 110, 124, 160, 274, 275, 304, 566, 572</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>SE/TE: 6, 16, 18, 172B, 206, 275, 294, 304, 362, 392</p>

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<p>6. Communicate mathematically and approach mathematical situations with precision.</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 Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p>
<p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p>	<p>SE/TE: 98, 106, 150, 188, 202, 263, 276, 299, 316, 570</p>
<p>b. Represent numbers in an appropriate form according to the context of the situation.</p>	<p>SE/TE: 14, 30, 74, 98, 150, 202, 263, 274, 276, 402</p>
<p>c. Use appropriate and precise mathematical language.</p>	<p>SE/TE: 62, 74, 98, 154, 174, 188, 214, 262, 299, 550</p>
<p>d. Use appropriate units, scales, and labels.</p>	<p>SE/TE: 348C</p>

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<p>7. Identify and utilize structure and patterns.</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. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. Students are encouraged to look for structure as they develop solution plans. 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>a. Recognize complex mathematical objects as being composed of more than one simple object.</p>	<p>SE/TE: 514, 526, 530</p>
<p>b. Recognize mathematical repetition in order to make generalizations.</p>	<p>SE/TE: 24, 38, 116, 122, 123, 211, 226, 354, 370, 555</p>
<p>c. Look for structures to interpret meaning and develop solution strategies.</p>	<p>SE/TE: 119, 182, 294, 366, 370, 438, 442, 478, 482, 510</p>

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South Carolina College- and Career-Ready Standards for Mathematics Kindergarten	enVision Mathematics South Carolina, ©2021 Kindergarten
Content Standards for Mathematics	
Number Sense	
K.NS.1 Count forward by ones and tens to 100.	SE: 433–436, 437–440, 441–444, 445–448, 449–452, 465–468, 469–472, 473–476, 477–480 TE: 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, 465A–468B, 469A–472B, 473A–476B, 477A–480B
K.NS.2 Count forward by ones beginning from any number less than 100.	SE: 17–120, 149–152, 157–160, 365–368, 373–376, 433–436, 437–440, 441–444, 445–448, 449–452 TE: 117A–120B, 149A–152B, 157A–160B, 365A–368B, 373A–376B, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452
K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.	SE: 13–16, 25–28, 33–36, 73–76, 77–80, 97–100, 105–108, 113–116, 121–124, 201–204, 205–208, 209–212, 213–216, 249–252, 253–256, 257–260, 261–264, 317–320, 325–328, 329–332, 349–352, 353–356, 357–360, 361–364 TE: 13A–16B, 25A–28B, 33A–36B, 73A–76B, 77A–80B, 97A–100B, 105A–108B, 113A–116B, 121A–124B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 317A–320B, 325A–328B, 329A–332B, 349A–352B, 353A–356B, 357A–360B, 361A–364B
K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:	SE: 369-372 TE: 369A-372B
a. the last number said tells the number of objects in the set (cardinality);	SE: 9-12, 21-24, 41-44, 109-112, 121-124 TE: 9A-12B, 21A-24B, 41A-44B, 109A-112B, 121A-124B

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<p>b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</p>	<p>SE: 9-12, 21-24, 41-44, 109-112, 121-124</p> <p>TE: 9A-12B, 21A-24B, 41A-44B, 109A-112B, 121A-124B</p>
<p>c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</p>	<p>SE: 37-40, 117-120, 157-160, 365-368</p> <p>TE: 37A-40B, 117A-120B, 157A-160B, 365A-368B</p>
<p>K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.</p>	<p>SE: 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 41-44, 61-64, 65-68, 69-72, 73-76, 93-96, 97-100, 101-104, 105-108, 109-112, 113-116, 141-144, 173-176, 177-180, 201-204, 249-252, 349-352, 353-356, 357-360, 361-364, 369-372, 373-376, 389-392, 393-396, 397-400, 401-404, 405-408, 409-412, 413-416, 513-516, 525-528, 529-532, 533-536</p> <p>TE: 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 41A-44B, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 93A-96B, 97A-100B, 101A-104B, 105A-108B, 109A-112B, 113A-116B, 141A-144B, 173A-176B, 177A-180B, 201A-204B, 249A-252B, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 369A-372B, 373A-376B, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, 413A-416B, 513A-516B, 525A-528B, 529A-532B, 533A-536B</p>
<p>K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</p>	<p>SE: S17-S22 Lesson SC-3</p> <p>TE: S17A-S22B Lesson SC-3</p>
<p>K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.</p>	<p>SE: 61-64, 65-68, 69-72, 73-76, 77-80, 117-120, 141-144, 145-148, 149-152, 153-156, 181-184, 185-188, 509-512</p> <p>TE: 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, 117A-120B, 141A-144B, 145A-148B, 149A-152B, 153A-156B, 181A-184B, 185A-188B, 509A-512B</p>

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K.NS.8 Compare two written numerals up to 10 using <i>more than, less than or equal to</i> .	SE: 145-148, 149-152, 153-156, 181-184, 185-188 TE: 145A-148B, 149A-152B, 153A-156B, 181A-184B, 185A-188B
K.NS.9 Identify first through fifth and last positions in a line of objects.	SE: S1–S6 Lesson SC-1 TE: S1A–S6B Lesson SC-1
Number Sense and Base Ten	
K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	SE: 389-392, 393-396, 397-400, 401-404, 405-408, 409-412, 413-416 TE: 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, 413A-416B
Algebraic Thinking and Operations	
K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	SE: 201-204, 205-208, 209-212, 213-216, 217–220, 221–224, 225–228, 229–232, 249-252, 253-256, 257-260, 261-264, 265–268, 269–272, 273–276, 293–296, 297–300, 301-304, 305–308, 309–312, 313-316, 317-320, 321-324 TE: 201A-204B, 205A-208B, 209A-212B, 213A-216B, 217A–220B, 221A-224B, 225A–228B, 229A–232B, 249A-252B, 253A-256B, 257A-260B, 261A-264B, 265A–268B, 269A–272B, 273A–276B, 293A–296B, 297A–300B, 301A-304B, 305A–308B, 309A–312B, 313A-316B, 317A-320B, 321A-324B
K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	SE: 201-204, 205-208, 209-212, 213-216, 217-220, 221-224, 229-232, 249-252, 253-256, 257-260, 261-264, 265-268, 273-276, 293-296, 309-312, 313-316, 321-324 TE: 201A-204B, 205A-208B, 209A-212B, 213A-216B, 217A-220B, 221A-224B, 229A-232B, 249A-252B, 253A-256B, 257A-260B, 261A-264B, 265A-268B, 273A-276B, 293A-296B, 309A-312B, 313A-316B, 321A-324B

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K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	SE: 293-296, 309-312, 313-316, 321-324, 325-328, 329-332 TE: 293A-296B, 309A-312B, 313A-316B, 321A-324B, 325A-328B, 329A-332B
K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.	SE: 325-328, 329-332, 517-520, 521-524 TE: 325A-328B, 329A-332B, 517A-520B, 521A-524B
K.ATO.5 Add and subtract fluently within 5.	SE: 225-228, 269-272, 297-300, 301-304, 305-308 TE: 225A-228B, 269A-272B, 297A-300B, 301A-304B, 305A-308B
K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	SE: S31–S36 Lesson SC-5 TE: S31A–S36B Lesson SC-5
Geometry	
K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.	SE: 469-472, 473-476, 477-480, 481-484, 485-488, 489-492, 525-528, S25–S30 Lesson SC-4 TE: 469A-472B, 473A-476B, 477A-480B, 481A-484B, 485A-488B, 489A-492B, 525A-528B, S25A–S30B Lesson SC-4
K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	SE: 469-472, 473-476, 477-480, 481-484, 485-488, 489-492 TE: 469A-472B, 473A-476B, 477A-480B, 481A-484B, 485A-488B, 489A-492B
K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	SE: 465-468, 485-488, 521-524 TE: 465A-468B, 485A-488B, 521A-524B

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K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	SE: 473-476, 477-480, 481-484, 509-512, 513-516, 517-520, 521-524, 529-532 TE: 473A-476B, 477A-480B, 481A-484B, 509A-512B, 513A-516B, 517A-520B, 521A-524B, 529A-532B
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	SE: 513-516, 525-528, 529-532, 533-536 TE: 513A-516B, 525A-528B, 529A-532B, 533A-536B
Measurement and Data Analysis	
K.MDA.1 Identify measurable attributes (length, weight) of an object.	SE: 549-552, 553-556, 557-560, 561-564, 565-568 TE: 549A-552B, 553A-556B, 557A-560B, 561A-564B, 565A-568B
K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.	SE: 549-552, 553-556, 557-560, 565-568, 569-572 TE: 549A-552B, 553A-556B, 557A-560B, 565A-568B, 569A-572B
K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	SE: 173-176, 177-180, 181-184, 185-188, 465-468, S9-S14 Lesson SC-2 TE: 173A-176B, 177A-180B, 181A-184B, 185A-188B, 465A-468B, S9A-S14B Lesson SC-2
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	SE: S9-S14 Lesson SC-2 TE: S9A-S14B, Lesson SC-2

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