A Correlation of

Scott Foresman·Addison Wesley

enVisionMATH™

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to the

INDIANA
Academic Standards
Mathematics

Kindergarten

PEARSON

G/M-267_K

Introduction

This correlation shows the alignment between **Scott Foresman – Addison Wesley enVisionMATH,** copyright 2011, to Indiana's Academic Standards – Mathematics, Final Draft March 12, 2009. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum
en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design
en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher's Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas.   en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction
en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a "Try Again" at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

Scott Foresman-Addison Wesley enVisionMATH
to the
Indiana Academic Standards – Mathematics

Kindergarten

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
KINDERGARTEN	
Standard 1	
Number Sense and Computation	
K.1.1 Count objects in a set and use objects, pictures and numerals to represent whole numbers to 20.	**Topic 4:** 51, 52C, 53, 53A, 54, 55, 56, 56A, 56C, 57, 58A, 59, 60A, **Topic 5:** 75, 76C, 77, 79, 81, 82, 82C, 88, 88A, **Topic 8:** 147, **Topic 12:** 213, 215, 217, 219
K.1.2 Find the number that is one more than or one less than any whole number up to 20.	**Topic 4:** 49A-49B, 49E, 65A-66C, 67A-68C, 69
K.1.3 Use correctly the words one/many, none/some/all, more/less, most/least, and equal to/more than/less than.	**Topic 4:** 49A-49B, 49E, 59A-60C, 63A-64C **Topic 5:** 93A-94C **Topic 6:** 99A-99J, 101A-102C, 103A-104C, 105A-106C, 107A-108C, 109 **Topic 11:** 199 **Topic 14:** 253A-254C
K.1.4 Show equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects, diagrams and numerals.	**Topic 6:** 99B, 105-106C **Topic 12:** 211B, 213-214C, 215-216C, 217-218C, 219-220A, 220C
K.1.5 Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined) and model subtraction by removing objects from sets for numbers less than 10.	**Topic 4:** 61, 62-62A, 62C **Topic 10:** 175C-175D, 175F-175H, 178-178C, 179-180C, 181-182C, 183-184C, 185-186C, 187-188C, 189-190C **Topic 11:** 193A-193C, 193F-193H, 195-196C, 197A-198C, 201-202C, 203-204C, 205-206C, 207-208C
K.1.6 Record and organize information and answer questions about data using objects and pictures in context.	**Topic 3:** 43 **Topic 16:** 287C-287D, 287F287J, 289-290A, 290C, 291-292C, 293-294C, 295-296C, 297-298C, 299-300C, 301-302C
Standard 2	
Algebra and Functions	
K.2.1 Verbally describe mathematical relationships involving addition and subtraction situations for numbers less than 10.	**Topic 10:** 175A-175J, 179-180C, 181-182C, 183-184C, 185-186C, 187-188C, 189-190C **Topic 11:** 193A-193C, 193F-193H, 195-196C, 197A-198C, 201-202C, 203-204C, 205-206C, 207-208C

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K.2.2 Create, extend, and give the rule for simple patterns with numbers and shapes.	**Topic 3:** 31A-31J, 32-33, 33-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C, 45A-46C **Topic 5:** 93, 95 **Topic 12:** 213, 221, 225, 229
Standard 3	
Geometry and Measurement	
K.3.1 Identify, describe, sort, compare and classify objects by shape, size, number of vertices and other attributes.	**Topic 1:** 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C **Topic 7:** 115, 117, 119, 121, 125, 127, 129, 131, 153
K.3.2 Identify the positions of objects in space and use the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	**Topic 2:** 15A-15J, 15-16, 17-18C, 19A-20C, 21A-22C, 23A-24C, 25A-26C, 27A-28C
K.3.3 Make direct comparisons of the length and weight of objects and recognize which object is shorter, longer, taller, lighter or heavier	**Topic 9:** 151A-151J, 151-152, 153A-154C, 155A-156C, 157A-158C, 159, 161,167A-168C, 169, 171
K.3.4 Identify concepts of time (before/after, shorter/longer, morning, afternoon, evening, today, yesterday, tomorrow, week, month and year).	**Topic 11:** 251A-251J, 251-252, 253A-254C, 255A-256C, 257A-258C, 261, 269A, 269C-269J, 269-270, 271A-272C, 273A-274C, 275A-276C
Process Standards	
Problem Solving	
• Build new mathematical knowledge through problem solving.	**Problem solving is taught throughout the curriculum, especially in the *Interactive Learning* and *Guided Practice* features. The following are some representative examples:** **Topic 1:** 3, 5, 7, 9,11A-12C **Topic 2:** 17, 19, 20A, 21, 23, 25, 27A-28C **Topic 7:** 115, 117, 119, 121, 123, 126A **Topic 8:** 137, 141A-142C, 147A-148C **Topic 9:** 153, 155, 157, 159, 170-170A **Topic 10:** 177, 181, 183, 185, 189A-190C **Topic 11:** 195, 197, 199, 201, 207A-208C **Topic 13:** 237, 239, 241, 247A-248C **Topic 14:** 253, 255, 257, 259, 261, 265 **Topic 15:** 271, 273, 275, 277, 281, 283
• Solve problems that arise in mathematics and in other contexts.	**This objective is integrated throughout the curriculum, especially in the *Interactive Learning* and *Guided Practice* features. The following are some representative examples:** **Topic 1:** 3-4C, 6-6A, 7A, 8, 8B, 9, 10, 11 **Topic 3:** 35A, 36, 37, 38, 38C, 39-40, 41

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continued	**Topic 4:** 51, 52B, 53, 54-54A, 55, 57, 64A **Topic 5:** 75A, 76, 76C, 77, 78A, 80, 80C **Topic 6:** 99H, 100, 101, 102A, 103, 107 **Topic 10:** 175C-175D, 175G, 177, 179 **Topic 11:** 195, 197, 198A, 199, 200C, 205 **Topic 12:** 211D, 211H, 213, 214C, 221 **Topic 14:** 253, 254A, 256A, 258C, 257 **Topic 16:** 287G, 289, 290C, 292, 293, 297
• Apply and adapt a variety of appropriate strategies to solve problems.	**Topic 1:** 11A-12C **Topic 2:** 27A-27C **Topic 3:** 41A-42C **Topic 4:** 69A-70C **Topic 5:** 95A-96C **Topic 6:** 109A-110C **Topic 7:** 131A-132C **Topic 8:** 141A-141C, 147A-148C **Topic 9:** 161A-162C, 171A-172C **Topic 10:** 189A-190C **Topic 11:** 207A-208C **Topic 12:** 231A-232C **Topic 13:** 247A-247C **Topic 14:** 265A-266C **Topic 15:** 283A-284C **Topic 16:** 301A-302C
• Monitor and reflect on the process of mathematical problem solving.	**This objective is taught throughout the program, often found in** *Journal Writing, Do You Understand, Reasoning* **and** *Guided Practice.* **The following are representative examples:** **Topic 1:** 6, 6A, 7, 8, 10, 12 **Topic 2:** 17, 18, 20, 22, 24, 28 **Topic 4:** 52, 54, 56, 58, 59, 60, 62, 64, 65 **Topic 7:** 116, 118, 118A, 120, 124, 129 **Topic 9:** 153, 154, 155, 156, 158, 160, 167 **Topic 10:** 178, 180, 181, 182, 184, 186 **Topic 12:** 214, 215, 216, 218, 219, 220 **Topic 13:** 239, 240, 242, 244, 246, 248 **Topic 15:** 273, 275, 276, 278, 284 **Topic 16:** 290, 292, 294, 296, 298, 301
Reasoning and Proof	
• Recognize reasoning and proof as fundamental aspects of mathematics.	**Topic 1:** 11A-12C **Topic 9:** 161A-162C, 171A-172C
• Make and investigate mathematical conjectures.	**Topic 1:** 11A-12C **Topic 9:** 161A-162C, 171A-172C
• Develop and evaluate mathematical arguments and proofs.	**Topic 1:** 11A-12C **Topic 9:** 161A-162C, 171A-172C

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• Select and use various types of reasoning and methods of proof.	**Topic 1:** 11A-12C **Topic 9:** 161A-162C, 171A-172C
Communication	
• Organize and consolidate their mathematical thinking through communication.	**Topic 2:** 27A-28C **Topic 6:** 109A-110C **Topic 7:** 131A-132C **Topic 8:** 141A-142C
• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.	**Topic 2:** 27A-28C **Topic 6:** 109A-110C **Topic 7:** 131A-132C **Topic 8:** 141A-142C
• Analyze and evaluate the mathematical thinking and strategies of others.	**Topic 1:** 11A-12C **Topic 9:** 161A-162C, 171A-172C
• Use the language of mathematics to express mathematical ideas precisely.	**Each topic has a section entitled *The Language of Math* and *My New Math Words.* New vocabulary is highlighted as it appears in The Teacher's edition. www.pearsonsuccessnet.com supplies an *Animated Glossary*. The following are representative examples:** **Topic 1:** 3A-4, 5A, 6, 11A, 11, 12 **Topic 3:** 31E-31F, 33A-34, 43A-44 **Topic 4:** 49E-49F, 49, 51A-52, 55A-56 **Topic 5:** 73E-73F, 81A-82, 87A-88 **Topic 6:** 99E-99F, 9 9, 101A-102 **Topic 10:** 175E-175F, 175, 183A-184A **Topic 11:** 193E-193F, 193, 201A-202A **Topic 12:** 219A-220, 221A-222, 229A-230 **Topic 14:** 251, 253A-254, 255A-256A **Topic 16:** 287E-287F, 291A, 295A-296A
Connections	
• Recognize and use connections among mathematical ideas.	**Topic 4:** 69-70C **Topic 5:** 95-96C **Topic 12:** 231-232C
• Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	**Topic 4:** 69-70C **Topic 5:** 95-96C **Topic 12:** 231-232C **Topic 16:** 301-302C

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• Recognize and apply mathematics in contexts outside of mathematics.	**Topic 2:** 17-18C, 19A-20C, 21A-22C, 23A-24C, 25A-26C, **Topic 3:** 33-34A, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C, 45A-46C **Topic 12:** 227-228 **Topic 14:** 253A-254C, 255A-256C, 257A-258C **Topic 15:** 271-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C, 281A-282C
Representation	
• Create and use representations to organize, record, and communicate mathematical ideas.	**Each lesson contains a Visual Learning Bridge and related *Visual Learning Animation* on CD or www.pearsonsuccessnet.com. The following are representative examples:** **Topic 1:** 4-4A, 6-6A, 7, 10-10A, 12A **Topic 4:** 49A, 49C, 49G, 54-54A, 60-60A **Topic 5:** 73D, 73H, 75, 76A, 78, 80-80A **Topic 6:** 99B, 99C, 101, 102A, 104A, 106 **Topic 7:** 113G, 116A, 118A, 122-122A **Topic 10:** 175C, 175F, 175G, 183A-184C **Topic 11:** 197, 200A, 202A, 203A-204C **Topic 12:** 211B, 212, 214A, 216, 217, 221 **Topic 15:** 271, 275, 277, 279, 283A-284A **Topic 16:** 288, 289, 292A, 293-294A, 295
• Select, apply, and translate among mathematical representations to solve problems.	**Multiple representations are presented in *Interactive learning, Visual Learning* and *Guided Practice* exercises. Additional representations may be found at: www.pearsonsuccessnet.com. The following are some representative examples:** **Topic 2:** 17-18A, 19-20A, 20C, 24-24A **Topic 3:** 34-34A, 36A, 39-40C, 42-42A **Topic 5:** 76-76A, 78-78A, 80A, 84-84A **Topic 6:** 102-102A, 108-108A, 109A-110 **Topic 8:** 135E, 137-138A, 141-142C **Topic 9:** 154A, 155-156A, 168-168A **Topic 13:** 235H, 240, 242, 246-246A **Topic 14:** 257, 262-262A **Topic 15:** 278-278A, 279-280A, 284-284A **Topic 16:** 287F, 290-290A, 296-296A

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• Use representations to model and interpret physical, social, and mathematical phenomena.	**Each lesson uses Modeling or presents the use of Manipulatives. The following are some representative examples:** **Topic 1:** 4-4A, 6-6A, 7, 10-10A, 12A **Topic 4:** 49A, 49C, 49G, 54-54A, 60-60A **Topic 5:** 73D, 73H, 75, 76A, 78, 80-80A **Topic 6:** 99B, 99C, 101, 102A, 104A, 106 **Topic 7:** 113G, 116A, 118A, 122-122A **Topic 10:** 175C, 175F, 175G, 183A-184C **Topic 11:** 197, 200A, 202A, 203A-204C **Topic 12:** 211B, 212, 214A, 216, 217, 221 **Topic 15:** 271, 275, 277, 279, 283A-284A **Topic 16:** 288, 289, 292A, 293-294A, 295
Estimation and Mental Computation	
• Know and apply appropriate methods for estimating the results of computations.	**May be developed from lesson *As Many, More, Fewer:*** **Topic 16:** 298A-290C **Estimation is further developed in Grade 1:** **Topic 14:** 399A-402B, 403A-406B
• Round numbers to a specified place value.	**May be developed from lesson *As Many, More, Fewer:*** **Topic 16:** 298A-290C **Rounding is further developed in Grade 1:** **Topic 12:** 347A-350B
• Use estimation to decide whether answers are reasonable.	**May be developed from:** **Topic 4:** 67A-68C **Topic 10:** 185A-186C **Topic 11:** 203A-204C **Estimation is further developed in Grade 1:** **Topic 14:** 399A-402B, 403A-406B
• Decide when estimation is an appropriate strategy for solving a problem.	**May be developed from:** **Topic 1:** 11A-12C **Topic 9:** 161A-162C, 171A-172C **Topic 14:** 265A-265C **Concept is further developed in Grade 1:** **Topic 14:** 399A-402B, 403A-406B
• Determine appropriate accuracy and precision of measurement in problem situations.	**Topic 9:** 159A-160C
• Use properties of numbers and operations to perform mental computation.	**Topic 8:** 187
• Recognize when the numbers involved in a computation allow for a mental computation strategy.	**Topic 8:** 187

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Technology	
• Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.	**Technology is fully integrated into the curriculum.** **www.pearsonsuccessnet.com features eTools and an *Animated Glossary* to support and extend the curriculum. The following are representative examples: Overview and Implementation Guide:** T38-T39 **Topic 1:** 4C, 5, 6C, 7, 8C, 9, 10C, 11, 12 **Topic 2:** 17, 18C, 19, 20C, 21, 22C, 23, 25 **Topic 4:** 51, 52C, 53, 54C, 56C, 57, 61 **Topic 7:** 116C, 117, 118C, 119, 121, 130C **Topic 9:** 154C, 156C, 158C, 160C, 162C **Topic 10:** 178C, 179, 180C, 181, 188C **Topic 12:** 213, 214C, 215, 216C, 226C **Topic 13:** 237, 238C, 239, 240, 240C **Topic 15:** 271, 272C, 273, 274C, 282C **Topic 16:** 290C, 291, 292C, 293, 294C
• Technology can contribute to concept development, simulation, representation, communication, and problem solving.	**There is visual learning animation In every lesson related to animated learning bridges.** **www.pearsonsuccessnet.com eTools digital activities are found throughout the program. The following are some representative examples:** **Topic 1:** 4C, 5, 6C, 7, 8C, 9, 10C, 11, 12C **Topic 3:** 34, 34C, 36C, 37, 38C, 39, 40C **Topic 4:** 51, 52C, 53, 54C, 56C, 57, 61 **Topic 5:** 75, 76C, 77, 78C, 79, 80C, 87 **Topic 6:** 101, 102C, 104C, 105, 106C **Topic 10:** 178C, 179, 180C, 181, 188C **Topic 11:** 197, 198, 198C, 199, 200C, 205 **Topic 12:** 213, 214C, 215, 216C, 226C **Topic 14:** 254C, 256C, 258, 258C, 261 **Topic 16:** 290C, 291, 292C, 293, 294C
• The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and problem solving skills.	**The technology that is integrated into the curriculum supports but does not substitute for development of basic skills. www.pearsonsuccessnet.com features eTools to support the development of skills. The following are representative examples:** **Topic 1:** 4C, 5, 6C, 7, 8C, 9, 10C, 11, 12C **Topic 2:** 17, 18C, 19, 20C, 21, 22C, 23, 25 **Topic 7:** 116C, 117, 118C, 119, 121, 130C **Topic 8:** 137, 138, 138c, 140c, 141, 144C

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continued	**Topic 9:** 154C, 156C, 158C, 160C, 162C **Topic 10:** 178C, 179, 180C, 181, 188C **Topic 11:** 197, 198, 198C, 199, 200C, 205 **Topic 13:** 237, 238C, 239, 240, 240C **Topic 14:** 254C, 256C, 258, 258C, 261 **Topic 15:** 271, 272C, 273, 274C, 282C
o Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.	**Topic 10:** 175C-175D, 175F-175H, 178-178C, 179-180C, 181-182C, 183-184C, 185-186C, 187-188C, 189-190C **Topic 11:** 193A-193C, 193F-193H, 195-196C, 197A-198C, 201-202C, 203-204C, 205-206C, 207-208C
o The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.	**Technology features eTools, Visual Learning Animation and Animated Glossary to support the curriculum as skills are presented to the student. (www.pearsonsuccessnet.com) The following are representative examples;** **Topic 1:** 4C, 5, 6C, 7, 8C, 9, 10C, 11, 12C **Topic 3:** 34, 34C, 36C, 37, 38C, 39, 40C **Topic 4:** 51, 52C, 53, 54C, 56C, 57, 61 **Topic 7:** 116C, 117, 118C, 119, 121, 130C **Topic 8:** 137, 138, 138c, 140c, 141, 144C **Topic 10:** 178C, 179, 180C, 181, 188C **Topic 11:** 197, 198, 198C, 199, 200C, 205 **Topic 12:** 213, 214C, 215, 216C, 226C **Topic 15:** 271, 272C, 273, 274C, 282C **Topic 16:** 290C, 291, 292C, 293, 294C