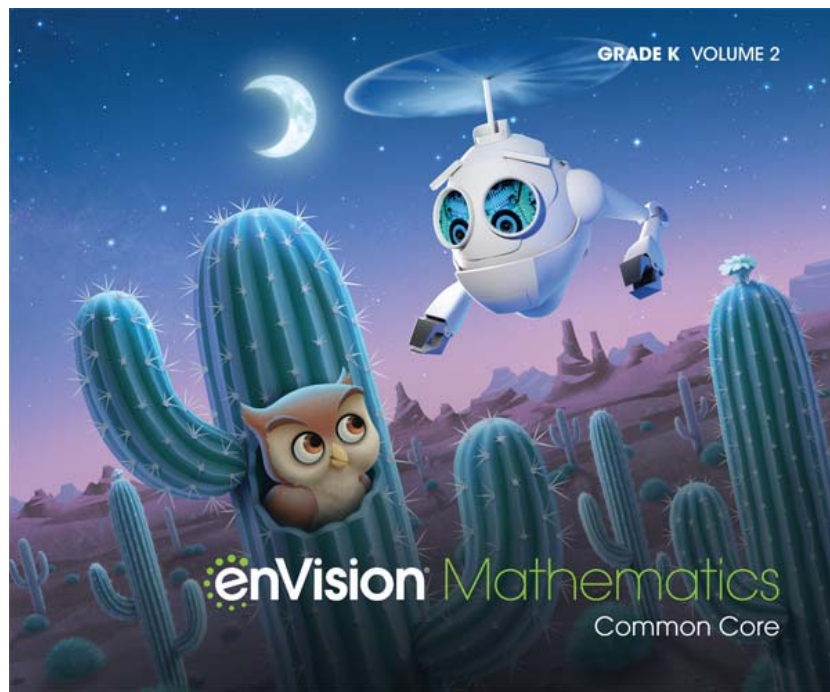


A Correlation of

**enVision**<sup>®</sup> Mathematics

**Common Core ©2020**



To the  
**Louisiana Student Standards  
for Mathematics 2017  
Kindergarten**

# **A Correlation of enVision Mathematics Common Core ©2020 to the Louisiana Student Standards for Mathematics 2017**

## **Introduction**

The new enVision® Mathematics Common Core ©2020 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

### **UNDERSTANDING**

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

### **ASSESSMENT**

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

#### **DIAGNOSTIC Assessment**

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

#### **FORMATIVE Assessment**

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

#### **SUMMATIVE Assessment**

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

### **INSTRUCTIONAL SUPPORT**

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools Realize.com.

Kids See the Math. Teachers See Results.

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<p><b>Mathematical Practices</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>enVision Mathematics</b> 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 Realize.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.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 21–24, 29–32, 77–80, 145–148, 157–160, 173–176, 181–184, 205–208, 217–220, 225–228, 265–268, 273–276, 297–300, 305–308, 317–320</p>
<p>2. Reason abstractly and quantitatively.</p>	<p><b>enVision Mathematics</b> 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><b>Student's Edition and Teacher's Edition pages</b> 5–8, 9–12, 25–28, 33–36, 41–44, 61–64, 65–68, 93–96, 97–100, 101–104, 113–116, 117–120, 145–148, 149–152, 177–180</p>

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<p>3. Construct viable arguments 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 <b>enVision Mathematics</b>, 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><b>Student's Edition and Teacher's Edition pages</b> 5–8, 9–12, 13–16, 17–20, 41–44, 65–68, 69–72, 73–76, 77–80, 93–96, 101–104, 105–108, 109–112, 117–120, 141–144</p>
<p>4. Model with mathematics.</p>	<p>Students using <b>enVision Mathematics</b> 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><b>Student's Edition and Teacher's Edition pages</b> 9–12, 17–20, 21–24, 25–28, 29–32, 69–72, 77–80, 93–96, 109–112, 141–144, 153–156, 201–204, 209–212, 217–220, 221–224</p>

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<p>5. Use appropriate tools 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><b>Student's Edition and Teacher's Edition pages</b> 5-8, 13-16, 17-20, 33-36, 41-44, 97-100, 105-108, 109-112, 113-116, 121-124, 149-152, 157-160, 181-184, 205-208, 273-276</p>
<p>6. Attend to 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><b>Student's Edition and Teacher's Edition pages</b> 13-16, 25-28, 29-32, 61-64, 65-68, 73-76, 97-100, 105-108, 149-152, 153-156, 173-176, 177-180, 185-188, 201-204, 213-216</p>

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<p>7. Look for and make use of structure.</p>	<p>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><b>Student’s Edition and Teacher’s Edition pages</b> 37–40, 61–64, 117–120, 121–124, 181–184, 225–228, 269–272, 293–296, 317–320, 321–324, 329–332, 357–360, 361–364, 365–368, 369–372</p>
<p>8. Look for and express regularity in repeated reasoning.</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.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 21–24, 37–40, 73–76, 113–116, 121–124, 141–144, 157–160, 177–180, 209–212, 269–272, 293–296, 317–320, 325–328, 329–332, 353–356</p>

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<b>Counting and Cardinality K.CC</b>	
<b>Know number names and the count sequence.</b>	
<b>K.CC.A.1</b> Count to 100 by ones and by tens.	<p><b>SE:</b> 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455–456 Sets A-C; 465–468, 469–472, 473–476, 477–480</p> <p><b>TE:</b> 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455–456 Sets A-C; 465A–468B, 469A–472B, 473A–476B, 477A–480B</p>
<b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<p><b>SE:</b> 92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 456 Set D</p> <p><b>TE:</b> 92–92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 456 Set D</p>
<b>K.CC.A.3</b> 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).	<p><b>SE:</b> 3, 4, 13–16, 25–28, 33–36, Reteaching: 47, 49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching: 127–129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: 379 Set A</p> <p><b>TE:</b> 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A</p>



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<b>Count to tell the number of objects.</b>	
<b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE:</b> 369–372 <b>TE:</b> 369A–372B
<b>K.CC.B.4.a.</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.	<b>SE:</b> 3, 4, 5–8, 17–20, 29–32, 37–40, 41–44, Reteaching: 47–50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, Reteaching: 127–128 Sets B, D  <b>TE:</b> 3–3A, 4–4C, 5A–8B, 17A–20B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, Reteaching: 127–128 Sets B, D
<b>K.CC.B.4.b.</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.	<b>SE:</b> 3, 4, 9–12, 21–24, 41–44, Reteaching: 50 Set F; 91, 109–112, 121–124, Reteaching: 127–128 Sets B, D  <b>TE:</b> 3–3A, 4–4C, 9A–12B, 21A–24B, 41A–44B, Reteaching: 49–50 Set F; 91–91A, 109A–112B, 121A–124B, Reteaching: 127–128 Sets B, D
<b>K.CC.B.4.c.</b> Understand that each successive number name refers to a quantity that is one larger.	<b>SE:</b> 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368  <b>TE:</b> 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B

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<p><b>K.CC.B.5</b> Count to answer “how many?” questions.</p>	<p><b>SE:</b> 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 41–44, Reteaching: 47- 50 Sets A, C, F; 59–60, 61–64, 65–68, 69–72, 73–76, 91, 92, 93–96, 97–100, 101–104, 105–108, 113–116, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 369–372, 373–376, Reteaching: 379–380 Sets A, C, D; 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, 513–516, 525–528, 529–532, 533–536</p> <p><b>TE:</b> 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 59–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 91–91A, 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 113A–116B, 139–140A, 141A–144B, 171–171A, 173A–176B, 177A–180B, 199–200A, 201A–204B, 247–247A, 249A–252B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 369A–372B, 373A–376B, Reteaching: 379–380 Sets A, C, D; 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 513A–516B, 525A–528B, 529A–532B, 533A–536B</p>
<p><b>K.CC.B.5.a.</b> Count objects up to 20, arranged in a line, a rectangular array, or a circle.</p>	<p><b>SE:</b> 5–8, 9–12, 13–16, 17–20, 21–24, 27–28, 38, 41–44, Reteaching: 47- 50 Sets A-F; 93–96, 101–104, 109–112, 149–152, 349–352, 353–356, 357–360, 361–364, 369–372, 373–376, Reteaching: 379–380 Sets A, C, D</p> <p><b>TE:</b> 1B, 1F, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A, 27–28B, 29A, 32B, 33A, 37A, 41A–44B, Reteaching: 47–50 Sets A-F; 93A–96B, 101A–104B, 109A–112B, 149A–152B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 369A–372B, 373A–376B, Reteaching: 379–380 Sets A, C, D</p>

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<b>K.CC.B.5.b.</b> Count object up to 10 things in a scattered configuration.	<b>SE:</b> 17-20 21-24, 25-26, 31-32, 33-36, 39-40, 73-76, 93-96, 101-104, 109-112, 149-152, 177-180  <b>TE:</b> 1B, 21A-24B, 28B, 33-36B, 73A-76B, 93A-96B, 101A-104B, 109A-112B, 149A-152B, 177A-180B
<b>K.CC.B.5.c.</b> When given a number from 1–20, count out that many objects.	<b>SE:</b> 16, 25-26, 28, 33, 37, 97-100, 105-108, 113-116, 317-320, 389–392, 393–396, 397–400  <b>TE:</b> 25A-28B, 32B, 37A, 97A-100B, 105A-108B, 113A-116B, 317A-320B, 389A–392B, 393A–396B, 397A–400B
<b>Compare numbers.</b>	
<b>K.CC.C.6</b> 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.	<b>SE:</b> 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83-84 Sets A-D; 92, 117–120, 139–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets A-D; 171, 181–184, 185–188, 509–512  <b>TE:</b> 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A-D; 92–92C, 117A–120B, 139–140A, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets A-D; 171–171A, 181A–184B, 185A–188B, 509A–512B
<b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.	<b>SE:</b> 139–140, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets B, C; 171, 181–184, 185–188  <b>TE:</b> 139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets B, C; 171–171A, 181A–184B, 185A–188B

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<b>Operations and Algebraic Thinking K.OA</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
<b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<p><b>SE:</b> 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–228, 229–232, Reteaching: 235–236 Sets A–D; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching: 279–280 Sets A–D; 291–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, 317–320, 321–324, Reteaching: 335–338 Sets A, C, E–G</p> <p><b>TE:</b> 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 225A–228B, 229A–232B, Reteaching: 235–236 Sets A–D; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, Reteaching: 279–280 Sets A–D; 291–292A, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, 317A–320B, 321A–324B, Reteaching: 335–338 Sets A, C, E–G</p>
<b>K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<p><b>SE:</b> 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237–238 Sets E–G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280–282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348</p> <p><b>TE:</b> 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C</p>
<b>K.OA.A.3</b> 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 $5 = 4 + 1$ ).	<p><b>SE:</b> 293–296, 309–312, 313–316, 321–324, 325–328, 329–332</p> <p><b>TE:</b> 293A–296B, 309A–312B, 313A–316B, 321A–324B, 325A–328B, 329A–332B</p>

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<b>K.OA.A.4</b> 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.	<b>SE:</b> 291–292, 325–328, 329–332, Reteaching: 338 Set H; 517–520, 521–524  <b>TE:</b> 291–292A, 325A–328B, 329A–332B, Reteaching: 337–338 Set H; 517A–520B, 521A–524B
<b>K.OA.A.5</b> Fluently add and subtract within 5.	<b>SE:</b> 199–200, 225–228, Reteaching: 238 Set H; 247, 269–272, Reteaching: 282 Set G; 291–292, 297–300, 301–304, 305–308, Reteaching: 335–336 Sets B, D  <b>TE:</b> 199–200A, 225A–228B, Reteaching: 237–238 Set H; 247–247A, 269A–272B, Reteaching: 281–282 Set G; 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching: 335–336 Sets B, D
<b>Number and Operations in Base Ten K.NBT</b>	
<b>Work with numbers 11–19 to gain foundations for place value.</b>	
<b>K.NBT.A.1</b> Gain understanding of place value.	<b>SE:</b> 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A–G  <b>TE:</b> 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G
<b>K.NBT.A.1.a</b> Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<b>SE:</b> 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A–G  <b>TE:</b> 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G
<b>K.NBT.A.1.b</b> Compose and decompose numbers from 11 to 19 using place value (e.g., by using objects or drawings).	<b>SE:</b> 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A–G  <b>TE:</b> 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G

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<b>K.NBT.A.1.c</b> Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$ , $18 = 10 + 8$ ).	<b>SE:</b> 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A–G  <b>TE:</b> 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G
<b>Measurement and Data K.MD</b>	
<b>Describe and compare measurable attributes.</b>	
<b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>SE:</b> 547–548, 549–552, 553–556, 557–560, 561–564, 565–568  <b>TE:</b> 547–548A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B
<b>K.MD.A.2</b> 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>SE:</b> 547–548, 549–552, 553–556, 557–560, 565–568, 569–572, Reteaching: 575–576 Sets A–D  <b>TE:</b> 547–548A, 549A–552B, 553A–556B, 557A–560B, 565A–568B, 569A–572B, Reteaching: 575–576 Sets A, B, D
<b>Classify objects and count the number of objects in each category.</b>	
<b>K.MD.B.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>SE:</b> 171, 172, 173–176, 177–180, 181–184, 185–188, Reteaching: 191–192 Sets A–D; 465–468  <b>TE:</b> 171–171A, 172–172C, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 191–192 Sets A–D; 465A–468B
<b>Work with money.</b>	
<b>K.MD.C.4</b> Recognize pennies, nickels, dimes, and quarters by name and value (e.g.; This is a nickel and it is worth 5 cents.)	In Kindergarten, students describe and compare measurable attributes of length, height, capacity, and weight. Grade 1 students recognize the value of coins in the following: Lesson 13-1: The Value of Coins and Lesson 13-2: Find the Value of a Group of Coins

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Louisiana Student Standards for Mathematics 2017 Kindergarten	enVision Mathematics Common Core ©2020 Kindergarten
<b>Geometry K.G</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
<b>K.G.A.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .	<b>SE:</b> 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 497-498 Sets F, G; 507, 508, 525–528  <b>TE:</b> 463–464A, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 497–498 Sets F, G; 507–507A, 508–508C, 525A–528B
<b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.	<b>SE:</b> 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495-497 Sets B-E; 508  <b>TE:</b> 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 495–498 Sets B–E; 508–508C
<b>K.G.A.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	<b>SE:</b> 465–468, 485–488, Reteaching: 495 Set A; 507, 521–524  <b>TE:</b> 465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B
<b>B. Analyze, compare, create, and compose shapes.</b>	
<b>K.G.B.4</b> 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>SE:</b> 463–464, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539-540 Sets A-D  <b>TE:</b> 463–464A, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539-540 Sets A-D

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<p><b>K.G.B.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p><b>SE:</b> 507, 513–516, 525–528, 529–532, 533–536, Reteaching: 540 Set D</p> <p><b>TE:</b> 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 540 Set D</p>
<p><b>K.G.B.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	<p><b>SE:</b> 463–464, 507, 508, 525–528, 533–536</p> <p><b>TE:</b> 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B</p>

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