

A Correlation of

# enVisionmath<sup>®</sup> 2.0

## Kindergarten



To the  
**MAISA CCSS Mathematics  
Curriculum  
Kindergarten**

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## **Introduction**

It's on! New enVisionmath2.0 is a math program that empowers every teacher and learner. Prioritize learning, emphasize content connections, and invite in-depth student exploration on major topics, with the innovative new content organization focused on clusters of Common Core standards within each grade. Get to know the new enVisionmath2.0 program. Fully powered to support print, blended, and 1:1 digital learning experiences.

### **Effective**

Accomplish more, worry less.

The organization promotes focus and coherence every day! The major work at every grade is the priority for earlier in the year, enabling extensive exposure prior to assessments.

- Focuses on Common Core Clusters
- Develops in-depth understanding
- Connects mathematical content and processes

### **Engaging**

Everything right for every learner.

Problem-based learning and visual learning paired with personalized learning! The new enVisionmath2.0 program engages every learner in every way.

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RTI activities and supports

### **Efficient**

Comprehensive not complicated.

Everyone craves simplicity. The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily.

- Upload district content or your own content
- Edit lessons, assessments, and resources
- Assess in the format of high-stakes tests

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**Table of Contents**

<b>Kindergarten Overview .....</b>	<b>1</b>
<b>Kindergarten .....</b>	<b>8</b>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<p style="text-align: center;"><b>MAISA CCSS Mathematics Curriculum Kindergarten Overview</b></p>	<p style="text-align: center;"><b>enVisionmath2.0 Kindergarten Lessons</b></p>
<p><b>Unit 1</b> Exploring Attributes and Shape Part 1</p>	<p><b>Lesson 5-1:</b> Classify Objects into Categories  <b>Lesson 5-2:</b> Count the Number of Objects in Each Category  <b>Lesson 5-3:</b> Sort the Categories by Counting  <b>Lesson 5-4:</b> Math Practices and Problem Solving: Critique Reasoning  <b>Lesson 12-2:</b> Circles and Triangles  <b>Lesson 12-3:</b> Squares and Other Rectangles  <b>Lesson 12-4:</b> Hexagons  <b>Lesson 12-5:</b> Solid Figures  <b>Lesson 12-6:</b> Describe Shapes in the Environment  <b>Lesson 12-7:</b> Describe the Position of Shapes in the Environment  <b>Lesson 12-8:</b> Math Practices and Problem Solving: Precision  <b>Lesson 13-1:</b> Analyze and Compare Two-Dimensional (2-D) Shapes  <b>Lesson 13-5:</b> Make 2-D Shapes from Other 2-D Shapes  <b>Lesson 13-6:</b> Build 2-D Shapes  <b>Lesson 13-7:</b> Build 3-D Shapes</p>
<p><b>Unit 2</b> Exploring Number</p>	<p><b>Lesson 1-1:</b> Count 1, 2, and 3  <b>Lesson 1-2:</b> Recognize 1, 2, and 3 in Different Arrangements  <b>Lesson 1-3:</b> Read and Write 1, 2, and 3  <b>Lesson 1-4:</b> Count 4 and 5  <b>Lesson 1-5:</b> Recognize 4 and 5 in Different Arrangements  <b>Lesson 1-6:</b> Read and Write 4 and 5  <b>Lesson 1-7:</b> Identify the Number 0  <b>Lesson 1-8:</b> Read and Write 0  <b>Lesson 1-9:</b> Ways to Make 5  <b>Lesson 1-10:</b> Count Numbers to 5  <b>Lesson 1-11:</b> Math Practices and Problem Solving: Construct Arguments  <b>Lesson 2-1:</b> Equal Groups  <b>Lesson 2-2:</b> Greater Than  <b>Lesson 2-3:</b> Less Than  <b>Lesson 2-4:</b> Compare Groups to 5 by Counting  <b>Lesson 2-6:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 3-1:</b> Count 6 and 7  <b>Lesson 3-2:</b> Read and Write 6 and 7  <b>Lesson 3-3:</b> Count 8 and 9  <b>Lesson 3-4:</b> Read and Write 8 and 9  <b>Lesson 3-5:</b> Count 10  <b>Lesson 3-6:</b> Read and Write 10</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Kindergarten Overview	enVisionmath2.0 Kindergarten Lessons
(Continued) <b>Unit 2</b> Exploring Number	<p><b>Lesson 3-8:</b> Math Practices and Problem Solving: Look For and Use Structure</p> <p><b>Lesson 4-1:</b> Compare Groups to 10</p> <p><b>Lesson 4-2:</b> Compare Numbers Using Numerals to 10</p> <p><b>Lesson 4-3:</b> Compare Groups of 10 by Counting</p> <p><b>Lesson 4-5:</b> Count Numbers to 10</p> <p><b>Lesson 4-6:</b> Math Practices and Problem Solving: Repeated Reasoning</p> <p><b>Lesson 6-1:</b> Explore Addition</p> <p><b>Lesson 6-2:</b> Represent Addition as Adding To</p> <p><b>Lesson 6-3:</b> Represent Addition as Putting Together</p> <p><b>Lesson 6-4:</b> Use the Plus Sign</p> <p><b>Lesson 6-5:</b> Represent and Explain Addition with Equations</p> <p><b>Lesson 6-6:</b> Continue to Represent and Explain Addition with Equations</p> <p><b>Lesson 6-7:</b> Solve Addition Word Problems: Add To</p> <p><b>Lesson 6-8:</b> Solve Addition Word Problems: Put Together</p> <p><b>Lesson 7-1:</b> Explore Subtraction</p> <p><b>Lesson 7-2:</b> Represent Subtraction as Taking Apart</p> <p><b>Lesson 7-3:</b> Represent Subtraction as Taking From</p> <p><b>Lesson 7-4:</b> Use the Minus Sign</p> <p><b>Lesson 7-5:</b> Represent and Explain Subtraction with Equations</p> <p><b>Lesson 7-6:</b> Continue to Represent and Explain Subtraction with Equations</p> <p><b>Lesson 7-7:</b> Solve Subtraction Word Problems: Take From</p> <p><b>Lesson 8-1:</b> Decompose and Represent Numbers to 5</p> <p><b>Lesson 8-2:</b> Related Facts</p> <p><b>Lesson 8-3:</b> Math Practices and Problem Solving: Reasoning</p> <p><b>Lesson 8-4:</b> Fluently Add and Subtract to 5</p> <p><b>Lesson 9-5:</b> Count Forward from Any Number to 20</p> <p><b>Lesson 9-6:</b> Count to Find How Many</p> <p><b>Lesson 11-1:</b> Count Using Patterns to 30</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Kindergarten Overview	enVisionmath2.0 Kindergarten Lessons
<p><b>Unit 3</b> Exploring Measurement</p>	<p><b>Lesson 14-1:</b> Compare by Length and Height  <b>Lesson 14-2:</b> Compare by Capacity  <b>Lesson 14-3:</b> Compare by Weight  <b>Lesson 14-4:</b> Describe Objects by Attributes  <b>Lesson 14-5:</b> Describe Objects by Measurable Attributes  <b>Lesson 14-6:</b> Math Practices and Problem Solving: Precision</p>
<p><b>Unit 4</b> Data and Data Representation</p>	<p><b>Lesson 1-1:</b> Count 1, 2, and 3  <b>Lesson 1-2:</b> Recognize 1, 2, and 3 in Different Arrangements  <b>Lesson 1-4:</b> Count 4 and 5  <b>Lesson 1-5:</b> Recognize 4 and 5 in Different Arrangements  <b>Lesson 1-7:</b> Identify the Number 0  <b>Lesson 1-9:</b> Ways to Make 5  <b>Lesson 1-10:</b> Count Numbers to 5  <b>Lesson 1-11:</b> Math Practices and Problem Solving: Construct Arguments  <b>Lesson 2-1:</b> Equal Groups  <b>Lesson 2-2:</b> Greater Than  <b>Lesson 2-3:</b> Less Than  <b>Lesson 2-4:</b> Compare Groups to 5 by Counting  <b>Lesson 2-5:</b> Compare Numbers to 5  <b>Lesson 2-6:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 3-1:</b> Count 6 and 7  <b>Lesson 3-3:</b> Count 8 and 9  <b>Lesson 3-5:</b> Count 10  <b>Lesson 3-7:</b> Ways to Make 10  <b>Lesson 3-8:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 4-1:</b> Compare Groups to 10  <b>Lesson 4-2:</b> Compare Numbers Using Numerals to 10  <b>Lesson 4-3:</b> Compare Groups of 10 by Counting  <b>Lesson 4-4:</b> Compare Numbers to 10  <b>Lesson 4-5:</b> Count Numbers to 10  <b>Lesson 4-6:</b> Math Practices and Problem Solving: Repeated Reasoning  <b>Lesson 5-1:</b> Classify Objects into Categories  <b>Lesson 5-2:</b> Count the Number of Objects in Each Category  <b>Lesson 5-3:</b> Sort the Categories by Counting  <b>Lesson 5-4:</b> Math Practices and Problem Solving: Critique Reasoning</p>

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<b>MAISA CCSS Mathematics Curriculum Kindergarten Overview</b>	<b>enVisionmath2.0 Kindergarten Lessons</b>
<p>(Continued) <b>Unit 4</b> Data and Data Representation</p>	<p><b>Lesson 6-7:</b> Solve Addition Word Problems: Add To  <b>Lesson 6-8:</b> Solve Addition Word Problems: Put Together  <b>Lesson 6-10:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 7-3:</b> Represent Subtraction as Taking From  <b>Lesson 7-7:</b> Solve Subtraction Problems: Take From  <b>Lesson 7-9:</b> Math Practices and Problem Solving: Use Appropriate Tools  <b>Lesson 8-8:</b> Solve Word Problems: Both Addends Unknown  <b>Lesson 9-1:</b> Count and Write 11 and 12  <b>Lesson 9-2:</b> Count and Write 13, 14, and 15  <b>Lesson 9-3:</b> Count and Write 16 and 17  <b>Lesson 9-4:</b> Count and Write 18, 19, and 20  <b>Lesson 9-5:</b> Count Forward from Any Number to 20  <b>Lesson 9-6:</b> Count to Find How Many  <b>Lesson 9-7:</b> Math Practices and Problem Solving: Reasoning</p>
<p><b>Unit 5</b> Deepening and Extending Number</p>	<p><b>Lesson 1-1:</b> Count 1, 2, and 3  <b>Lesson 1-2:</b> Recognize 1, 2, and 3 in Different Arrangements  <b>Lesson 1-3:</b> Read and Write 1, 2, and 3  <b>Lesson 1-4:</b> Count 4 and 5  <b>Lesson 1-5:</b> Recognize 4 and 5 in Different Arrangements  <b>Lesson 1-6:</b> Read and Write 4 and 5  <b>Lesson 1-7:</b> Identify the Number 0  <b>Lesson 1-8:</b> Read and Write 0  <b>Lesson 1-9:</b> Ways to Make 5  <b>Lesson 1-10:</b> Count Numbers to 5  <b>Lesson 1-11:</b> Math Practices and Problem Solving: Construct Arguments  <b>Lesson 2-1:</b> Equal Groups  <b>Lesson 2-2:</b> Greater Than  <b>Lesson 2-3:</b> Less Than  <b>Lesson 2-4:</b> Compare Groups to 5 by Counting  <b>Lesson 2-5:</b> Compare Numbers to 5  <b>Lesson 2-6:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 3-1:</b> Count 6 and 7  <b>Lesson 3-2:</b> Read and Write 6 and 7  <b>Lesson 3-3:</b> Count 8 and 9  <b>Lesson 3-4:</b> Read and Write 8 and 9</p>

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To the MAISA CCSS Mathematics Curriculum

MAISA CCSS Mathematics Curriculum Kindergarten Overview	enVisionmath2.0 Kindergarten Lessons
(Continued) <b>Unit 5</b> Deepening and Extending Number	<p><b>Lesson 3-5:</b> Count 10</p> <p><b>Lesson 3-6:</b> Read and Write 10</p> <p><b>Lesson 3-7:</b> Ways to Make 10</p> <p><b>Lesson 3-8:</b> Math Practices and Problem Solving: Look For and Use Structure</p> <p><b>Lesson 4-1:</b> Compare Groups to 10</p> <p><b>Lesson 4-2:</b> Compare Numbers Using Numerals to 10</p> <p><b>Lesson 4-3:</b> Compare Groups of 10 by Counting</p> <p><b>Lesson 4-4:</b> Compare Numbers to 10</p> <p><b>Lesson 4-5:</b> Count Numbers to 10</p> <p><b>Lesson 4-6:</b> Math Practices and Problem Solving: Repeated Reasoning</p> <p><b>Lesson 6-1:</b> Explore Addition</p> <p><b>Lesson 6-2:</b> Represent Addition as Adding To</p> <p><b>Lesson 6-3:</b> Represent Addition as Putting Together</p> <p><b>Lesson 6-4:</b> Use the Plus Sign</p> <p><b>Lesson 6-5:</b> Represent and Explain Addition with Equations</p> <p><b>Lesson 6-6:</b> Continue to Represent and Explain Addition with Equations</p> <p><b>Lesson 6-7:</b> Solve Addition Word Problems: Add To</p> <p><b>Lesson 6-8:</b> Solve Addition Word Problems: Put Together</p> <p><b>Lesson 6-9:</b> Use Patterns to Develop Fluency in Addition</p> <p><b>Lesson 6-10:</b> Math Practices and Problem Solving: Model with Math</p> <p><b>Lesson 7-1:</b> Explore Subtraction</p> <p><b>Lesson 7-2:</b> Represent Subtraction as Taking Apart</p> <p><b>Lesson 7-3:</b> Represent Subtraction as Taking From</p> <p><b>Lesson 7-4:</b> Use the Minus Sign</p> <p><b>Lesson 7-5:</b> Represent and Explain Subtraction with Equations</p> <p><b>Lesson 7-6:</b> Continue to Represent and Explain Subtraction with Equations</p> <p><b>Lesson 7-7:</b> Solve Subtraction Word Problems: Take From</p> <p><b>Lesson 7-8:</b> Use Patterns to Develop Fluency in Subtraction</p> <p><b>Lesson 7-9:</b> Math Practices and Problem Solving: Use Appropriate Tools</p> <p><b>Lesson 8-1:</b> Decompose and Represent Numbers to 5</p>



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MAISA CCSS Mathematics Curriculum Kindergarten Overview	enVisionmath2.0 Kindergarten Lessons
<p>(Continued) <b>Unit 5</b> Deepening and Extending Number</p>	<p><b>Lesson 8-2:</b> Related Facts  <b>Lesson 8-3:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 8-4:</b> Fluently Add and Subtract to 5  <b>Lesson 8-5:</b> Decompose and Represent 6 and 7  <b>Lesson 8-6:</b> Decompose and Represent 8 and 9  <b>Lesson 8-7:</b> Decompose and Represent 10  <b>Lesson 8-8:</b> Solve Word Problems: Both Addends Unknown  <b>Lesson 8-9:</b> Find the Missing Part of 10  <b>Lesson 8-10:</b> Continue to Find the Missing Part of 10  <b>Lesson 9-1:</b> Count and Write 11 and 12  <b>Lesson 9-2:</b> Count and Write 13, 14, and 15  <b>Lesson 9-3:</b> Count and Write 16 and 17  <b>Lesson 9-4:</b> Count and Write 18, 19, and 20  <b>Lesson 9-5:</b> Count Forward from Any Number to 20  <b>Lesson 9-6:</b> Count to Find How Many  <b>Lesson 9-7:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 10-</b>  <b>Lesson 10-1:</b> Make 11, 12, and 13  <b>Lesson 10-2:</b> Make 14, 15, and 16  <b>Lesson 10-3:</b> Make 17, 18, and 19  <b>Lesson 10-4:</b> Find Parts of 11, 12, and 13  <b>Lesson 10-5:</b> Find Parts of 14, 15, and 16  <b>Lesson 10-6:</b> Find Parts of 17, 18, and 19  <b>Lesson 10-7:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 11-1:</b> Count Using Patterns to 30  <b>Lesson 11-2:</b> Count Using Patterns to 50  <b>Lesson 11-3:</b> Count by Tens to 100  <b>Lesson 11-4:</b> Count by Tens and Ones  <b>Lesson 11-5:</b> Count Forward from Any Number to 100  <b>Lesson 11-6:</b> Count Using Patterns to 100  <b>Lesson 11-7:</b> Math Practices and Problem Solving: Look For and Use Structure</p>

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MAISA CCSS Mathematics Curriculum Kindergarten Overview	enVisionmath2.0 Kindergarten Lessons
<p><b>Unit 6</b> Exploring Attributes and Shape Part 2</p>	<p><b>Lesson 12-1:</b> Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes  <b>Lesson 12-2:</b> Circles and Triangles  <b>Lesson 12-3:</b> Squares and Other Rectangles  <b>Lesson 12-4:</b> Hexagons  <b>Lesson 12-5:</b> Solid Figures  <b>Lesson 12-6:</b> Describe Shapes in the Environment  <b>Lesson 12-7:</b> Describe the Position of Shapes in the Environment  <b>Lesson 12-8:</b> Math Practices and Problem Solving: Precision  <b>Lesson 13-1:</b> Analyze and Compare Two-Dimensional (2-D) Shapes  <b>Lesson 13-2:</b> Analyze and Compare Three-Dimensional (3-D) Shapes  <b>Lesson 13-3:</b> Compare 2-D and 3-D Shapes  <b>Lesson 13-4:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 13-5:</b> Make 2-D Shapes from Other 2-D Shapes  <b>Lesson 13-6:</b> Build 2-D Shapes  <b>Lesson 13-7:</b> Build 3-D Shapes</p>

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MAISA CCSS Mathematics Curriculum Kindergarten	enVisionmath2.0 Kindergarten
<b>Unit: 1 - Exploring Attributes and Shape Part 1</b>	
<b>Content Expectations</b>	
<b>Measurement &amp; Data</b>	
<b>K.MD.B. Classify objects and count the number of objects in each category.</b>	
K.MD.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.	<b>SE: Topic 5:</b> 249–254, 255–260, 261–266, 267–272, 275–276  <b>TE: Topic 5:</b> 249A–254, 255A–260, 261A–266, 267A–272, 275–276
<b>Geometry</b>	
<b>K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
K.G.A.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.	<b>SE: Topic 12:</b> 715–720, 721–726, 727–732, 737–738  <b>TE: Topic 12:</b> 715A–720, 721A–726, 727A–732, 737–738
K.G.A.2. Correctly name shapes regardless of their orientations or overall size.	<b>SE: Topic 12:</b> 691–696, 697–702, 703–708, 709–714, 715–720, 735–737  <b>TE: Topic 12:</b> 691A–696, 697A–702, 703A–708, 709A–714, 715A–720, 735–737
<b>K.G.B. Analyze, compare, create, and compose shapes.</b>	
K.G.B.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	<b>SE: Topic 13:</b> 773–778, 779–784, 785–790, 794  <b>TE: Topic 13:</b> 773A–778, 779A–784, 785A–790, 794
<b>Unit Level Standards</b>	
<b>K.G.B. Analyze, compare, create, and compose shapes.</b>	
K.G.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).	<b>SE: Topic 12:</b> 691–696, 697–702, 703–708, 735–737; <b>Topic 13:</b> 749–754, 779–784, 793–794  <b>TE: Topic 12:</b> 691A–696, 697A–702, 703A–708, 735–737; <b>Topic 13:</b> 749A–754, 779A–784, 793–794
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>SE: Topic 13:</b> 773–778, 785–790  <b>TE: Topic 13:</b> 773A–778, 785A–790

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MAISA CCSS Mathematics Curriculum Kindergarten	enVisionmath2.0 Kindergarten
<b>Unit 2 - Exploring Number</b>	
<b>Content Expectations</b>	
<b>Counting &amp; Cardinality</b>	
<b>K.CC.B. Count to tell the number of objects.</b>	
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE: Topic 1:</b> 55–60, 77; <b>Topic 3:</b> 175–180, 191  <b>TE: Topic 1:</b> 55A–60, 77; <b>Topic 3:</b> 175A–180, 191
K.CC.B.4a. 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: Topic 1:</b> 7–12, 25–30, 43–48, 61–66, 67–72, 75–78; <b>Topic 3:</b> 139–144, 151–156, 163–168, 181–186, 189–192; <b>Topic 9:</b> 543–548, 558  <b>TE: Topic 1:</b> 7A–12, 25A–30, 43A–48, 61A–66, 67A–72, 75–78; <b>Topic 3:</b> 139A–144, 151A–156, 163A–168, 181A–186, 189–192; <b>Topic 9:</b> 543A–548, 558
K.CC.B.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>SE: Topic 1:</b> 13–18, 31–36, 67–72, 78; <b>Topic 3:</b> 163–168, 181–186, 192; <b>Topic 9:</b> 543–548, 558  <b>TE: Topic 1:</b> 13A–18, 31A–36, 67A–72, 78; <b>Topic 3:</b> 163A–168, 181A–186, 192; <b>Topic 9:</b> 543A–548, 558
K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.	<b>SE: Topic 1:</b> 61–66; <b>Topic 4:</b> 225–230, 231–236, 240; <b>Topic 9:</b> 537–542, 543–548, 557–558  <b>TE: Topic 1:</b> 61A–66; <b>Topic 4:</b> 225A–230, 231A–236, 240; <b>Topic 9:</b> 537A–542, 543A–548, 557–558
<b>K.CC.C. Compare numbers.</b>	
K.CC.C.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.	<b>SE: Topic 2:</b> 91–96, 97–102, 103–108, 109–114, 121–126, 129–130; <b>Topic 4:</b> 201–206, 207–212, 213–218, 239–240  <b>TE: Topic 2:</b> 91A–96, 97A–102, 103A–108, 109A–114, 121A–126, 129–130; <b>Topic 4:</b> 201A–206, 207A–212, 213A–218, 239–240

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MAISA CCSS Mathematics Curriculum Kindergarten	enVisionmath2.0 Kindergarten
<b>Operations &amp; Algebraic Thinking</b>	
<b>K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
K.OA.A.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.)	<b>SE: Topic 6:</b> 287–292, 293–298, 299–304, 305–310, 311–316, 317–322, 323–328, 329–334, 349–352; <b>Topic 7:</b> 365–370, 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 421–423  <b>TE: Topic 6:</b> 287A–292, 293A–298, 299A–304, 305A–310, 311A–316, 317A–322, 323A–328, 329A–334, 349–352; <b>Topic 7:</b> 365A–370, 371A–376, 377A–382, 383A–388, 389A–394, 395A–400, 401A–406, 421A–423
<b>Unit Level Standards</b>	
<b>Counting &amp; Cardinality</b>	
<b>K.CC.A Know number names and the count sequence.</b>	
K.CC.A.1. Count to 100 [30] by ones and [to 100] by tens.	<b>SE: Topic 11:</b> 625–630  <b>TE: Topic 11:</b> 625A–630
K.CC.A.3. Write numbers from 0 to 20 [10]. Represent a number of objects with a written numeral 0–20 [10] (with 0 representing a count of no objects).	<b>SE: Topic 1:</b> 19–24, 37–42, 49–54, 55–60, 75–77; <b>Topic 3:</b> 145–150, 157–162, 169–174, 189–191  <b>TE: Topic 1:</b> 19A–24, 37A–42, 49A–54, 55A–60, 75–77; <b>Topic 3:</b> 145A–150, 157A–162, 169A–174, 189–191
<b>K.CC.B Count to tell the number of objects.</b>	
K.CC.B.5. Count to answer “how many?” questions about as many as 20 [10] 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 [10], count out that many objects.	<b>SE: Topic 1:</b> 7–12, 13–18, 25–30, 31–36, 43–48, 67–72, 75–78; <b>Topic 3:</b> 139–144, 151–156, 163–168  <b>TE: Topic 1:</b> 7A–12, 13A–18, 25A–30, 31A–36, 43A–48, 67A–72, 75–78; <b>Topic 3:</b> 139A–144, 151A–156, 163A–168
<b>Kindergarten, Operations &amp; Algebraic Thinking</b>	
<b>K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10 [5], e.g., by using objects or drawings to represent the problem.	<b>SE: Topic 6:</b> 323–328, 329–334, 341–346, 351–352; <b>Topic 7:</b> 377–382, 401–406, 413–418, 422–424; <b>Topic 8:</b> 435–440, 441–446, 453–458

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<b>MAISA CCSS Mathematics Curriculum Kindergarten</b>	<b>enVisionmath2.0 Kindergarten</b>
(Continued) K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10 [5], e.g., by using objects or drawings to represent the problem.	<b>TE: Topic 6:</b> 323A–328, 329A–334, 341A–346, 351–352; <b>Topic 7:</b> 377A–382, 401A–406, 413A–418, 422–424; <b>Topic 8:</b> 435A–440, 441A–446, 453A–458
K.OA.A.3. Decompose numbers less than or equal to 10 [5] 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 $5 = 4 + 1$ ).	<b>SE: Topic 1:</b> 55-60; <b>Topic 8:</b> 435–440, 441-446, 447-452, 453-458  <b>TE: Topic 1:</b> 55A-60; <b>Topic 8:</b> 435A–440, 441A-446, 447A-452, 453A-458
K.OA.A.4. For any number from 1 to 9 [4], find the number that makes 10 [5] when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	<b>SE: Topic 1:</b> 55-60; <b>Topic 8:</b> 435–440, 441-446, 447-452, 453-458  <b>TE: Topic 1:</b> 55A-60; <b>Topic 8:</b> 435A–440, 441A-446, 447A-452, 453A-458
K.OA.A.5 <b>Fluently</b> add and subtract within 5	<b>SE: Topic 6:</b> 335–340, 352; <b>Topic 7:</b> 407–412, 424; <b>Topic 8:</b> 435–440, 441-446, 447-452, 453-458  <b>TE: Topic 6:</b> 335A–340, 352; <b>Topic 7:</b> 407A–412; 424, <b>Topic 8:</b> 435A–440, 441A-446, 447A-452, 453A-458
<b>Unit 3 - Exploring Measurement</b>	
<b>Content Expectations</b>	
<b>Measurement &amp; Data</b>	
<b>K.MD.A. Describe and compare measurable attributes.</b>	
K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>SE: Topic 14:</b> 823–828, 829–834, 844  <b>TE: Topic 14:</b> 823A–828, 829A–834, 844
K.MD.A.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. For example, directly compare the heights of two children and describe one child as taller/shorter.	<b>SE: Topic 14:</b> 805–810, 811–816, 817–822, 835–840, 843–844  <b>TE: Topic 14:</b> 805A–810, 811A–816, 817A–822, 835A–840, 843–844
<b>Unit Level Standards</b>	
Not Applicable	

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MAISA CCSS Mathematics Curriculum Kindergarten	enVisionmath2.0 Kindergarten
<b>Unit 4 - Data and Data Representation</b>	
<b>Content Expectations</b>	
<b>Counting &amp; Cardinality</b>	
<b>K.CC.B. Count to tell the number of objects.</b>	
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE: Topic 1:</b> 55–60, 77; <b>Topic 3:</b> 175–180, 191  <b>TE: Topic 1:</b> 55A–60, 77; <b>Topic 3:</b> 175A–180, 191
K.CC.B.4a. 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: Topic 1:</b> 7–12, 25–30, 43–48, 61–66, 67–72, 75–78; <b>Topic 3:</b> 139–144, 151–156, 163–168, 181–186, 189–192; <b>Topic 9:</b> 543–548, 558  <b>TE: Topic 1:</b> 7A–12, 25A–30, 43A–48, 61A–66, 67A–72, 75–78; <b>Topic 3:</b> 139A–144, 151A–156, 163A–168, 181A–186, 189–192; <b>Topic 9:</b> 543A–548, 558
K.CC.B.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>SE: Topic 1:</b> 13–18, 31–36, 67–72, 78; <b>Topic 3:</b> 163–168, 181–186, 192; <b>Topic 9:</b> 543–548, 558  <b>TE: Topic 1:</b> 13A–18, 31A–36, 67A–72, 78; <b>Topic 3:</b> 163A–168, 181A–186, 192; <b>Topic 9:</b> 543A–548, 558
K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.	<b>SE: Topic 1:</b> 61–66; <b>Topic 4:</b> 225–230, 231–236, 240; <b>Topic 9:</b> 537–542, 543–548, 557–558  <b>TE: Topic 1:</b> 61A–66; <b>Topic 4:</b> 225A–230, 231A–236, 240; <b>Topic 9:</b> 537A–542, 543A–548, 557–558
K.CC.B.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.	<b>SE: Topic 1:</b> 7–12, 13–18, 25–30, 31–36, 43–48, 67–72, 75–78; <b>Topic 3:</b> 139–144, 151–156, 163–168, 189–190; <b>Topic 9:</b> 513–518, 519–524, 525–530, 531–536, 543–548, 549–554, 557–558  <b>TE: Topic 1:</b> 7A–12, 13A–18, 25A–30, 31A–36, 43A–48, 67A–72, 75–78; <b>Topic 3:</b> 139A–144, 151A–156, 163A–168, 189–190; <b>Topic 9:</b> 513A–518, 519A–524, 525A–530, 531A–536, 543A–548, 549A–554, 557–558

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MAISA CCSS Mathematics Curriculum Kindergarten	enVisionmath2.0 Kindergarten
<b>K.CC.C. Compare numbers.</b>	
K.CC.C.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.	<b>SE: Topic 2:</b> 91–96, 97–102, 103–108, 109–114, 121–126, 129–130; <b>Topic 4:</b> 201–206, 207–212, 213–218, 239–240  <b>TE: Topic 2:</b> 91A–96, 97A–102, 103A–108, 109A–114, 121A–126, 129–130; <b>Topic 4:</b> 201A–206, 207A–212, 213A–218, 239–240
K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.	<b>SE: Topic 2:</b> 109–114, 115–120, 121–126, 130; <b>Topic 4:</b> 207–212, 213–218, 219–224, 225–230, 239–240  <b>TE: Topic 2:</b> 109A–114, 115A–120, 121A–126, 130; <b>Topic 4:</b> 207A–212, 213A–218, 219A–224, 225A–230, 239–240
<b>Operations &amp; Algebraic Thinking</b>	
<b>K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<b>SE: Topic 6:</b> 323–328, 329–334, 341–346, 351–352; <b>Topic 7:</b> 377–382, 401–406, 413–418, 422–424; <b>Topic 8:</b> 477–482, 500  <b>TE: Topic 6:</b> 323A–328, 329A–334, 341A–346, 351–352; <b>Topic 7:</b> 377A–382, 401A–406, 413A–418, 422–424; <b>Topic 8:</b> 477A–482, 500
<b>Measurement &amp; Data</b>	
<b>K.MD.B. Classify objects and count the number of objects in each category.</b>	
K.MD.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.	<b>SE: Topic 5:</b> 249–254, 255–260, 261–266, 267–272, 275–276  <b>TE: Topic 5:</b> 249A–254, 255A–260, 261A–266, 267A–272, 275–276
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 5 - Deepening and Extending Number</b>	
<b>Content Expectations</b>	
<b>Counting &amp; Cardinality</b>	
<b>K.CC.A. Know number names and the count sequence.</b>	
K.CC.A.1. Count to 100 by ones and by tens.	<b>SE: Topic 11:</b> 625–630, 631–636, 637–642, 643–648, 649–654, 655–660, 661–666, 669–670



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<b>MAISA CCSS Mathematics Curriculum Kindergarten</b>	<b>enVisionmath2.0 Kindergarten</b>
(Continued) K.CC.A.1. Count to 100 by ones and by tens.	<b>TE: Topic 11:</b> 625A–630, 631A–636, 637A–642, 643A–648, 649A–654, 655A–660, 661A–666, 669–670
K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>SE: Topic 4:</b> 225–230, 231–236, 240; <b>Topic 6:</b> 293–298, 349; <b>Topic 9:</b> 537–542, 549–554, 557–558; <b>Topic 11:</b> 625–630, 631–636, 649–654, 655–660, 661–666, 669–670  <b>TE: Topic 4:</b> 225A–230, 231A–236, 240; <b>Topic 6:</b> 293A–298, 349; <b>Topic 9:</b> 537A–542, 549A–554, 557–558; <b>Topic 11:</b> 625A–630, 631A–636, 649A–654, 655A–660, 661A–666, 669–670
K.CC.A.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).	<b>SE: Topic 1:</b> 19–24, 37–42, 49–54, 55–60, 75–77; <b>Topic 3:</b> 145–150, 157–162, 169–174, 189–191; <b>Topic 9:</b> 513–518, 519–524, 525–530, 531–536, 557  <b>TE: Topic 1:</b> 19A–24, 37A–42, 49A–54, 55A–60, 75–77; <b>Topic 3:</b> 145A–150, 157A–162, 169A–174, 189–191; <b>Topic 9:</b> 513A–518, 519A–524, 525A–530, 531A–536, 557
<b>K.CC.B. Count to tell the number of objects.</b>	
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE: Topic 1:</b> 55–60, 77; <b>Topic 3:</b> 175–180, 191  <b>TE: Topic 1:</b> 55A–60, 77; <b>Topic 3:</b> 175A–180, 191
K.CC.B.4a. 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: Topic 1:</b> 7–12, 25–30, 43–48, 61–66, 67–72, 75–78; <b>Topic 3:</b> 139–144, 151–156, 163–168, 181–186, 189–192; <b>Topic 9:</b> 543–548, 558  <b>TE: Topic 1:</b> 7A–12, 25A–30, 43A–48, 61A–66, 67A–72, 75–78; <b>Topic 3:</b> 139A–144, 151A–156, 163A–168, 181A–186, 189–192; <b>Topic 9:</b> 543A–548, 558

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<b>MAISA CCSS Mathematics Curriculum Kindergarten</b>	<b>enVisionmath2.0 Kindergarten</b>
K.CC.B.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>SE: Topic 1:</b> 13–18, 31–36, 67–72, 78; <b>Topic 3:</b> 163–168, 181–186, 192; <b>Topic 9:</b> 543–548, 558  <b>TE: Topic 1:</b> 13A–18, 31A–36, 67A–72, 78; <b>Topic 3:</b> 163A–168, 181A–186, 192; <b>Topic 9:</b> 543A–548, 558
K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.	<b>SE: Topic 1:</b> 61–66; <b>Topic 4:</b> 225–230, 231–236, 240; <b>Topic 9:</b> 537–542, 543–548, 557–558  <b>TE: Topic 1:</b> 61A–66; <b>Topic 4:</b> 225A–230, 231A–236, 240; <b>Topic 9:</b> 537A–542, 543A–548, 557–558
K.CC.B.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.	<b>SE: Topic 1:</b> 7–12, 13–18, 25–30, 31–36, 43–48, 67–72, 75–78; <b>Topic 3:</b> 145–150, 157–162, 189–190; <b>Topic 9:</b> 513–518, 519–524, 525–530, 531–536, 543–548, 549–554, 557–558  <b>TE: Topic 1:</b> 7A–12, 13A–18, 25A–30, 31A–36, 43A–48, 67A–72, 75–78; <b>Topic 3:</b> 145A–150, 157A–162, 189–190; <b>Topic 9:</b> 513A–518, 519A–524, 525A–530, 531A–536, 543A–548, 549A–554, 557–558
<b>K.CC.C. Compare numbers.</b>	
K.CC.C.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.	<b>SE: Topic 2:</b> 91–96, 97–102, 103–108, 109–114, 121–126, 129–130; <b>Topic 4:</b> 201–206, 207–212, 213–218, 239–240  <b>TE: Topic 2:</b> 91A–96, 97A–102, 103A–108, 109A–114, 121A–126, 129–130; <b>Topic 4:</b> 201A–206, 207A–212, 213A–218, 239–240
K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.	<b>SE: Topic 2:</b> 109–114, 115–120, 121–126, 130; <b>Topic 4:</b> 207–212, 213–218, 219–224, 225–230, 239–240  <b>TE: Topic 2:</b> 109A–114, 115A–120, 121A–126, 130; <b>Topic 4:</b> 207A–212, 213A–218, 219A–224, 225A–230, 239–240

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<b>Operations &amp; Algebraic Thinking</b>	
<b>K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
<p>K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p>	<p><b>SE: Topic 6:</b> 287–292, 293–298, 299–304, 305–310, 311–316, 317–322, 323–328, 329–334, 349–352; <b>Topic 7:</b> 365–370, 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 421–423</p> <p><b>TE: Topic 6:</b> 287A–292, 293A–298, 299A–304, 305A–310, 311A–316, 317A–322, 323A–328, 329A–334, 349–352; <b>Topic 7:</b> 365A–370, 371A–376, 377A–382, 383A–388, 389A–394, 395A–400, 401A–406, 421A–423</p>
<p>K.OA.A.2. 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>SE: Topic 6:</b> 323–328, 329–334, 341–346, 351–352; <b>Topic 7:</b> 377–382, 401–406, 413–418, 422–424; <b>Topic 8:</b> 477–482, 500</p> <p><b>TE: Topic 6:</b> 323A–328, 329A–334, 341A–346, 351–352; <b>Topic 7:</b> 377A–382, 401A–406, 413A–418, 422–424; <b>Topic 8:</b> 477A–482, 500</p>
<p>K.OA.A.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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><b>SE: Topic 3:</b> 175–180, 181–186, 191–192; <b>Topic 8:</b> 435–440, 459–464, 465–470, 471–476, 497–499</p> <p><b>TE: Topic 3:</b> 175A–180, 181A–186, 191–192; <b>Topic 8:</b> 435A–440, 459A–464, 465A–470, 471A–476, 497A–499</p>
<p>K.OA.A.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.</p>	<p><b>SE: Topic 8:</b> 483–488, 489–494, 500</p> <p><b>TE: Topic 8:</b> 483A–488, 489A–494, 500</p>
<p>K.OA.A.5. Fluently add and subtract within 5.</p>	<p><b>SE: Topic 6:</b> 335–340, 352; <b>Topic 7:</b> 407–412, 424; <b>Topic 8:</b> 441–446, 447–452, 453–458, 497–498</p> <p><b>TE: Topic 6:</b> 335A–340, 352; <b>Topic 7:</b> 407A–412; 424, <b>Topic 8:</b> 441A–446, 447A–452, 453A–458, 497–498</p>

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<b>Number &amp; Operations in Base Ten</b>	
<b>K.NBT.A. Work with numbers 11-19 to gain foundations for place value.</b>	
K.NBT.A.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 (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<b>SE: Topic 10:</b> 567–572, 573–578, 579–584, 585–590, 591–596, 597–602, 603–608, 611–614  <b>TE: Topic 10:</b> 567A–572, 573A–578, 579A–584, 585A–590, 591A–596, 597A–602, 603A–608, 611–614
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 6 - Exploring Attributes and Shape Part 2</b>	
<b>Content Expectations</b>	
<b>Geometry</b>	
<b>K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
K.G.A.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.	<b>SE: Topic 12:</b> 715–720, 721–726, 727–732, 737–738  <b>TE: Topic 12:</b> 715A–720, 721A–726, 727A–732, 737–738
K.G.A.2. Correctly name shapes regardless of their orientations or overall size.	<b>SE: Topic 12:</b> 691–696, 697–702, 703–708, 709–714, 715–720, 735–737  <b>TE: Topic 12:</b> 691A–696, 697A–702, 703A–708, 709A–714, 715A–720, 735–737
K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<b>SE: Topic 12:</b> 685–690, 715–720, 735–737; <b>Topic 13:</b> 767–772, 794  <b>TE: Topic 12:</b> 685A–690, 715A–720, 735–737; <b>Topic 13:</b> 767A–772, 794
<b>K.G.B. Analyze, compare, create, and compose shapes.</b>	
K.G.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).	<b>SE: Topic 12:</b> 691–696, 697–702, 703–708, 709–714, 735–737; <b>Topic 13:</b> 749–754, 755–760, 761–766, 767–772, 779–784, 793–794  <b>TE: Topic 12:</b> 691A–696, 697A–702, 703A–708, 709A–714, 735–737; <b>Topic 13:</b> 749A–754, 755A–760, 761A–766, 767A–772, 779A–784, 793–794

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<b>MAISA CCSS Mathematics Curriculum Kindergarten</b>	<b>enVisionmath2.0 Kindergarten</b>
K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>SE: Topic 13:</b> 773–778, 785–790 <b>TE: Topic 13:</b> 773A–778, 785A–790
K.G.B.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	<b>SE: Topic 13:</b> 773–778, 779–784, 785–790, 794 <b>TE: Topic 13:</b> 773A–778, 779A–784, 785A–790, 794
<b>Unit Level Standards</b>	
Not Applicable	