



**enVisionMATH Common Core  
Daily Common Core Review  
with Corresponding  
Common Core State Standards  
for Mathematics  
Kindergarten**

# enVisionMATH Common Core Daily Common Core Review with Corresponding Common Core State Standard for Mathematics

## Introduction

This document lists the Common Core State Standards for Mathematics associated with the Daily Common Core Review at the beginning of each lesson in **enVisionMATH Common Core**.

**enVisionMATH Common Core** was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

**enVisionMATH Common Core** teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

**enVisionMATH Common Core** provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The **enVisionMATH Common Core** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The **enVisionMATH Common Core** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in **enVisionMATH Common Core** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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Common Core State Standards for Mathematics  
Domain Key

CC = Counting & Cardinality

OA = Operations & Algebraic Thinking

NBT = Number & Operations in Base Ten

MD = Measurement & Data

G = Geometry

MP = Mathematical Practices

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Kindergarten Topic-Lesson Daily Common Core Review	Common Core State Standards for Mathematics Grade Kindergarten
<b>Topic 1</b>	
<b>1-1 Counting 1, 2, and 3</b>	
1. Count 3	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Compare Quantities	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>1-2 Counting 1, 2, and 3 in Different Arrangements</b>	
1. Count 2	<p><b>K.CC.B.4b</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.</p> <p><b>MP5</b> Use appropriate tools strategically.</p>
2. Count 3	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
<b>1-3 Reading and Writing 1, 2, and 3</b>	
1. Count 1	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count 3	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP4</b> Model with mathematics.</p>

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3. Count 2	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>1-4 Counting 4 and 5</b>	
1. Count 2	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count and Trace the Number 3	<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> <p><b>MP6</b> Attend to precision.</p>
3. Count 3	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>1-5 Counting 4 and 5 in Different Arrangements</b>	
1. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count 5	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>

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<b>1-6 Reading and Writing 4 and 5</b>	
1. Count 1	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
2. Count 3	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
3. Count 2	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>1-7 Problem Solving: Use Objects</b>	
1. Count 2	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
2. Count and Read 4	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Count 3	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>

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<b>Topic 2</b>	
<b>2-1 More, Fewer, and Same As</b>	
1. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count Objects	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
<b>2-2 1 and 2 More</b>	
1. Identify More Than, Less Than	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>2-3 1 and 2 Fewer</b>	
1. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP6</b> Attend to precision.</p>
2. Identify 2 More	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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<b>2-4 The Number 0</b>	
1. Count Objects	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Identify Ways to Make 4	<p><b>K.CC.B.4b</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.</p> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
<b>2-5 Reading and Writing 0</b>	
1. Identify Ways to Make 5	<p><b>K.CC.B.4b</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.</p> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
2. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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<b>2-6 As Many, More, and Fewer</b>	
1. Count Objects	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Quantities	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>2-7 Ordering Numbers 0 to 5</b>	
1. Count Objects	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP6</b> Attend to precision.</p>
2. Identify 1 Fewer	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>2-8 Ordinal Numbers Through Fifth</b>	
1. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP6</b> Attend to precision.</p>

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2. Use Language such as <i>1 More Than 1 Fewer Than</i>	<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>MP2</b> Reason abstractly and quantitatively.
3. Write Numbers	<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).  <b>MP6</b> Attend to precision.
<b>2-9 Problem Solving: Use Objects</b>	
1. Identify Ordinal Positions	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP6</b> Attend to precision.
2. Identify Ways to Make 5	<b>K.CC.B.4b</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>MP2</b> Reason abstractly and quantitatively.
<b>Topic 3</b>	
<b>3-1 Counting 6 and 7</b>	
1. Counting to 5	<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>MP2</b> Reason abstractly and quantitatively.
2. Counting to 5	<b>K.CC.B.4b</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>MP6</b> Attend to precision.

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3. Drawing 1 Fewer	<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, or equations.  <b>MP4</b> Model with mathematics.
<b>3-2 Reading and Writing 6 and 7</b>	
1. Identify Numbers	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP6</b> Attend to precision.
2. Count 6	<b>K.CC.B.4b</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>MP6</b> Attend to precision.
3. Show 1 Fewer Item	<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, or equations.  <b>MP4</b> Model with mathematics.
<b>3-3 Counting 8 and 9</b>	
1. Counting 7	<b>K.CC.B.4b</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>MP6</b> Attend to precision.
2. Counting 4	<b>K.CC.B.4b</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>MP6</b> Attend to precision.

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3. Count and Write Numbers	<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).  <b>MP6</b> Attend to precision.
<b>3-4 Reading and Writing 8 and 9</b>	
1. Count 5	<b>K.CC.B.4b</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>MP4</b> Model with mathematics.
2. Match 0 to a Set with 0 Objects	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP4</b> Model with mathematics.
3. Count 9	<b>K.CC.B.4b</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>MP4</b> Model with mathematics.
<b>3-5 Counting 10</b>	
1. Use Cubes to Order Numbers from 1 to 5	<b>K.CC.B.4c</b> Understand that each successive number name refers to a quantity that is one larger.  <b>MP2</b> Reason abstractly and quantitatively.
2. Recognize 8	<b>K.CC.B.4b</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>MP4</b> Model with mathematics.

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3. 2 More	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>3-6 Reading and Writing 10</b>	
1. Count 8	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Recognize the Number 10	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Reading and Writing 9	<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> <p><b>MP6</b> Attend to precision.</p>
<b>3-7 Problem Solving: Look for a Pattern</b>	
1. Counting to 5	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Counting to 8	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>

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<b>Topic 4</b>	
<b>4-1 Comparing Numbers Through 10</b>	
1. Use Numbers to Describe How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
2. Count Objects	<p><b>K.CC.B.4c</b> Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. One Fewer	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>4-2 Comparing Numbers to 5</b>	
1. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Use Numbers to Describe How Many	<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> <p><b>MP6</b> Attend to precision.</p>

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<b>4-3 Comparing Numbers to 10</b>	
1. Count Objects	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
2. Identify Number Order	<p><b>K.CC.B.4c</b> Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Compare Sets	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>4-4 1 More</b>	
1. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Numbers to 5	<p><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.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>4-5 1 Fewer</b>	
1. Compare Quantities	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
<b>4-6 2 More</b>	
1. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Quantities	<p><b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>4-7 2 Fewer</b>	
1. Compare Quantities	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count How Many	<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> <p><b>MP6</b> Attend to precision.</p>
<b>4-8 Ordering Numbers Through 10</b>	
1. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>

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2. Compare Quantities	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>4-9 Ordering Numbers on a Number Line</b>	
1. Same As	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Reading and Writing 6	<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> <p><b>MP6</b> Attend to precision.</p>
3. Reading and Writing 9	<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> <p><b>MP6</b> Attend to precision.</p>
<b>4-10 Problem Solving: Use Objects</b>	
1. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Count Up	<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> <p><b>MP7</b> Look for and make sense of structure.</p>

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3. Draw Objects to Show How Many	<p><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 and drawings, and record the answer with a drawing or equation.</p> <p><b>MP7</b> Look for and make sense of structure.</p>
<b>Topic 5</b>	
<b>5-1 Counting, Reading, and Writing 11 and 12</b>	
1. Identify a Group with 2 More	<p><b>K.CC.B.4b</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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Use Numbers to Describe How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Write 8 and 9 to Match Objects	<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> <p><b>MP6</b> Attend to precision.</p>
<b>5-2 Counting, Reading, and Writing 13, 14, and 15</b>	
1. Count and Identify 10	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Use Numbers to Tell how Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>

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3. Identify Ordinal Positions	<b>K.CC.B.4c</b> Understand that each successive number name refers to a quantity that is one larger.  <b>MP8</b> Look for and express regularity in repeated reasoning.
<b>5-3 Counting, Reading, and Writing 16 and 17</b>	
1. Find the Greater Number	<b>K.CC.B.4c</b> Understand that each successive number name refers to a quantity that is one larger.  <b>MP2</b> Reason abstractly and quantitatively.
2. Identify Ordinal Positions	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP8</b> Look for and express regularity in repeated reasoning.
3. Use Numbers to Describe How Many	<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).  <b>MP6</b> Attend to precision.
<b>5-4 Counting, Reading, and Writing 18, 19, and 20</b>	
1. Compare Numbers Through 10	<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>MP2</b> Reason abstractly and quantitatively.
2. Identify 2 Fewer	<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, or equations.  <b>MP4</b> Model with mathematics.
<b>5-5 Problem Solving: Use Logical Reasoning</b>	
1. Identify 2 More	<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, or equations.  <b>MP4</b> Model with mathematics.

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2. Count and Read 16	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
<b>Topic 6</b>	
<b>6-1 Counting to 30</b>	
1. Compare numbers to 5	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. 1 Fewer	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Numbers to 20	<p><b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into 10 ones and further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>6-2 About How Many?</b>	
1. Count to Represent Numbers	<p><b>K.CC.B.4b</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.</p> <p><b>MP7</b> Look for and make use of structure.</p>

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2. 2 More	<p><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, or equations.</p> <p><b>MP5</b> Use appropriate tools strategically.</p>
<b>6-3 Counting to 100</b>	
1. Find a Group Fewer Than 10	<p><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.</p> <p><b>MP7</b> Look for and make use of structure.</p>
2. Identify Number That Tells 2 Fewer	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Count and Read 13	<p><b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into 10 ones and further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>6-4 Counting Groups of Ten</b>	
1. Describe Relative Size of Sets Using the Words Same As	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count and Read 16	<p><b>K.CC.B.4b</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.</p> <p><b>MP7</b> Look for and make use of structure.</p>

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3. Use Numbers to Model Joining Groups	<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).  <b>MP6</b> Attend to precision.
<b>6-5 Patterns on a Hundred Chart</b>	
1. Ordinal Numbers Through Fifth	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP2</b> Reason abstractly and quantitatively.
2. Identify 1 Fewer	<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>MP2</b> Reason abstractly and quantitatively.
3. Draw and Write 9	<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).  <b>MP6</b> Attend to precision.
<b>6-6 Problem Solving: Look for a Pattern</b>	
1. Use Patterns to Count How Many	<b>K.CC.A.1</b> Count to 100 by ones and by tens.  <b>MP8</b> Look for and express regularity in repeated reasoning.
2. Take-Away Story	<b>K.CC.B.5</b> 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>MP4</b> Model with mathematics.

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3. Make 10 in Two Different Ways	<p><b>K.OA.A.3</b> Decompose number 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>MP4</b> Look for and make use of structure.</p>
<b>Topic 7</b>	
<b>7-1 Stories About Joining</b>	
1. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
2. Use Language Such as Same As	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Recognize Ordinal Positions	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>7-2 More Joining</b>	
1. Count and Recognize a Number of Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>

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2. Compare Sets of Objects	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Ordinal Numbers Through Fifth	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>7-3 Joining Groups</b>	
1. Count and Recognize a Number of Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Sets of Objects	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Count and Recognize a Number of Objects	<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> <p><b>MP6</b> Attend to precision.</p>
<b>7-4 Using the Plus Sign</b>	
1. Joining Groups	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>

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2. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
3. Use Language Such as Fewer	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>7-5 Finding Sums</b>	
1. Joining Groups	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Recognize and Name a Number of Objects	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Determine Answers to Addition Problems	<p><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, or equations.</p> <p><b>MP6</b> Attend to precision.</p>
<b>7-6 Addition Sentences</b>	
1. Use Symbols to Show Adding	<p><b>K.OA.A.5</b> Fluently add and subtract within 5.</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Sets of Objects	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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3. Joining Groups	<b>K.OA.A.5</b> Fluently add and subtract within 5.  <b>MP1</b> Make sense of problems and persevere in solving them.
<b>7-7 Problem Solving: Draw a Picture</b>	
1. Create Addition Problems	<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.  <b>MP7</b> Look for and make sense of structure.
2. Use Language Such as <i>Less Than</i>	<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>MP2</b> Reason abstractly and quantitatively.
3. Recognize Ordinal Positions	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP6</b> Attend to precision.
<b>Topic 8</b>	
<b>8-1 Stories About Separating</b>	
1. Create Addition Problems	<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, or equations.  <b>MP4</b> Model with mathematics.
2. Use Language Such as <i>More Than</i>	<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, or equations.  <b>MP4</b> Model with mathematics.
3. Ordering Numbers	<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).  <b>MP6</b> Attend to precision.

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<b>8-2 Stories About Take Away</b>	
1. Solve Addition Problems	<p><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, or equations.</p> <p><b>MP6</b> Attend to precision.</p>
2. Describe Simple Additions	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Determine Answers to Addition Problems	<p><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, or equations.</p> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
<b>8-3 Stories About Comparing</b>	
1. Represent Addition Situations	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Use Language Such as <i>More Than</i> and <i>Less Than</i>	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Identify Ordinal Positions	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>

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<b>8-4 Problem Solving: Act It Out</b>	
1. Describe Simple Subtraction Problems	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Determine Answers to Subtraction Problems	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
3. Show 2 Ways to Make 5	<p><b>K.OA.A.3</b> Decompose number 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>MP4</b> Look for and make use of structure.</p>
<b>8-5 Using the Minus Sign</b>	
1. Compare Sets of Objects	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Describe Simple Subtractions	<p><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, or equations.</p> <p><b>MP6</b> Attend to precision.</p>
3. Determine Answers to Subtraction Problems	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>

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<b>8-6 Finding Differences</b>	
1. Describe Simple Subtraction Problems	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Count and Recognize to Number of Objects	<p><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, or equations.</p> <p><b>MP7</b> Look for and make sense of structure.</p>
3. Represent Subtraction Situations	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
<b>8-7 Subtraction Sentences</b>	
1. Determine Answers to Addition Problems	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
2. Tell How Many	<p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
3. Show 2 Fewer	<p><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, or equations.</p> <p><b>MP6</b> Attend to precision.</p>

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<b>8-8 Problem Solving: Use Objects</b>	
1. Identify Ordinal Positions	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
2. Represent Subtraction Situations	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>Topic 9</b>	
<b>9-1 Making 4 and 5</b>	
1. Count 4	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Identify 2 Fewer	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Count and Write 3	<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> <p><b>MP6</b> Attend to precision.</p>
<b>9-2 Writing Number Sentences for 4 and 5</b>	
1. Numbers to 20	<p><b>K.CC.B.4b</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.</p> <p><b>MP7</b> Look for and make sense of structure.</p>

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2. Identify 1 Fewer	<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, or equations.  <b>MP2</b> Reason abstractly and quantitatively.
<b>9-3 Making 6 and 7</b>	
1. 2 More	<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, or equations.  <b>MP7</b> Look for and make sense of structure.
2. Sort by Attributes	<b>K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.  <b>MP8</b> Look for and express regularity in repeated reasoning.
3. Ordering Numbers 0-5	<b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  <b>MP6</b> Attend to precision.
<b>9-4 Writing Number Sentences for 6 and 7</b>	
1. Counting to 3	<b>K.CC.B.4b</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>MP5</b> Use appropriate tools strategically.
2. Write Number Sentences for 5	<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.  <b>MP2</b> Reason abstractly and quantitatively.

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3. Write Number Sentences for 5	<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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>9-5 Making 8 and 9</b>	
1. Counting 8	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Zero	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>
3. Identify 2 More Than	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>9-6 Writing Number Sentences for 8 and 9</b>	
1. Writing Number Sentences for 4 and 5	<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.</p> <p><b>MP5</b> Use appropriate tools strategically.</p>
2. Writing Number Sentences for 6 and 7	<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.</p> <p><b>MP5</b> Use appropriate tools strategically.</p>

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<b>9-7 Making 10</b>	
1. Counting 10	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
2. Counting 8	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Counting 4	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>9-8 Writing Number Sentences for 10</b>	
1. Subtraction Sentences	<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> <p><b>MP6</b> Attend to precision.</p>
2-3. Writing Number Sentences for 8 and 9	<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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>9-9 Problem Solving: Make a Graph</b>	
1. Making 10 in Two Parts	<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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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2. Counting 10	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
3. Writing 8 and 9	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
<b>Topic 10</b>	
<b>10-1 Making 11, 12, and 13</b>	
1. Making 7	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Writing Number Sentences for 8	<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.</p> <p><b>MP5</b> Use appropriate tools strategically.</p>
<b>10-2 Making 14, 15, and 16</b>	
1. Writing Number Sentences for 10	<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.</p> <p><b>MP7</b> Look for and make sense of structure.</p>
2. Making 13	<p><b>K.NBT.A.1</b> 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP7</b> Look for and make sense of structure.</p>

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<b>10-3 Making 17, 18, and 19</b>	
1. Making 15	<p><b>K.NBT.A.1</b> 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP6</b> Attend to precision.</p>
2. Ordering Numbers Through 10	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
3. Identify 2 Fewer	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>10-4 Problem Solving: Look for a Pattern</b>	
1. Writing Number Sentences for 10	<p><b>K.NBT.A.1</b> 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP7</b> Look for and make sense of structure.</p>
2. Making 17, 18, and 19	<p><b>K.NBT.A.1</b> 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP7</b> Look for and make sense of structure.</p>

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<b>Topic 11</b>	
<b>11-1 Creating Sets to 19</b>	
1. Count and Recognize a Number of Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
<b>11-2 Parts of 11, 12, and 13</b>	
1. Find 2 Equal Sets	<p><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.</p> <p><b>MP7</b> Model with Mathematics.</p>
2. Identify 2 Fewer	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Counting Groups of 10	<p><b>K.CC.B.4b</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.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>11-3 Parts of 14, 15, and 16</b>	
1. Count and Recognize a Number of Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP6</b> Attend to precision.</p>

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2. Ordering Numbers	<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> <p><b>MP7</b> Look for and make sense of structure.</p>
3. Represent Addition Situations	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>11-4 Parts of 17, 18, and 19</b>	
1. Parts of 14	<p><b>K.NBT.A.1</b> 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP7</b> Look for and make sense of structure.</p>
2. Write Number Sentences for 8	<p><b>K.OA.A.3</b> Decompose number 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>MP2</b> Reason abstractly and quantitatively.</p>
<b>11-5 Problem Solving: Look for a Pattern</b>	
1. Count 14	<p><b>K.NBT.A.1</b> 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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>MP7</b> Look for and make sense of structure.</p>

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2. Represent Addition Situations	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Identify Ways to Make 7	<p><b>K.OA.A.3</b> Decompose number 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>MP2</b> Reason abstractly and quantitatively.</p>
<b>Topic 12</b>	
<b>12-1 Describing Objects by More Than One Attribute</b>	
1. Represent Addition Situations	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP6</b> Attend to precision.</p>
<b>12-2 Comparing Length</b>	
1. Order Numbers to 10	<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> <p><b>MP7</b> Look for and make sense of structure.</p>
2. Represent Subtraction Situations	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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<b>12-3 More Comparing Objects by Length</b>	
1. Count Objects	<p><b>K.CC.B.4b</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.</p> <p><b>MP7</b> Look for and make sense of structure.</p>
2. Identify 2 Fewer	<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> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>12-4 Problem Solving: Try, Check, and Revise</b>	
1. Order Numbers to 10	<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> <p><b>MP6</b> Attend to precision.</p>
2. Identify 2 Fewer	<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> <p><b>MP7</b> Look for and make sense of structure.</p>
<b>12-5 Comparing by Height</b>	
1. Compare Quantities	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Comparing by Length	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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<b>12-6 More Comparing Objects by Height</b>	
1. Use One-to-One Correspondence	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Order Numbers	<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> <p><b>MP6</b> Attend to precision.</p>
<b>12-7 Comparing Capacities</b>	
1. Measurement	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Measurement	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
<b>12-8 Comparing by Weight</b>	
1. Ordinal Position	<p><b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>MP6</b> Attend to precision.</p>
2. Recognize and Extend Shape Patterns	<p><b>K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p> <p><b>MP8</b> Look for and express regularity in repeated reasoning.</p>

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<b>Topic 13</b>	
<b>13-1 Same and Different</b>	
1. Compare Two Containers According to Capacity	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Objects by Weight	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
3. Solve Subtraction Problems	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>13-2 Sorting by One Attribute</b>	
1. Compare Objects to Identify Same and Different	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
2. Compare Objects to Identify Same and Different	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>
3. Compare Objects to Identify Same and Different	<p><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.</p> <p><b>MP6</b> Attend to precision.</p>

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<b>13-3 Sorting the Same Set in Different Ways</b>	
1. Sort Objects by Size	<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>MP7</b> Look for and make sense of structure.
2. Sort Objects by Shape	<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>MP7</b> Look for and make sense of structure.
3. Sort Objects by Color	<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>MP8</b> Look for and express regularity in repeated reasoning.
<b>13-4 Sorting by More Than One Attribute</b>	
1. Compare Objects Based on Attributes	<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>MP8</b> Look for and express regularity in repeated reasoning.
2. Compare Objects Based on Attributes	<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>MP7</b> Look for and make sense of structure.
3. Compare Objects Based on Attributes	<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>MP6</b> Attend to precision.
<b>13-5 Problem Solving: Use Logical Reasoning</b>	
1. Compare Objects Based on Attributes	<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>MP8</b> Look for and express regularity in repeated reasoning.

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2. Compare Objects Based on Attributes	<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>MP8</b> Look for and express regularity in repeated reasoning.
3. Sort Objects and Draw	<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>MP8</b> Look for and express regularity in repeated reasoning.
<b>13-6 Real Graphs</b>	
1. Compare Two Objects According to Weight	<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.  <b>MP6</b> Attend to precision.
2. Identify Addition Sentences that Show Joining Groups	<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, or equations.  <b>MP2</b> Reason abstractly and quantitatively.
3. Compare Lengths	<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.  <b>MP4</b> Model with mathematics.
<b>13-7 Picture Graphs</b>	
1. Compare Objects Based on Attributes	<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.  <b>MP2</b> Reason abstractly and quantitatively.
2. Use Numbers to Tell How Many	<b>K.CC.B.5</b> 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>MP7</b> Look for and make sense of structure.

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3. Recognize Ordinal Positions	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
<b>Topic 14</b>	
<b>14-1 Rectangles</b>	
1. Use Numbers to Tell How Many	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
2. Solve Joining Stories	<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> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
<b>14-2 Squares</b>	
1. Order Numbers to 10	<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> <p><b>MP7</b> Look for and make sense of structure.</p>
2. Identify 1 Fewer	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Count Objects	<p><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.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>

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<b>14-3 Circles</b>	
1. Identify Ordinal Positions	<p><b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><b>MP6</b> Attend to precision.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>14-4 Triangles</b>	
1. Identify 2 More	<p><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, or equations.</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>MP4</b> Model with mathematics.</p>
<b>14-5 Hexagons</b>	
1. Identify Two-Dimensional Shapes	<p><b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>MP6</b> Attend to precision.</p>
2. Order Numbers to 20	<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> <p><b>MP7</b> Look for and make sense of structure.</p>

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3. Compare Quantities	<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>MP2</b> Reason abstractly and quantitatively.
<b>14-6 Solid Figures</b>	
1-2. Identify Two-Dimensional Shapes	<b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.  <b>MP6</b> Attend to precision.
3. Use Numbers to Tell How Many	<b>K.CC.B.5</b> 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>MP4</b> Model with mathematics.
<b>14-7 Flat Surfaces of Solid Figures</b>	
1. Use Numbers to Tell How Many	<b>K.CC.B.5</b> 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>MP4</b> Model with mathematics.
2. Identify Two-Dimensional Shapes	<b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.  <b>MP6</b> Attend to precision.
3. Use Numbers to Tell How Many	<b>K.CC.B.5</b> 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>MP4</b> Model with mathematics.

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<b>14-8 Problem Solving: Use Objects</b>	
1. Solve Subtraction Problems	<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, or equations.  <b>MP4</b> Model with mathematics.
2. Identify 2 Fewer	<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, or equations.  <b>MP4</b> Model with mathematics.
<b>Topic 15</b>	
<b>15-1 Inside and Outside</b>	
1. Sort Objects by Attributes	<b>K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.  <b>MP8</b> Look for and express regularity in repeated reasoning.
2. Same and Different	<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.  <b>MP6</b> Attend to precision.
<b>15-2 Above, Below, and On</b>	
1. Sort Objects by Attributes	<b>K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.  <b>MP8</b> Look for and express regularity in repeated reasoning.
2. Same and Different	<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.  <b>MP6</b> Attend to precision.

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<b>15-3 In Front Of and Behind</b>	
1. Describe Relative Position	<p><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,</i> and <i>next to.</i></p> <p><b>MP6</b> Attend to precision.</p>
2. Describe Relative Position	<p><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,</i> and <i>next to.</i></p> <p><b>MP6</b> Attend to precision.</p>
<b>15-4 Left and Right</b>	
1. Describe Relative Position	<p><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,</i> and <i>next to.</i></p> <p><b>MP6</b> Attend to precision.</p>
2. Sort Objects by Category	<p><b>K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p> <p><b>MP8</b> Look for and express regularity in repeated reasoning.</p>
<b>15-5 Problem Solving: Act It Out</b>	
1. Describe Relative Position	<p><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,</i> and <i>next to.</i></p> <p><b>MP6</b> Attend to precision.</p>
2. Sort Objects by Attributes	<p><b>K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p> <p><b>MP8</b> Look for and express regularity in repeated reasoning.</p>

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<b>Topic 16</b>	
<b>16-1 Same Size, Same Shape</b>	
1. Identify Two-Dimensional Shapes	<p><b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>MP6</b> Attend to precision.</p>
2. Count 8	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Left and Right	<p><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>.</p> <p><b>MP8</b> Look for and express regularity in repeated reasoning.</p>
<b>16-2 Making Shapes from Other Shapes</b>	
1. Describe Relative Position	<p><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>.</p> <p><b>MP8</b> Look for and express regularity in repeated reasoning.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Solve Joining Stories	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>

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<b>16-3 Comparing Solid Figures</b>	
1. Identify Three-Dimensional Shapes	<p><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 and other attributes.</p> <p><b>MP6</b> Attend to precision.</p>
2. Use Numbers to Tell How Many	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Represent Subtraction Situation	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>
<b>16-4 Building with Solid Figures</b>	
1. Sort Objects by Attributes	<p><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 and other attributes.</p> <p><b>MP6</b> Attend to precision.</p>
2. Count Objects	<p><b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects</p> <p><b>MP2</b> Reason abstractly and quantitatively.</p>
3. Represent Subtraction Situations	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>

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<b>16-5 Problem Solving: Use Logical Reasoning</b>	
1. Sort Objects by Attributes	<p><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 and other attributes.</p> <p><b>MP6</b> Attend to precision.</p>
2. Identify 2 More	<p><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, or equations.</p> <p><b>MP4</b> Model with mathematics.</p>
3. Solve an Addition Sentence	<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> <p><b>MP1</b> Make sense of problems and persevere in solving them.</p>