

A Correlation of

enVisionmath[®]2.0

©2017



To the

New York State Next Generation Mathematics Learning Standards Kindergarten

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

New York State Next Generation Mathematics Learning Standards Kindergarten	enVisionmath2.0 ©2017 Kindergarten
Mathematical Practices	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F23; Topic 1: 15, 32; Topic 2: 124; Topic 3: 182; Topic 4: 207, 210; Topic 5: 252, 262; Topic 6: 294; Topic 7: 377; Topic 8: 442, 477; Topic 9: 533; Topic 10: 580; Topic 11: 633; Topic 12: 718; Topic 13: 755, 767; Topic 14: 826</p> <p>TE: F23-F23A; Topic 1: 15, 32; Topic 2: 124; Topic 3: 182; Topic 4: 207A-207, 210; Topic 5: 252, 262; Topic 6: 294; Topic 7: 377; Topic 8: 442, 477A-477; Topic 9: 533; Topic 10: 580; Topic 11: 633; Topic 12: 718; Topic 13: 755A-755, 767A-767; Topic 14: 826</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F24; Topic 1: 13; Topic 2: 91, 97; Topic 3: 148; Topic 4: 201, 203; Topic 5: 249; Topic 6: 299; Topic 7: 371; Topic 8: 436-437, 444; Topic 9: 549; Topic 10: 582; Topic 11: 643; Topic 12: 699; Topic 13: 749, 764; Topic 14: 808, 811</p> <p>TE: F24-F24A; Topic 1: 13A-13; Topic 2: 91A-91, 97A-97; Topic 3: 148; Topic 4: 201A-201,203; Topic 5: 249A-249; Topic 6: 299; Topic 7: 371; Topic 8: 436-437, 444; Topic 9: 549A-549; Topic 10: 582; Topic 11: 643A-643; Topic 12: 699; Topic 13: 749A-749, 764; Topic 14: 808, 811A-811</p>
3. Construct viable arguments and critique the reasoning of others.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F25; Topic 1: 8, 16; Topic 2: 106, 110; Topic 3: 145; Topic 4: 215, 222; Topic 5: 267; Topic 6: 290; Topic 7: 366; Topic 8: 454; Topic 9: 516; Topic 10: 606; Topic 11: 638; Topic 12: 687; Topic 13: 758, 770; Topic 14: 812, 837</p> <p>TE: F25-F25A; Topic 1: 8, 16; Topic 2: 106, 110; Topic 3: 145A-145; Topic 4: 215, 222; Topic 5: 267A-267; Topic 6: 290; Topic 7: 366; Topic 8: 454; Topic 9: 516; Topic 10: 606; Topic 11: 638; Topic 12: 687; Topic 13: 758, 770; Topic 14: 812, 837</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

<p style="text-align: center;">New York State Next Generation Mathematics Learning Standards Kindergarten</p>	<p style="text-align: center;">enVisionmath2.0 ©2017 Kindergarten</p>
<p>4. Model with Mathematics.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F26; Topic 1: 9-10; Topic 2: 94, 99; Topic 3: 141, 151; Topic 4: 204; Topic 6: 287, 289; Topic 7: 365, 374; Topic 8: 438, 448; Topic 9: 513, 515; Topic 10: 567-568; Topic 11: 640; Topic 12: 709; Topic 13: 781; Topic 14: 832</p> <p>TE: F26-F26A; Topic 1: 9-10; Topic 2: 94, 99; Topic 3: 141, 151; Topic 4: 204; Topic 6: 287, 289; Topic 7: 365, 374; Topic 8: 438, 448; Topic 9: 513A-513, 515; Topic 10: 567-568; Topic 11: 640; Topic 12: 709A-709; Topic 13: 781; Topic 14: 832</p>
<p>5. Use appropriate tools strategically.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F27; Topic 1: 20-22, 68; Topic 2: 117; Topic 3: 139, 158-159; Topic 4: 215-216; Topic 5: 264; Topic 6: 293; Topic 7: 413-416; Topic 8: 435, 485; Topic 9: 531-532; Topic 10: 570, 594; Topic 11: 656; Topic 12: 704; Topic 13: 761; Topic 14: 805, 830</p> <p>TE: F27; Topic 1: 11-12, 68; Topic 2: 117; Topic 3: 143-144, 158-159; Topic 4: 215-216; Topic 5: 264; Topic 6: 293; Topic 7: 413-416; Topic 8: 469-470, 485; Topic 9: 531-532; Topic 10: 571-572, 592; Topic 11: 656; Topic 12: 704; Topic 13: 761; Topic 14: 809-810, 830</p>
<p>6. Attend to precision.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see: SE: F28; Topic 1: 39; Topic 2: 92; Topic 3: 171; Topic 4: 209, 220; Topic 5: 261; Topic 6: 288, 313; Topic 7: 384; Topic 8: 443; Topic 9: 520-521; Topic 11: 628, 634; Topic 12: 686, 692; Topic 13: 750-751, 762; Topic 14: 814, 825</p> <p>TE: F28-F28A; Topic 1: 39; Topic 2: 92; Topic 3: 171; Topic 4: 209, 220; Topic 5: 261A-261; Topic 6: 288, 313; Topic 7: 384; Topic 8: 443; Topic 9: 520-521; Topic 11: 628, 634; Topic 12: 686, 692; Topic 13: 750-751, 762; Topic 14: 814, 825</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

<p style="text-align: center;">New York State Next Generation Mathematics Learning Standards Kindergarten</p>	<p style="text-align: center;">enVisionmath2.0 ©2017 Kindergarten</p>
<p>7. Look for and make use of structure.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F29; Topic 1: 55-56; Topic 2: 93; Topic 3: 177, 181; Topic 4: 228; Topic 5: 257; Topic 6: 318, 320; Topic 7: 385-386, 407; Topic 8: 491; Topic 9: 527-528, 534; Topic 10: 569; Topic 11: 625, 631; Topic 12: 685; Topic 13: 774; Topic 14: 806</p> <p>TE: F29-F29A; Topic 1: 55-56; Topic 2: 93; Topic 3: 177, 181; Topic 4: 228; Topic 5: 257; Topic 6: 318, 320; Topic 7: 385-386, 407; Topic 8: 491; Topic 9: 527-528, 534; Topic 10: 569; Topic 11: 625, 631; Topic 12: 685; Topic 13: 774; Topic 14: 806</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for example please see: SE: F30; Topic 1: 31, 34; Topic 2: 111; Topic 3: 172, 178; Topic 4: 204, 209; Topic 5: 258; Topic 6: 302; Topic 8: 473, 486; Topic 10: 588, 593; Topic 11: 632, 650; Topic 12: 700; Topic 13: 776; Topic 14: 813, 819</p> <p>TE: F30-F30A; Topic 1: 31, 34; Topic 2: 111; Topic 3: 172, 178; Topic 4: 204,209; Topic 5: 258; Topic 6: 302; Topic 8: 473, 486; Topic 10: 588, 593; Topic 11: 632, 650; Topic 12: 700; Topic 13: 776; Topic 14: 813, 819</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

New York State Next Generation Mathematics Learning Standards Kindergarten	enVisionmath2.0 ©2017 Kindergarten
NY-K.CC Counting and Cardinality	
Know number names and the count sequence	
1. Count to 100 by ones and by tens.	<p>SE: Topic 11: 625-630, 631-636, 637-642, 643-648, 649-654, 655-660, 661-666; Reteaching: 659-670, Sets A-D</p> <p>TE: Topic 11: 625A-630, 631A-636, 637A-642, 643A-648, 649A-654, 655A-660, 661A-666; Reteaching: 659-670, Sets A-D</p>
2. Count to 100 by ones beginning from any given number (instead of beginning at 1).	<p>SE: Topic 4: 225-230, 231-236; Reteaching: 240, Set D; Topic 6: 293-298; Reteaching: 349, Set B; Topic 9: 537-542, 549-554; Reteaching: 557-558, Sets B, D; Topic 11: 625-630, 631-636, 649-654, 655-660, 661-666; Reteaching: 669-670, Sets A-D</p> <p>TE: Topic 4: 225A-230, 231A-236; Reteaching: 240, Set D; Topic 6: 293A-298; Reteaching: 349, Set B; Topic 9: 537A-542, 549A-554; Reteaching: 557-558, Sets B, D; Topic 11: 625A-630, 631A-636, 649A-654, 655A-660, 661A-666; Reteaching: 669-670, Sets A-D</p>
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).	<p>SE: Topic 1: 19-24, 37-42, 49-54, 55-60; Reteaching: 75, 77-78, Sets B, D, E, F; Topic 3: 145-150, 157-162, 169-174, 181-186; Reteaching: 189-192, Sets A, C, E, G; Topic 9: 513-518, 519-524, 525-530, 531-536, 537-542; Reteaching: 557, Set A</p> <p>TE: Topic 1: 19A-24, 37A-42, 49A-54, 55A-60; Reteaching: 75, 77-78, Sets B, D, E, F; Topic 3: 145A-150, 157A-162, 169A-174, 181A-186; Reteaching: 189-192, Sets A, C, E, G; Topic 9: 513A-518, 519A-524, 525A-530, 531A-536, 537A-542; Reteaching: 557, Set A</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

New York State Next Generation Mathematics Learning Standards Kindergarten	enVisionmath2.0 ©2017 Kindergarten
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.	<p>SE: Topic 1: 19-24, 37-42, 49-54, 55-60; ; Reteaching: 75-78, Set A-F; Topic 3: 169-174, 175-180; Reteaching: 191, Sets E, F</p> <p>TE: Topic 1: 19A-24, 37A-42, 49A-54, 55A-60; ; Reteaching: 75-78, Set A-F; Topic 3: 169A-174, 175A-180; Reteaching: 191, Sets E, F</p>
a. 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. (1:1 correspondence)	<p>SE: Topic 1: 7-12, 25-30, 43-48, 61-66, 67-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 139-144, 151-156, 163-168, 181-186; Reteaching: 189-192, Sets B, D, G; Topic 9: 543-548; Reteaching: 558, Set C</p> <p>TE: Topic 1: 7A-12, 25A-30, 43A-48, 61A-66, 67A-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 139A-144, 151A-156, 163A-168, 181A-186; Reteaching: 189-192, Sets B, D, G; Topic 9: 543A-548; Reteaching: 558, Set C</p>
b. Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	<p>SE: Topic 1: 13-18, 31-36, 67-72; Reteaching: 78, Set F; Topic 3: 163-168, 181-186; Reteaching: 192, Set G; Topic 9: 543-548; Reteaching: 558, Set C</p> <p>TE: Topic 1: 13A-18, 31A-36, 67A-72; Reteaching: 78, Set F; Topic 3: 163A-168, 181A-186; Reteaching: 192, Set G; Topic 9: 543A-548; Reteaching: 558, Set C</p>
c. Understand the concept that each successive number name refers to a quantity that is one larger.	<p>SE: Topic 1: 61-66; Topic 4: 225-230, 231-236; Reteaching: 240, Set D; Topic 9: 537-542, 543-548; Reteaching: 557-558, Sets B-C</p> <p>TE: Topic 1: 61A-66; Topic 4: 225A-230, 231A-236; Reteaching: 240, Set D; Topic 9: 537A-542, 543A-548; Reteaching: 557-558, Sets B-C</p>
d. Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.	<p>Teachers have the opportunity to address this standard, please see: TE: Topic 4: 199L; Topic 14: 799K</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

<p style="text-align: center;">New York State Next Generation Mathematics Learning Standards Kindergarten</p>	<p style="text-align: center;">enVisionmath2.0 ©2017 Kindergarten</p>
<p>5a. Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.</p>	<p>SE: Topic 1: 7-12, 13-18, 25-30, 31-36, 43-48, 67-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 145-150, 157-162; Reteaching: 189-190, Sets A, C; Topic 9: 513-518, 519-524, 525-530, 531-536, 543-548, 549-554; Reteaching: 557-558, Sets A, C, D</p> <p>TE: Topic 1: 7A-12, 13A-18, 25A-30, 31A-36, 43A-48, 67A-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 145A-150, 157A-162; Reteaching: 189-190, Sets A, C; Topic 9: 513A-518, 519A-524, 525A-530, 531A-536, 543A-548, 549A-554; Reteaching: 557-558, Sets A, C, D</p>
<p>5b. Given a number from 1-20, count out that many objects.</p>	<p>SE: Topic 1: 7-12, 25-30, 43-48, 61-66, 67-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 139-144, 151-156, 163-168, 181-186; Reteaching: 189-192, Sets B, D, G; Topic 9: 543-548; Reteaching: 558, Set C</p> <p>TE: Topic 1: 7A-12, 25A-30, 43A-48, 61A-66, 67A-72; Reteaching: 75-78, Sets, A, C, F; Topic 3: 139A-144, 151A-156, 163A-168, 181A-186; Reteaching: 189-192, Sets B, D, G; Topic 9: 543A-548; Reteaching: 558, Set C</p>
<p>Compare numbers.</p>	
<p>6. Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group. <i>Note: Include groups with up to ten objects.</i></p>	<p>SE: Topic 2: 91-96, 97-102, 103-108, 109-114, 115-120, 121-126; Reteaching: 129-130, Sets A-D; Topic 4: 201-206, 207-212, 213-218, 219-224; Reteaching: 239-240, Sets A-C</p> <p>TE: Topic 2: 91A-96, 97A-102, 103A-108, 109A-114, 115A-120, 121A-126; Reteaching: 129-130, Sets A-D; Topic 4: 201A-206, 207A-212, 213A-218, 219A-224; Reteaching: 239-240, Sets A-C</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

<p style="text-align: center;">New York State Next Generation Mathematics Learning Standards Kindergarten</p>	<p style="text-align: center;">enVisionmath2.0 ©2017 Kindergarten</p>
<p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>SE: Topic 2: 109-114, 115-120, 121-126; Reteaching: 130, Sets C-D; Topic 4: 207-212, 213-218, 219-224, 225-230; Reteaching: 239-240, Sets, B-C</p> <p>TE: Topic 2: 109A-114, 115A-120, 121A-126; Reteaching: 130, Sets C-D; Topic 4: 207A-212, 213A-218, 219A-224, 225A-230; Reteaching: 239-240, Sets, B-C</p>
<p>NY-K.OA Operations and Algebraic Thinking</p>	
<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	
<p>1. Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, expressions, equations, or other strategies.</p> <p><i>Note: Drawings need not show details, but should show the mathematics in the problem.</i></p>	<p>SE: Topic 6: 287-292, 293-298, 299-304, 305-310, 311-316, 317-322, 323-328, 329-334; Reteaching: 349-352, Sets A-G; Topic 7: 365-370, 371-376, 377-382, 383-388, 389-394, 395-400, 401-406; Reteaching: 421-423, Sets A-F</p> <p>TE: Topic 6: 287A-292, 293A-298, 299A-304, 305A-310, 311A-316, 317A-322, 323A-328, 329A-334; Reteaching: 349-352, Sets A-G; Topic 7: 365A-370, 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406; Reteaching: 421-423, Sets A-F</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

<p style="text-align: center;">New York State Next Generation Mathematics Learning Standards Kindergarten</p>	<p style="text-align: center;">enVisionmath2.0 ©2017 Kindergarten</p>
<p>2a. Add and subtract within 10.</p>	<p>SE: Topic 1: 55-60; Topic 3: 175-180; Topic 6: 287-292, 293-298, 299-304, 305-310, 311-316, 317-322, 323-328, 329-334, 335-340, 341-346; Reteaching: 349-352, Sets A-H; Topic 7: 365-370, 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 413-418; Reteaching: 421-424, Sets C-H; Topic 8: 435-440, 441-446, 447-452, 459-464, 465-470, 471-476, 477-482, 483-488, 489-494, Reteaching: 497-500, Sets A-H</p> <p>TE: Topic 1: 55A-60; Topic 3: 175A- 180; Topic 6: 287A-292, 293A-298, 299A-304, 305A-310, 311A-316, 317A-322, 323A-328, 329A-334, 335A-340, 341A-346; Reteaching: 349-352, Sets A-H; Topic 7: 365A-370, 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406, 407A-412, 413A-418; Reteaching: 421-424, Sets C-H; Topic 8: 435A-440, 441A-446, 447A-452, 459A-464, 465A-470, 471A-476, 477A-482, 483A-488, 489A-494, Reteaching: 497-500, Sets A-H</p>
<p>2b. Solve addition and subtraction word problems within 10.</p>	<p>SE: Topic 6: 323-328, 329-334, 341-346; Reteaching: 351-352, Sets, F-G; Topic 7: 377-382, 383-388, 389, 394-400, 401-406, 413-418; Reteaching: 422-424, Sets C, F, H; Topic 8: 477-482; Reteaching: 500, Set G</p> <p>TE: Topic 6: 323A-328, 329A-334, 341A-346; Reteaching: 351-352, Sets, F-G; Topic 7: 377A-382, 383A-388, 389A-389, 394A-400, 401A-406, 413A-418; Reteaching: 422-424, Sets C, F, H; Topic 8: 477A-482; Reteaching: 500, Set G</p>
<p>3. Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition with a drawing or equation.</p>	<p>SE: Topic 3: 175-180, 181-186; Reteaching: 191-192, Sets F-G; Topic 8: 435-440, 459-464, 465-470, 471-476; Reteaching: 497-499, Sets A, E-F</p> <p>TE: Topic 3: 175A-180, 181A-186; Reteaching: 191A-192, Sets F-G; Topic 8: 435A-440, 459A-464, 465A-470, 471A-476; Reteaching: 497-499, Sets A, E-F</p>

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

New York State Next Generation Mathematics Learning Standards Kindergarten	enVisionmath2.0 ©2017 Kindergarten
4. Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation.	SE: Topic 8: 483-488, 489-494; Reteaching: 500, Set H TE: Topic 8: 483A-488, 489A-494; Reteaching: 500, Set H
5. Fluently add and subtract within 5.	SE: Topic 6: 335-340; Reteaching: 352, Set H; Topic 7: 407-412; Reteaching: 424, Set G; Topic 8: 441-446, 447-452, 453-458; Reteaching: 497-498, Sets, B-D TE: Topic 6: 335A-340; Reteaching: 352, Set H; Topic 7: 407A-412; Reteaching: 424, Set G; Topic 8: 441A-446, 447A-452, 453A-458; Reteaching: 497-498, Sets, B-D
Understand simple patterns.	
6. Duplicate, extend, and create simple patterns using concrete objects.	SE: Topic 3: 182-184; Topic 6: 337-340; Topic 7: 407-412 TE: SE: Topic 3: 182A-184; Topic 6: 337A-340; Topic 7: 407A-412
NY-K.NBT Number and Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value.	
1. Compose and decompose the numbers from 11-19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	SE: Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F TE: Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-614, Sets A-F

**A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards**

New York State Next Generation Mathematics Learning Standards Kindergarten	enVisionmath2.0 ©2017 Kindergarten
NY-K.MD Measurement and Data	
Describe and compare measurable attributes.	
1. Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.	SE: Topic 14: 823-828, 829-834; Reteaching: 844, Set C TE: Topic 14: 823A-828, 829A-834; Reteaching: 844, Set C
2. Directly compare two objects with a common measurable attribute and describe the difference.	SE: Topic 14: 805-810, 811-816, 817-822, 835-840; Reteaching: 843-844, Sets A-B, D TE: Topic 14: 805A-810, 811A-816, 817A-822, 835A-840; Reteaching: 843-844, Sets A-B, D
Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the objects in each category and sort the categories by count. <i>Note Limit category counts to be less than or equal to 10.</i>	SE: Topic 5: 249-254, 255-260, 261-266, 267-272; Reteaching: 275-276, Sets A-D TE: Topic 5: 249A-254, 255A-260, 261A-266, 267A-272; Reteaching: 275-276, Sets A-D
4. Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.	This standard is addressed enVisionmath2.0 Grade 2, please see: SE: Topic 6: 443-448, 449-454, 455-460, 461-466, 467-472; Reteaching: 493-495, Sets A-C TE: Topic 8: 437-438, 443A-448, 449A-454, 455A-460, 461A-466, 467A-472; Reteaching: 493-495, Sets A-C
NY-K.G Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
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.	SE: Topic 12: 715-720, 721-726, 727-732; Reteaching: 737-738, Sets F-H TE: Topic 12: 715A-720, 721A-726, 727A-732; Reteaching: 737-738, Sets F-H

A Correlation of enVisionmath2.0, ©2017
To the New York State Next Generation Mathematics Learning Standards

New York State Next Generation Mathematics Learning Standards Kindergarten	enVisionmath2.0 ©2017 Kindergarten
2. Name shapes regardless of their orientation or overall size.	SE: Topic 12: 691-696, 697-702, 703-708, 709-714, 715-720; Reteaching: 735-737, Sets B-F TE: Topic 12: 691A-696, 697A-702, 703A-708, 709A-714, 715A-720; Reteaching: 735-737, Sets B-F
3. Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.	SE: Topic 12: 685-690, 715-720; Reteaching: 735-737, Sets A, F; Topic 13: 767-772; Reteaching: 794, Set C TE: Topic 12: 685A-690, 715A-720; Reteaching: 735-737, Sets A, F; Topic 13: 767A-772; Reteaching: 794, Set C
Analyze, Compare, sort and compose shapes.	
4. Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	SE: Topic 12: 691-696, 697-702, 703-708, 709-714; Reteaching: 737-737, Sets B-E; Topic 13: 749-754, 755-760, 761-766, 767-772, 779-784; Reteaching: 793-794, Sets A-D TE: Topic 12: 691A-696, 697A-702, 703A-708, 709A-714; Reteaching: 737-737, Sets B-E; Topic 13: 749A-754, 755A-760, 761A-766, 767A-772, 779A-784; Reteaching: 793-794, Sets A-D
5. Model objects in their environment by building and/or drawing shapes.	SE: Topic 13: 773-778, 785-790 TE: Topic 13: 773A-778, 785A-790
6. Compose larger shapes from simple shapes.	SE: Topic 13: 773-778, 779-784, 785-790; Reteaching: 794, Set D TE: Topic 13: 773A-778, 779A-784, 785A-790; Reteaching: 794, Set D

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.