

A Correlation of

enVision[®] Mathematics

©2020



To the

New York State Next Generation Mathematics Learning Standards Kindergarten

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Introduction

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

UNDERSTANDING

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

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

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

DIAGNOSTIC Assessment

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

FORMATIVE Assessment

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

SUMMATIVE Assessment

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

INSTRUCTIONAL SUPPORT

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

Ideas, Inspiration, and Teaching Methods

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

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

Kids See the Math. Teachers See Results.

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<p>Mathematical Practices</p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p>Student’s Edition and Teacher’s Edition pages 21–24, 29–32, 77–80, 145–148, 157–160, 173–176, 181–184, 205–208, 217–220, 225–228, 265–268, 273–276, 297–300, 305–308, 317–320</p>
<p>2. Reason abstractly and quantitatively.</p>	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students’ attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>Student’s Edition and Teacher’s Edition pages 5–8, 9–12, 25–28, 33–36, 41–44, 61–64, 65–68, 93–96, 97–100, 101–104, 113–116, 117–120, 145–148, 149–152, 177–180</p>

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<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p>Student’s Edition and Teacher’s Edition pages 5–8, 9–12, 13–16, 17–20, 41–44, 65–68, 69–72, 73–76, 77–80, 93–96, 101–104, 105–108, 109–112, 117–120, 141–144</p>
<p>4. Model with Mathematics.</p>	<p>Students using enVision Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p>Student’s Edition and Teacher’s Edition pages 9–12, 17–20, 21–24, 25–28, 29–32, 69–72, 77–80, 93–96, 109–112, 141–144, 153–156, 201–204, 209–212, 217–220, 221–224</p>

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<p>5. Use appropriate tools strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>Student’s Edition and Teacher’s Edition pages 5–8, 13–16, 17–20, 33–36, 41–44, 97–100, 105–108, 109–112, 113–116, 121–124, 149–152, 157–160, 181–184, 205–208, 273–276</p>
<p>6. Attend to precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p>Student’s Edition and Teacher’s Edition pages 13–16, 25–28, 29–32, 61–64, 65–68, 73–76, 97–100, 105–108, 149–152, 153–156, 173–176, 177–180, 185–188, 201–204, 213–216</p>
<p>7. Look for and make use of structure.</p>	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>Student’s Edition and Teacher’s Edition pages 37–40, 61–64, 117–120, 121–124, 181–184, 225–228, 269–272, 293–296, 317–320, 321–324, 329–332, 357–360, 361–364, 365–368, 369–372</p>

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<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p>Student’s Edition and Teacher’s Edition pages 21–24, 37–40, 73–76, 113–116, 121–124, 141–144, 157–160, 177–180, 209–212, 269–272, 293–296, 317–320, 325–328, 329–332, 353–356</p>
<p>NY-K.CC Counting and Cardinality</p>	
<p>Know number names and the count sequence</p>	
<p>1. Count to 100 by ones and by tens.</p>	<p>SE:92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455–456 Sets A-D; 465–468, 469–472, 473–476, 477–480</p> <p>TE:92–92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455–456 Sets A-D; 465A–468B, 469A–472B, 473A–476B, 477A–480B</p>

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<p>2. Count to 100 by ones beginning from any given number (instead of beginning at 1).</p>	<p>SE: 92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 456 Set D</p> <p>TE: 92- 92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 456 Set D</p>
<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>	<p>SE: 3, 4, 13–16, 25–28, 33–36, Reteaching: 47-49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching: 127-129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: 379 Set A</p> <p>TE: 3-3A, 4-4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A</p>
<p>Count to tell the number of objects.</p>	
<p>4. Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.</p>	<p>SE:369–372</p> <p>TE:369A–372B</p>
<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>	<p>SE: 3, 4, 5–8, 17–20, 29–32, 37–40, 41–44, Reteaching: 47-50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, Reteaching: 127-128 Sets B, D</p> <p>TE: 3-3A, 4-4C, 5A–8B, 17A–20B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, Reteaching: 127–128 Set B, D</p>

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<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>	<p>SE: 3, 4, 9–12, 21–24, 41–44, Reteaching: 50 Set F; 91, 109–112, 121–124, Reteaching: 127–128 Sets B, D</p> <p>TE: 3–3A, 4–4C, 9A–12B, 21A–24B, 41A–44B, Reteaching: 49–50 Set F; 91–91A, 109A–112B, 121A–124B, Reteaching: 127–128 Sets B, D</p>
<p>c. Understand the concept that each successive number name refers to a quantity that is one larger.</p>	<p>SE: 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368</p> <p>TE: 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B</p>
<p>d. Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</p>	<p>MDIS A4</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: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 41–44, Reteaching: 47– 50 Sets A, C, F; 59–60, 61–64, 65–68, 69–72, 73–76, 91, 92, 93–96, 97–100, 101–104, 105–108, 113–116, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 369–372, 373–376, Reteaching: 379–380 Sets A, C, D; 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, 513–516, 525–528, 529–532, 533–536</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 59–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 91–91A, 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 113A–116B, 139–140A, 141A–144B, 171–171A, 173A–176B, 177A–180B, 199–200A, 201A–204B, 247–247A, 249A–252B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 369A–372B, 373A–376B, Reteaching: 379–380 Sets A, C, D; 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 513A–516B, 525A–528B, 529A–532B, 533A–536B</p>

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<p>5b. Given a number from 1-20, count out that many objects.</p>	<p>SE: 13-16, 17- 20, 25-28, 97-100, 101-104, 105-108, 349-352, 353-356, 357-360, 361-364, 369-372</p> <p>TE: 13A-16B, 17A-20B, 25A-28B, 97A-100B, 101A-104B, 105A-108B, 349A-352B, 353A-356,B 357A-360B, 361A-364B, 369A-372B</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: 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83-84 Sets A-D; 92, 117–120, 139–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets A-D; 171, 181–184, 185–188, 509–512</p> <p>TE:61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 92–92C, 117A–120B, 139–140A, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets A-D; 171–171A, 181A–184B, 185A–188B, 509A–512B</p>
<p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>SE:139–140, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets B-C; 171, 181–184, 185–188</p> <p>TE:139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets B-C; 171–171A, 171–171A, 181A–184B, 185A–188B</p>

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<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. <i>Note: Drawings need not show details, but should show the mathematics in the problem.</i></p>	<p>SE: 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–228, 229–232, Reteaching: 235–236 Sets A–D; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching: 279–280 Sets A–D; 291–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, 317–320, 321–324, Reteaching: 335–338 Sets A, C, E–G</p> <p>TE: 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 225A–228B, 229A–232B, Reteaching: 235–236 Sets A–D; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching: 279–280 Sets A–D; 291–292A, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, 317A–320B, 321A–324B, Reteaching: 335–338 Sets A, C, E–G</p>
<p>2a. Add and subtract within 10.</p>	<p>SE: 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237–238 Sets E–G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280–282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348</p> <p>TE: 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C</p>

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<p>2b. Solve addition and subtraction word problems within 10.</p>	<p>SE: 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237–238 Sets E–G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280–282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348</p> <p>TE: 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C</p>
<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:293–296, 309–312, 313–316, 321–324, 325–328, 329–332</p> <p>TE:293A–296B, 309A–312B, 313A–316B, 321A – 324B, 325A–328B 329A–332B</p>
<p>4. Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation.</p>	<p>SE: 291–292, 325–328, 329–332, Reteaching: 338 Set H; 517–520, 521–524</p> <p>TE: 291–292A, 325A–328B, 329A–332B, Reteaching: 337–338 Set H; 517A–520B, 521A–524B</p>
<p>5. Fluently add and subtract within 5.</p>	<p>SE: 199–200, 225–228, Reteaching: 238 Set H; 247, 269–272, Reteaching: 282 Set G; 291–292, 297–300, 301–304, 305–308, Reteaching: 335–336 Sets B, D</p> <p>TE: 199–200A, 225A–228B, Reteaching: 237–238 Set H; 247–247A, 269A–272B, Reteaching: 281–282 Set G; 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching: 335–336 Sets B, D</p>

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Understand simple patterns.	
6. Duplicate, extend, and create simple patterns using concrete objects.	This standard is outside the scope of enVision Mathematics.
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: 387-388, 389-392, 393-396, 397-400, 401-404, 405-408, 409-412, 413-416, Reteaching: 419-422 Sets A-G TE: 387-388A, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, 413A-416B, Reteaching: 419-422 Sets A-G
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: 547-548, 549-552, 553-556, 557-560, 561-564, 565-568 TE: 547-548A, 549A-552B, 553A-556B, 557A-560B, 561A-564B, 565A-568B
2. Directly compare two objects with a common measurable attribute and describe the difference.	SE: 547-548, 549-552, 553-556, 557-560, 565-568, 569-572, Reteaching: 575-576 Sets A-D TE: 547-548A, 549A-552B, 553A-556B, 557A-560B, 565A-568B, 569A-572B, Reteaching: 575-576 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: 171, 172, 173-176, 177-180, 181-184, 185-188, Reteaching: 191-192 Sets A-D; 465-468 TE: 171-171A, 172-172C, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 191-92 Sets A-D; 465A-468B
4. Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.	SE: MDIS 2.0 A61, A62, A63, A64, A65, A66, A67 TE: MDIS 2.0 A61, A62, A63, A64, A65, A66, A67

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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.	<p>SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 497–498 Sets F, G; 507, 508, 525–528</p> <p>TE: 463–464A, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 497–498 Sets F, G; 507–507A, 508–508C, 525A–528B</p>
2. Name shapes regardless of their orientation or overall size.	<p>SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495–497 Sets B–E; 508</p> <p>TE: 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, 495–498, Reteaching: Sets B–E; 508–508C</p>
3. Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.	<p>SE:465–468, 485–488, Reteaching: 495 Set A; 507, 521–524</p> <p>TE:465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B</p>
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.	<p>SE: 463–464, 465–468, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539–540 Sets A–D</p> <p>TE: 463–464A, 465A–468B, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539–540 Sets A–D</p>

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<p>5. Model objects in their environment by building and/or drawing shapes.</p>	<p>SE: 507, 513–516, 525–528, 529–532, 533–536, Reteaching: 540 Set D</p> <p>TE: 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 540 Set D</p>
<p>6. Compose larger shapes from simple shapes.</p>	<p>SE: 463–464, 507, 508, 525–528, 533–536</p> <p>TE: 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B</p>