

A Correlation of

enVisionmath[®]2.0

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To the

**Archdiocese of Cincinnati
2012 Graded Course of Study (G.C.S.)
for Mathematics
Kindergarten**

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<p style="text-align: center;">Archdiocese of Cincinnati Six Principles for School Mathematics</p>	<p style="text-align: center;">enVisionmath2.0 Kindergarten</p>
<p>Equity. Excellence in mathematics education requires equity – high expectations and strong support for all students.</p> <p>Achieving equity requires a significant allocation of human and material resources in schools and classrooms. Instructional tools, curriculum materials, special supplemental programs and the skillful use of community resources undoubtedly play important roles. An even more important component is the professional development of teachers. Teachers need help to understand the strengths and needs of students who come from diverse linguistic and cultural background who have specific disabilities or who possess a special talent and interest in mathematics. To accommodate differences among students effectively and sensitively, teachers also need to understand and confront their own beliefs and biases.</p>	<p>The enVisionmath2.0 program plays a significant role in enhancing the equity of the student experience. Students at every level of development have unique needs that are addressed, encouraged and met throughout the learning experience. Each topic and lesson include application problems that allow students to bring their real-world experiences into the classroom. This is evident in the “Math and Science Project” at the beginning of each lesson, as well as the real-world application problems found throughout the materials. Students are continually assessed for necessary interventions which result in follow-up additional help or advanced activities. The strengths and needs of English Language Learners are also attended to throughout each topic. Support for teachers is strong throughout the program as well. Savvas provides professional development videos and services to help teachers develop into even stronger educators. Savvasrealize.com and SavvasPD.com are two of the resources teachers can use in addition to the Teacher’s Edition of the text.</p> <p>For specific examples, please see: SE: Topic 1: 1, 19-24, 55-60; Topic 6: 281, 293-298, 305-310; Topic 8: 431, 459-464, 465-470; Topic 14: 799, 805-810, 829-834</p> <p>TE: Topic 1: 1, 19A-24, 55A-60; Topic 6: 281, 293A-298, 305A-310; Topic 8: 431, 459A-464, 465A-470; Topic 14: 799, 805A-810, 829A-834</p>

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<p>Curriculum. A curriculum is more than a collection of activities; it must be coherent, focused on important mathematics and well-articulated across the grades.</p> <p>A school mathematics curriculum is a strong determinant of what students have an opportunity to learn and what they do learn. In a coherent curriculum, mathematical ideas are linked to and build on one another so that students’ understanding and knowledge deepens and their ability to apply mathematics expands. An effective mathematics curriculum focuses on important mathematics – mathematics that will prepare students for continued study and for solving problems in a variety of school, home and work settings. A well-articulated curriculum challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.</p>	<p>enVisionmath2.0 is strategically designed to develop a complete individual mathematical experience for each student. From Kindergarten to Grade 8, students learn at developmentally appropriate levels and paces. They build upon previous knowledge and mathematical skills to eventually have a complete understanding of each topic. As the activities, discussions, technology, practice, assessments, and interventions are all woven together into a complete experience, enVisionmath2.0 students become fully equipped to engage the world of mathematics and apply each concept in real-world contexts. A snapshot of the design can be seen in the Lesson Overview of each lesson in the Teacher’s Edition of the text. Focus, Coherence, and Rigor are all highlighted and explain the objective of the lesson, essential understanding, knowledge from previous grades, and the emphasis of the lesson.</p> <p>For specific examples, please see: SE: Topic 3: 139-144, 163-168; Topic 7: 371-376, 395-400; Topic 9: 513-518, 537-542; Topic 11: 631-636, 649-654</p> <p>TE: Topic 3: 139A-144, 163A-168; Topic 7: 371A-376, 395A-400; Topic 9: 513A-518, 537A-542; Topic 11: 631A-636, 649A-654</p>

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<p>Teaching. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.</p> <p>To be effective, teachers must know and understand deeply the mathematics they are teaching and be able to draw on that knowledge with flexibility in their teaching tasks. They need to understand and be committed to their students as learners of mathematics and as human beings and be skillful in choosing from and using a variety of pedagogical and assessment strategies (National Commission on Teaching and America’s Future 1996). In addition, effective teaching requires reflection and continual efforts to seek improvement. Teachers must have frequent and ample opportunities and resources to enhance and refresh their knowledge.</p>	<p>enVisionmath2.0 supports teachers in their desire to teach students in the most effective way possible. Each Teacher’s Edition includes explanations, examples, and creative ideas on how to engage students in the mathematical topics. Each lesson overview includes explanations of the Focus, Coherence, and Rigor in each lesson as a way to enhance ongoing professional development. Teachers are guided through each lesson and given direction on new ways to present the content, guide student discussion, and identify common errors that may need to be addressed. Savvasrealize.com and SavvasPD.com include an endless library of teaching tools, professional development videos, evidence-bases teaching strategies, and instructional guides for helping students toward long-term success.</p> <p>For specific examples, please see: SE: Topic 2: 91-96, 103-108; Topic 4: 201-206, 219-224; Topic 5: 249-254, 261-266; Topic 12: 685-690, 709-714</p> <p>TE: Topic 2: 91A-96, 103A-108; Topic 4: 201A-206, 219A-224; Topic 5: 249A-254, 261A-266; Topic 12: 685A-690, 709A-714</p>

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<p>Learning. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.</p> <p>The kinds of experiences teachers provide clearly play a major role in determining the extent and quality of students' learning. Students' understanding of mathematical ideas can be built throughout their school years if they actively engage in tasks and experiences designed to deepen and connect their knowledge. Learning with understanding can be further enhanced by classroom interactions, as students propose mathematical ideas and conjectures, learn to evaluate their own thinking and that of others and develop mathematical reasoning skills. Classroom discourse and social interaction can be used to promote the recognition of connections among ideas and the reorganization of knowledge. By having students talk about their informal strategies, teachers can help them become aware of, and build on, their implicit informal knowledge. Moreover, in such settings, procedural fluency and conceptual understanding can be developed through problem solving reasoning and argumentation.</p>	<p>Students are given a multitude of opportunities to experience mathematics and build upon their prior knowledge as they work through the enVisionmath2.0 curriculum. Each lesson is full of engaging, challenging, and instructional activities that aid in student learning. Each lesson in the Teacher's Edition begins with an overview of the design of each lesson (Focus, Coherence, and Rigor). Students are introduced to a specific problem which illustrates the topic of the lesson, and they engage in discussion as they explore the information. Students learn visually from colorful pictures and mathematical models that illustrate the concepts. Students engage in interactive activities both with their peers and with digital interactives. Finally, students exhibit their understanding of the topic as they complete homework and practice assignments.</p> <p>For specific examples, please see: SE: Topic 1: 19-24, 55-60; Topic 5: 255-260, 261-266; Topic 10: 579-584, 591-596; Topic 13: 761-766, 779-784</p> <p>TE: Topic 1: 19A-24, 55A-60; Topic 5: 255A-260, 261A-266; Topic 10: 579A-584, 591A-596; Topic 13: 761A-766, 779A-784</p>

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<p>Assessment. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.</p> <p>The Assessment Standards for School Mathematics (NCTM, 1995) presented six standards about exemplary mathematics assessment. They addressed how assessment should – reflect the mathematics that students should know and be able to do; enhance mathematics learning; promote equity; be an open process; promote valid inference; be a coherent process.</p>	<p>Throughout the enVisionmath2.0 program, students are assessed in a number of ways to track their progress and enhance their learning experience. Students are informally assessed in real-time as class discussions and activities engage students in the learning process. Each lesson includes a section entitled, “Assess and Differentiate.” Students are assigned an intervention activity, which indicates whether a student has grasped the concept of the lesson. The result allows teachers to spend additional time with students who may need more instruction as well as provide on-level and advanced activities for students who are ready to expand their understanding of the topic. The Student Edition also includes two pages of homework and practice at the end of each lesson. In addition to daily formative assessments during each lesson, students are also formally assessed through diagnostic assessments at the beginning of the year and each topic. Summative assessments measure the mastery each student achieves at the end of each topic, after a group of topics, and at the end of the academic year.</p> <p>For specific examples, please see: SE: Topic 4: 213-218, 225-230; Topic Assessment: Topic: 241-242; Performance Assessment: 243-244; Topic 8: 465-470, 471-476; Topic Assessment: 501-504; Topic Performance Assessment: 505-506; Topic 12: 709-714, 715-720; Topic Assessment: 739-742; Topic Performance Assessment: 743-744</p> <p>TE: Topic 4: 213A-218, 225A-230; Topic Assessment: Topic: 241-242; Performance Assessment: 243-244; Topic 8: 465A-470, 471A-476; Topic Assessment: 501-504; Topic Performance Assessment: 505-506; Topic 12: 709A-714, 715A-720; Topic Assessment: 739-742; Topic Performance Assessment: 743-744</p>

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<p>Technology. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.</p> <p>Electronic technologies – calculators and computers – are essential tools for teaching, learning and doing mathematics. They furnish visual images of mathematical ideas, they facilitate organizing and analyzing data and they compute efficiently and accurately. They can support investigation by students in every area of mathematics, including geometry, statistics, algebra, measurement and number. When technological tools are available, students can focus on decision making, reflection, reasoning and problem solving.</p>	<p>enVisionmath2.0 integrates multiple opportunities for students and teachers to utilize technology as an enhancement to the learning and teaching experience. This program includes both online access and CD-ROM materials that provide an interactive technical enhancement to the learning experience. Each topic includes digital opportunities such as Visual Learning Animation Plus, Convince Me!, Animated Glossary, Practice Buddy, Math Tools and Math Games, and more. All of these activities and learning tools can be found at Savvasrealize.com as well as links embedded within the eTexts (student edition online). Teachers also benefit from the technology within the program. Savvasrealize.com offers flexibility in planning, teaching, learning and progress monitoring. It is easy to navigate, assign resources, search, customize, plan, assess, and analyze data.</p> <p>For specific examples, please see: SE: Topic 5: 249-254, 255-260; Topic 6: 293-298, 311-316; Topic 9: 513-518, 531-536; Topic 14: 805-810, 817-822</p> <p>TE: Topic 5: 249A-254, 255A-260; Topic 6: 293A-298, 311A-316; Topic 9: 513A-518, 531A-536; Topic 14: 805A-810, 817A-822</p>

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<p style="text-align: center;">Archdiocese of Cincinnati Math Instructional Critical Areas Kindergarten</p>	<p style="text-align: center;">enVisionmath2.0 Kindergarten</p>
<p>STANDARD 1 – NUMBERS, NUMBER SENSE AND TIME (1st Quarter - 40 Days (E.I.T) CCS.K.NST) Understanding the number system is the basis of mathematics. Students first need to learn the concept of knowing number names and the count sequence. Students also develop the understanding and relationship between numbers and quantities, compose and decompose numbers and connect counting to cardinality.</p>	<p>enVisionmath2.0 is designed to help students build a solid foundation in number sense. Students learn to read, write, count, compare and identify both numbers and sets of objects representing numbers in Topics 1-4 (31 days). Students also build skills in composing and decomposing numbers as they learn in lesson 1-9 “Ways to Make 5,” and in lesson 3-7 “Ways to Make 10.” Students continue strengthening their understanding of composing and decomposing numbers to 10 in Topics 6-8 (29 days). Topics 9-10 (14 days) expand on the number sequence as students explore numbers 11 through 20. Topic 11 (7 days): <i>Count Numbers to 100</i> helps students to continue their counting skills as they understand even larger numbers.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Kindergarten. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 22 of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Kindergarten Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p>STANDARD 2 – COMPUTATION AND PATTERNS (1st and 2nd Quarters - 4 days AND 22 Days (E.I.T.) CCS.K.CP) Students learn to order numbers as they become more familiar with whole numbers. They learn to identify and duplicate simple number and non-numeric repeating and growing patterns. Students will become fluent in adding and subtracting numbers within 5.</p>	<p>enVisionmath2.0 focuses on computation as students build an understanding of numbers and how they relate to each other. In Topic 2 (6 days): <i>Compare Numbers 0 to 5</i>, students apply the concepts of equal, greater than and less than. They compare groups of objects to understand more and less, and they also compare numbers within 5. Topic 4 (6 days): <i>Compare Numbers 0 to 10</i>, continues to expand on counting and comparing numbers and groups of numbers. Topic 6 (10 days): <i>Understand Addition</i> and Topic 7 (9 days): <i>Understand Subtraction</i> teach students to use different strategies, including the use of patterns, to add and subtract numbers within 5.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Kindergarten. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 22 of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Kindergarten Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p>STANDARD 3 – GEOMETRY (DIMENSIONAL SHAPES) (2nd and 3rd Quarters) 22 Days AND 15 Days (E.I.T) CCS.K.G) Students learn to describe, sort and identify shapes, sizes and positions of shapes. They identify and name objects by sides, dimensions, angles and describe their relative positions using terms as above, below, near, next to, etc.</p>	<p>Students are introduced to the concept of shapes in Topic 12 (8 days): <i>Identify and Describe Shapes</i>, and Topic 13 (7 days): <i>Analyze, Compare, and Create Shapes</i>. Students examine both two-dimensional and three-dimensional shapes as they name, compare, and learn about specific attributes of shapes. Students also describe shapes in the environment and identify positions of shapes.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Kindergarten. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 22 of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Kindergarten Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p>STANDARD 4 – ALGEBRA AND FUNCTIONS/DATA ANALYSIS (3rd Quarter - 9 Days (E.I.T.) CCS.K.OA) Students learn to understand that putting together is adding and taking apart, or from, is subtraction. They learn to compose and decompose numbers.</p>	<p>enVisionmath2.0 introduces students to using operations of addition and subtraction in Topics 6-8 (29 days). Both addition and subtraction are explored through hands-on, interactive activities that teaches about “adding to” and “putting together” numbers make larger numbers. Students also learn that “taking apart” and “taking from” are the basic ideas behind subtraction. Students build fluency in adding and subtracting within 5, as well as composing and decomposing numbers through 10.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Kindergarten. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 22 of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Kindergarten Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p>STANDARD 5 – MEASUREMENT (1st AND 3rd Quarters - 20 Days (E.I.T) CCS.K.MD) Students learn to describe and compare measurable attributes by length, weight, time, bigger than or less than. They learn to count and sort objects by categories. Students also become familiar with time using indicators such as morning, night, day, week, month and year.</p>	<p>In Topic 5 (4 days): <i>Classify and Count Data</i>, students engage in classifying objects into categories. They apply their counting skills as they count the number of objects in each category and sort categories by counting. Topic 14 (6 days): <i>Describe and Compare Measurable Attributes</i> teaches students to compare objects by length, height, capacity, and weight. Students describe and compare objects by different attributes and apply these attributes to objects in their environment.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Kindergarten. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 22 of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Kindergarten Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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Mathematical Practices	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see:</p> <p>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 examples please see:</p> <p>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>

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3. Construct viable arguments and critique the reasoning of others.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see:</p> <p>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>
4. Model with mathematics.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see:</p> <p>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>
5. Use appropriate tools strategically.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see:</p> <p>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>

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(Continued) 5. Use appropriate tools strategically.	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
6. Attend to precision.	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 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
7. Look for and make use of structure.	This standard is met throughout enVisionmath2.0 Kindergarten , for examples 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 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

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8. Look for and express regularity in repeated reasoning.	<p>This standard is met throughout enVisionmath2.0 Kindergarten, for examples please see:</p> <p>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>
STANDARD 1 – NUMBERS, NUMBER SENSE AND TIME	
M.K.1.1 Count to 100 by ones and by tens and count forward from a given number within the known sequence.	<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, 637-642, 643-648, 649-654, 655-660, 661-666; Reteaching: 659-670, 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, 637A-642, 643A-648, 649A-654, 655A-660, 661A-666; Reteaching: 659-670, Sets A-D</p>
M.K.1.2 Represent quantities with numbers up to 20, verbally, written and using manipulatives.	<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>

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M.K.1.3 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering and by creating sets up to 20.	<p>SE: Topic 1: 7-12, 13-18, 25-30, 31-36, 43-48, 67-72; Reteaching: 75-78, Sets, A, C, F; Topic 2: 91-96, 97-102, 103-108, 109-114, 115-120, 121-126; Reteaching: 129-130, Sets A-D; Topic 3: 145-150, 157-162; Reteaching: 189-190, Sets A, C; Topic 4: 201-206, 207-212, 213-218, 219-224; Reteaching: 239-240, Sets A-C; Topic 9: 513-518, 519-524, 525-530, 531-536, 543-548, 549-554; Reteaching: 557-558, Sets A, C, D; Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F</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 2: 91A-96, 97A-102, 103A-108, 109A-114, 115A-120, 121A-126; Reteaching: 129-130, Sets A-D; Topic 3: 145A-150, 157A-162; Reteaching: 189-190, Sets A, C; Topic 4: 201A-206, 207A-212, 213A-218, 219A-224; Reteaching: 239-240, Sets A-C; Topic 9: 513A-518, 519A-524, 525A-530, 531A-536, 543A-548, 549A-554; Reteaching: 557-558, Sets A, C, D; Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-614, Sets A-F</p>
M.K.1.4 Solve word problems involving simple joining and separating sets of objects.	<p>SE: Topic 6: 323-328, 329-334, 341-346; Reteaching: 351-352, Sets, F-G; Topic 7: 377-382, 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, 401A-406, 413A-418; Reteaching: 422-424, Sets C, F, H; Topic 8: 477A-482; Reteaching: 500, Set G</p>
M.K.1.5 Create and use counting strategies and number patterns to compare whole numbers up to 10 and arrange them in numerical order and recognize the numbers needed to make a 10.	<p>SE: Topic 8: 483-488, 489-494; Reteaching: 500, Set H</p> <p>TE: Topic 8: 483A-488, 489A-494; Reteaching: 500, Set H</p>

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M.K.1.6 Compose and decompose numbers from 11-19 into ten ones and some further ones by using objects or drawings, and equations (such as $18=10+8$).	<p>SE: Topic 10: 567-572, 573-578, 579-584, 585-590, 591-596, 597-602, 603-608; Reteaching: 611-614, Sets A-F</p> <p>TE: Topic 10: 567A-572, 573A-578, 579A-584, 585A-590, 591A-596, 597A-602, 603A-608; Reteaching: 611-614, Sets A-F</p>
M.K.1.7 Model solving routine and non-routine problems by acting them out, using manipulatives and drawing diagrams.	<p>SE: Topic 6: 293-298, 311-316, 317-322, 323-328, 329-334; Reteaching: 349-352, Sets A-H; Topic 7: 371-376, 377-382, 389-394, 395-400, 401-406, 407-412; Reteaching: 421-424, Sets A-H; Topic 8: 477-482; Reteaching: 500, Set G</p> <p>TE: Topic 6: 293A-298, 311A-316, 317A-322, 323A-328, 329A-334; Reteaching: 349-352, Sets A-H; Topic 7: 371A-376, 377A-382, 389A-394, 395A-400, 401A-406, 407A-412; Reteaching: 421-424, Sets A-H; Topic 8: 477A-482; Reteaching: 500, Set G</p>
STANDARD 2 – COMPUTATION AND PATTERNS	
M.K.2.1 Identify and duplicate simple numbers and non-numeric repeating and growing patterns.	<p>SE: Topic 6: 335-340; Reteaching: 350, Set G; Topic 7: 407-412; Reteaching: 422, Set G; Topic 11: 655-660; Reteaching: 670, Set D</p> <p>TE: Topic 6: 335A-340; Reteaching: 350, Set G; Topic 7: 407A-412; Reteaching: 422, Set G; Topic 11: 655A-660; Reteaching: 670, Set D</p>
M.K.2.2 Fluently add and subtract within 5.	<p>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</p> <p>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</p>

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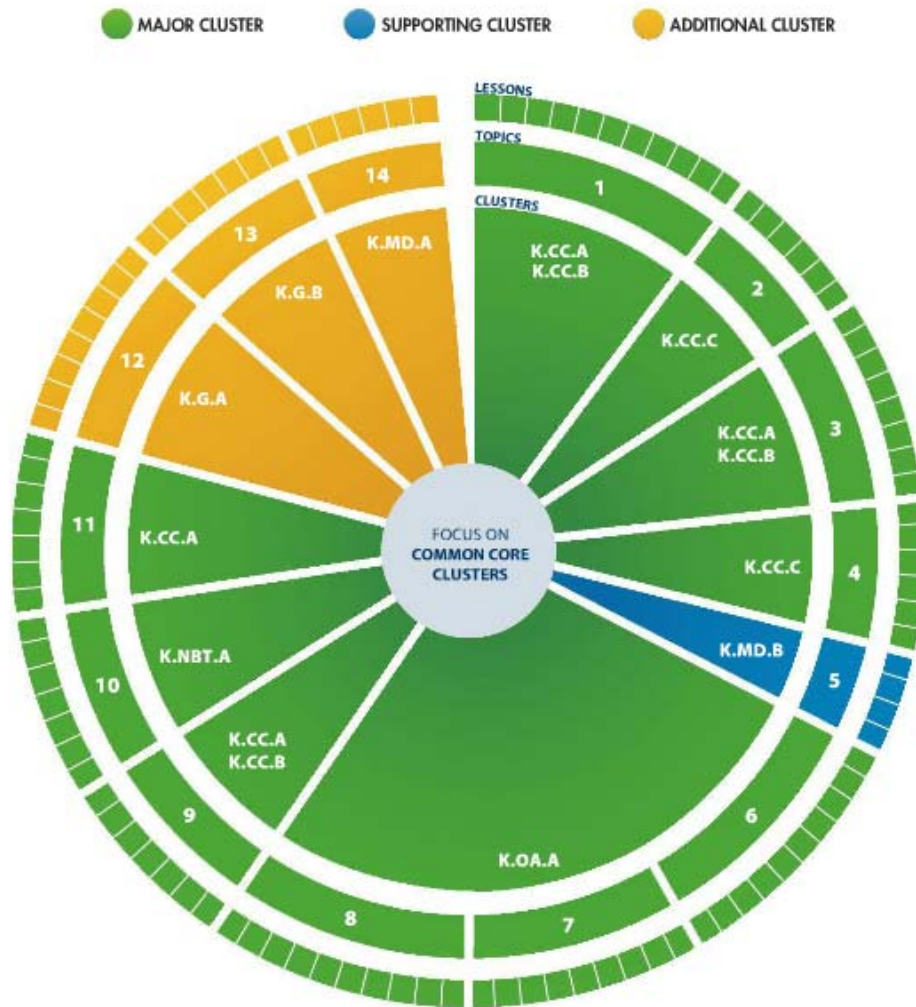
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STANDARD 3 – GEOMETRY (DIMENSIONAL SHAPES)	
M.K.3.1 Describe, sort and resort objects using a variety of attributes such as size, shape and position.	<p>SE: Topic 12: 715-720, 721-726; Reteaching: 737-738, Sets F-G; Topic 13: 749-754, 755-760; Reteaching: 793, Sets A-B</p> <p>TE: Topic 12: 715A-720, 721A-726; Reteaching: 737-738, Sets F-G; Topic 13: 749A-754, 755A-760; Reteaching: 793, Sets A-B</p>
M.K.3.2 Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons and trapezoids.	<p>SE: Topic 12: 691-696, 697-702, 703-708; Reteaching: 735-736, Sets B-D</p> <p>TE: Topic 12: 691A-696, 697A-702, 703A-708; Reteaching: 735-736, Sets B-D</p>
M.K.3.3 Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.	<p>SE: Topic 12: 715-720, 721-726, 727-732; Reteaching: 737-738, Sets F-H</p> <p>TE: Topic 12: 715A-720, 721A-726, 727A-732; Reteaching: 737-738, Sets F-H</p>
M.K.3.4 Identify, name, describe and sort three-dimensional shapes such as spheres, cubes and cylinders.	<p>SE: Topic 12: 685-690, 715-720; Reteaching: 735-737, Sets A, F; Topic 13: 755-760, 761-766, 767-772; Reteaching: 794, Set B-C</p> <p>TE: Topic 12: 685A-690, 715A-720; Reteaching: 735-737, Sets A, F; Topic 13: 755A-760, 761A-766, 767A-772; Reteaching: 794, Set B-C</p>
M.K.3.5 Interpret the physical world using geometric shapes and describe the relative position of these objects using terms such as above, below, beside, in front of, behind and next to.	<p>SE: Topic 12: 715-720, 721-726, 727-732; Reteaching: 737-738, Sets F-H</p> <p>TE: Topic 12: 715A-720, 721A-726, 727A-732; Reteaching: 737-738, Sets F-H</p>

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STANDARD 4 – ALGEBRA AND FUNCTIONS/DATA	
M.K.4.1 Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation ($5 = 2 + 3$ and $5 = 4 + 1$).	<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>
M.K.4.2 Organize, represent and interpret data using pictures and pictures graphs.	<p>SE: Topic 5: 249-254, 255-260, 261-266, 267-272; Reteaching: 275-276, Sets A-D</p> <p>TE: Topic 5: 249A-254, 255A-260, 261A-266, 267A-272; Reteaching: 275-276, Sets A-D</p>
STANDARD 5 – MEASUREMENT	
M.K.5.1 Compare and order objects indirectly or directly using measurable attributes such as length, height and weight.	<p>SE: Topic 14: 805-810, 811-816, 817-822, 835-840; Reteaching: 843-844, Sets A-B, D</p> <p>TE: Topic 14: 805A-810, 811A-816, 817A-822, 835A-840; Reteaching: 843-844, Sets A-B, D</p>
M.K.5.2 Demonstrate an understanding of the concept of time, using identifiers such as morning, afternoon, day, week, month, year, before/after, and shorter/longer.	<p>The standard is covered in enVisionmath2.0 Grade 1. Please see: SE: Topic 13: 709-714, 715-720, 721-726, 727-732; Reteaching: 735-736, Sets A-D</p> <p>TE: Topic 13: 709A-714, 715A-720, 721A-726, 727A-732; Reteaching: 735-736, Sets A-D</p>

Appendix A
Pacing Wheel and Pacing Guide

GRADE K CONTENTS



COMMON CORE DOMAINS

K.CC COUNTING AND CARDINALITY

K.OA OPERATIONS AND ALGEBRAIC THINKING

K.NBT NUMBER AND OPERATIONS IN BASE TEN

K.MD MEASUREMENT AND DATA

K.G GEOMETRY

▶ GRADE K PACING GUIDE

A Program Paced for Success

The pacing below assumes 1 lesson per day. Additional time may be spent on review, remediation, fluency practice, differentiation, and assessment as needed.

● Major Cluster ● Supporting Cluster ● Additional Cluster

VOLUME 1		
TOPIC 1	Numbers 0 to 5	11 DAYS
TOPIC 2	Compare Numbers 0 to 5	6 DAYS
TOPIC 3	Numbers 6 to 10	8 DAYS
TOPIC 4	Compare Numbers 0 to 10	6 DAYS
TOPIC 5	Classify and Count Data	4 DAYS
TOPIC 6	Understand Addition	10 DAYS
TOPIC 7	Understand Subtraction	9 DAYS
TOPIC 8	More Addition and Subtraction	10 DAYS
VOLUME 2		
TOPIC 9	Count Numbers to 20	7 DAYS
TOPIC 10	Compose and Decompose Numbers 11 to 19	7 DAYS
TOPIC 11	Count Numbers to 100	7 DAYS
TOPIC 12	Identify and Describe Shapes	8 DAYS
TOPIC 13	Analyze, Compare, and Create Shapes	7 DAYS
TOPIC 14	Describe and Compare Measurable Attributes	6 DAYS
TOTAL		106 DAYS

STEP UP LESSONS are an additional 10 days.