

Publisher: Pearson Scott Foresman  
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*  
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)  
 Grade Level(s): Kindergarten

## STANDARDS MAP for a Basic Grade-Level Program

### Kindergarten – Mathematics

Stand. #	Standard	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	IMAP/CRP Notes	
		Y	N			
	<b>NUMBER SENSE</b>					
<b>1.0</b>	<b>Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):</b>	SE/TE: 19A–20B, 23A–24B, 59A–60B, 69A–70B, 81A–82B	SE/TE: 91A–92B, 93A–94B, 95A–96B, 99A–100B, 101A–102B			
1.1	Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	SE/TE: 39A–40B, 91A–92B, 93A–94B	TRM: Topic 3, pp. 34, 40, 46; Topic 5, pp. 34, 40			
1.2	Count, recognize, represent, name, and order a number of objects (up to 30).	SE/TE: 19A–20B, 23A–24B, 59A–60B, 69A–70B, 107A–108B	SE/TE: 51A–52B, 91A–92B, 93A–94B, 95A–96B, 181A–182B			
1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	SE/TE: 91A–92B, 93A–94B, 95A–96B, 173A–174B	SE/TE: 99A–100B, 101A–102B, 103A–104B, 105A–106B, 175A–176B			
<b>2.0</b>	<b>Students understand and describe simple additions and subtractions:</b>	SE/TE: 115A–116B, 117A–118B, 119A–120B, 133A–134B, 137A–138B	SE/TE: 135A–136B, 139A–140B, 141A–142B, 143A–144B			

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2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	SE/TE: 115A–116B, 117A–118B, 119A–120B, 133A–134B, 135A–136B	TRM: Topic 6, pp. 30, 36, 42, Topic 7, pp. 28, 34, 40			
<b>3.0</b>	<b>Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:</b>	SE/TE: 177A–178B, 179A–180B TRM: Topic 9 p. 66	SE/TE: 169A–170B TRM: Topic 9, pp. 42, 72			
3.1	Recognize when an estimate is reasonable.	SE/TE: 169A–170B, 177A–178B, 179A–180B	SE/TE: 237A–238B, 255A–256B TRM: Topic 13, p. 68			
<b>ALGEBRA AND FUNCTIONS</b>						
<b>1.0</b>	<b>Students sort and classify objects:</b>	SE/TE: 3A–4B, 5A–6B, 7A–8B, 9A–10B	SE/TE: 11A–12B, 13A–14B TRM: Topic 1, pp. 48, 54			
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	SE/TE: 3A–4B, 5A–6B, 7A–8B, 9A–10B	SE/TE: 11A–12B, 13A–14B TRM: Topic 1, pp. 48, 54			
<b>MEASUREMENT AND GEOMETRY</b>						
<b>1.0</b>	<b>Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:</b>	SE/TE: 225A–226B, 227A–228B, 243A–244B, 261A–262B, 271A–272B	SE/TE: 235A–236B, 255A–256B, 267A–268B, 279A–280B, 287A–288B			

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1.1	Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	SE/TE: 225A–226B, 227A–228B, 243A–244B, 245A–246B, 247A–248B	SE/TE: 235A–236B, 237A–238B, 255A–256B			
1.2	Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	SE/TE: 263A–264B, 265A–266B, 271A–272B, 273A–274B, 281A–282B	SE/TE: 267A–268B, 269A–270B, 279A–280B, 287A–288B			
1.3	Name the days of the week.	SE/TE: 281A–282B, 279A–280B TRM: Topic 15, p. 32	SE/TE: 285A–286B TRM: Topic 15, pp. 38, 44			
1.4	Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	SE/TE: 271, 272 TRM: Topic 14, p. 64	TE: 273 TRM: Topic 14, pp. 65, 66			
<b>2.0</b>	<b>Students identify common objects in their environment and describe the geometric features:</b>	SE/TE: 205A–206B, 207A–208B, 209A–210B, 211A–212B, 213A–214B	SE/TE: 215A–216B, 217A–218B, 219A–220B			
2.1	Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	SE/TE: 205A–206B, 207A–208B, 209A–210B, 211A–212B, 213A–214B	TRM: Topic 11, pp. 36, 42, 48, 54, 60			

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2.2	Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	SE/TE: 215A–216B, 217A–218B, 219A–220B	SE: 222 TRM: Topic 11, pp. 66, 72			
	<b>STATISTICS, DATA ANALYSIS, AND PROBABILITY</b>					
<b>1.0</b>	<b>Students collect information about objects and events in their environment:</b>	SE/TE: 295A–296B, 299A–300B, 301A–302B	SE/TE: 33A–34B, 85A–86B, 293A–294B			
1.1	Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	SE/TE: 85A–86B, 295A–296B, 299A–300B	SE/TE: 33A–34B, 293A–294B, 297A–298B, 301A–302B			
1.2	Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	SE/TE: 187A–188B, 189A–190B, 191A–192B, 193A–194B, 195A–196B	SE/TE: 197A–198B, 199A–200B TRM: Topic 10, p. 62			
	<b>MATHEMATICAL REASONING</b>					
<b>1.0</b>	<b>Students make decisions about how to set up a problem:</b>	(Grade K, AF 1.1) SE/TE 13A–14B, (Grade K, SDAP 1.1) SE/TE 33A–34B, (Grade K, NS 2.1) SE/TE 53A–54B	(Grade K, NS 2.1) SE/TE 145A–146B, (Grade K, NS 3.1) SE/TE 237A–238B, (Grade K, MG 1.1) SE/TE 255A–256B			

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1.1	Determine the approach, materials, and strategies to be used.	(Grade K, MG 1.1) SE/TE 235A-236B, (Grade K, NS 3.1) SE/TE 237A-238B, (Grade K, SDAP 1.1) SE/TE 301A-302B	(Grade K, NS 2.1) SE/TE 53A–54B, (Grade K, MG 1.1) SE/TE 255A–256B, (Grade K, MG 1.1) TRM Topic 12, pp. 64-65			
1.2	Use tools and strategies, such as manipulatives or sketches, to model problems.	(Grade K, AF 1.1) SE/TE 13A–14B, (Grade K, NS 2.1) SE/TE 53A–54B, (Grade K, NS 2.1) SE/TE 127A–128B, (Grade K, MG 1.2) SE/TE 287A–288B	(Grade K, NS 3.1) SE/TE 237A–238B, (Grade K, MG 1.1) SE/TE 255A–256B, (Grade K, MG 1.1) TRM Topic 13, p. 68			
2.0	<b>Students solve problems in reasonable ways and justify their reasoning:</b>	(Grade K, NS 2.1) SE/TE 53A–54B, (Grade K, SDAP 1.1) SE/TE 85A–86B, (Grade K, NS 2.1) SE/TE 109A–110B, (Grade K, SDAP 1.2) SE/TE 199A–200B	Grade K, NS 2.1) SE/TE 127A–128B, (Grade K, NS 2.1) SE/TE 145A-146B, (Grade K, SDAP 1.2) SE/TE 161A–162B, (Grade K, MG 1.1) SE/TE 235A–236B			

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2.1	Explain the reasoning used with concrete objects and/ or pictorial representations.	(Grade K, NS 2.1) SE/TE 53A–54B, (Grade K, SDAP 1.1) SE/TE 85A–86B, (Grade K, NS 2.1) SE/TE 109A–110B, (Grade K, SDAP 1.2) SE/TE 199A–200B	(Grade K, SDAP 1.1) SE/TE 33A–34B, (Grade K, NS 2.1) SE/TE 127A–128B, (Grade K, NS 1.2) SE/TE 181A-182B, (Grade K, SDAP 1.1) SE/TE 301A–302B			
2.2	Make precise calculations and check the validity of the results in the context of the problem.	(Grade K, NS 2.1) SE/TE 109A–110B, (Grade K, MG 1.1) SE/TE 255A-256B, (Grade K, NS 2.1) TRM Topic 5, p. 88	(Grade K, NS 2.1) SE/TE 53A–54B, (Grade K, NS 3.1) SE/TE 237A–238B, (Grade K, NS 2.1) TRM Topic 3, p. 76, (Grade K, MG 1.1) TRM Topic 13, p. 68			
<b>Appendix</b>						