Louisiana Guide to Savvas enVision
Kindergarten

To assist teachers with the implementation of the Savvas enVision curriculum for Kindergarten, this document provides multiple layers of guidance regarding how Savvas enVision lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Savvas enVision is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Savvas enVision goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

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Grade K Suggested Implementation Calendar

Grade: Kindergarten	Topic	Approximate Number of Days	Number of Lessons
Week 1-3	Topic 1: Numbers 0 to 5	14 Days	10 Lessons
Week 4-5	Topic 2: Compare Numbers 0 to 5	8 Days	5 Lessons
Week 5-7	Topic 3: Numbers 6 to 10	12 Days	8 Lessons
Week 8-9	Topic 4: Compare Numbers 0 to 10	8 Days	5 Lessons
Week 10-11	Topic 5: Classify and Count Data	8 Days	4 Lessons
Week 12-14	Topic 6: Understand Addition	15 Days	8 Lessons
Week 15-17	Topic 7: Understand Subtraction	11 Days	7 Lessons
Week 18-20	Topic 8: More Addition and Subtraction	13 Days	10 Lessons
Week 21-23	Topic 9: Count Numbers to 20	11 Days	7 Lessons
Week 23-24	Topic 10: Compose and Decompose Numbers 11 to 19	10 Days	7 Lessons

Week 25-26	Topic 11: Count Numbers to 100	9 Days	5 Lessons
Week 27-28	Topic 12: Identify and Describe Shapes	10 Days	7 Lessons
Week 29-31	Topic 13: Analyze, Compare, and Create Shapes	10 Days	7 Lessons
Week 32-33	Topic 14: Describe and Compare Measurable Attributes	9 Days	6 Lessons
Week 34-36	Flex Weeks		

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Kindergarten: Standards by Unit						
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**
K.CC.A.3 K.CC.B.4.a K.CC.B.4.b K.CC.B.4.c K.CC.B.5	K.CC.A.3 K.CC.C.6 K.CC.B.5	K.CC.A.2 K.CC.A.3 K.CC.B.4.b K.CC.B.4.a K.CC.B.4.c K.CC.B.5 K.CC.C.6	K.CC.A.2 K.CC.B.4.c K.CC.B.5 K.CC.C.6 K.CC.C.7	K.CC.B.5 K.CC.C.6 K.CC.C.7 K.MD.B.3	K.OA.A.1 K.OA.A.2 K.OA.A.5 K.CC.A.3 K.CC.B.5	K.OA.A.1 K.OA.A.2 K.CC.A.3 K.OA.A.5 K.CC.B.5
Prerequisite Standards: 5.X.A.1 4.X.B.3 5.X.D.4c						

Kindergarten: Standards by Unit						
Unit 8	**Unit 9**	**Unit 10**	**Unit 11**	**Unit 12**	**Unit 13**	**Unit 14**
K.OA.A.1 K.OA.A.2 K.CC.A.3 K.OA.A.5	K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.4.c K.CC.B.5	K.NBT.A.1 K.CC.B.5	K.CC.A.1 K.CC.A.2	K.CC.A.1 K.G.A.1 K.G.A.2 K.G.A.3 K.G.B.4 K.MD.B.3	K.OA.A.4 K.CC.B.5 K.CC.C.6 K.G.B.4 K.G.B.5 K.G.B.6 K.G.A.1 K.G.A.3	K.MD.A.1 K.MD.A.2

Standards by Lesson

Kindergarten: Standards by Lesson	
Unit 1 Lessons	**Standards**
1	K.CC.B.4.a, K.CC.B.5
2	K.CC.B.4.a, K.CC.B.5
3	K.CC.A.3, K.CC.B.5
4	K.CC.B.4.a, K.CC.B.5
5	K.CC.B.4.a, K.CC.B.5
6	K.CC.A.3, K.CC.B.5
7	K.CC.B.4.a, K.CC.B.5
8	K.CC.A.3, K.CC.B.5
9	K.CC.B.4.a, K.CC.B.4.c
10	K.CC.B.4.a, K.CC.B.4.b, K.CC.B.5

Unit 2 Lessons	Standards
1	K.CC.C.6, K.CC.B.5
2	K.CC.C.6, K.CC.B.5
3	K.CC.C.6, K.CC.B.5
4	K.CC.A.3, K.CC.C.6, K.CC.B.5
5	K.CC.A.3, K.CC.C.6
Unit 3 Lessons	**Standards**
1	K.CC.B.4.a, K.CC.B.5
2	K.CC.A.3, K.CC.B.5
3	K.CC.B.4.a, K.CC.B.5
4	K.CC.A.3, K.CC.B.5
5	K.CC.B.4.a, K.CC.B.4.b
6	K.CC.A.3, K.CC.B.5

7	K.CC.A.2, K.CC.B.4.c, K.CC.C.6
8	K.CC.A.3, K.CC.B.4.b
Unit 4 Lessons	**Standards**
1	K.CC.B.5, K.CC.C.6
2	K.CC.C.6, K.CC.C.7
3	K.CC.A.2, K.CC.C.6, K.CC.C.7
4	K.CC.C.6, K.CC.C.7
5	K.CC.A.2, K.CC.B.4.c
Unit 5 Lessons	**Standards**
1	K.CC.B.5, K.MD.B.3
2	K.CC.B.5, K.MD.B.3
3	K.CC.C.6, K.CC.C.7, K.MD.B.3
4	K.CC.C.6, K.CC.C.7, K.MD.B.3

Unit 6 Lessons	Standards
1	K.OA.A.1, K.OA.A.2, K.CC.A.3, K.CC.B.5
2	K.OA.A.1, K.OA.A.2, K.CC.A.3
3	K.OA.A.1, K.OA.A.2, K.CC.A.3
4	K.OA.A.1, K.OA.A.2, K.CC.A.3
5	K.OA.A.1, K.OA.A.2
6	K.OA.A.1, K.OA.A.2
7	K.OA.A.1, K.OA.A.5
8	K.OA.A.1, K.OA.A.2
Unit 7 Lessons	**Standards**
1	K.OA.A.1, K.OA.A.2, K.CC.A.3, K.CC.B.5
2	K.OA.A.1, K.OA.A.2, K.CC.A.3
3	K.OA.A.1, K.OA.A.2, K.CC.A.3
4	K.OA.A.1, K.OA.A.2, K.CC.A.3

5	K.OA.A.1, K.OA.A.2
6	K.OA.A.1, K.OA.A.5
7	K.OA.A.1, K.OA.A.2
Unit 8 Lessons	**Standards**
1	K.OA.A.1, K.OA.A.2, K.CC.A.3
2	K.OA.A.1, K.OA.A.5
3	K.OA.A.1, K.OA.A.5
4	K.OA.A.1, K.OA.A.5
5	K.OA.A.1, K.OA.A.2, K.CC.A.3
6	K.OA.A.1, K.OA.A.2, K.CC.A.3
7	K.OA.A.1, K.CC.A.3
Unit 9 Lessons	**Standards**
1	K.CC.A.3, K.CC.B.5
2	K.CC.A.3, K.CC.B.5

3	K.CC.A.3, K.CC.B.5
4	K.CC.A.3, K.CC.B.5
5	K.CC.A.2, K.CC.B.4.c
6	K.CC.B.4, K.CC.B.5
7	K.CC.A.2, K.CC.B.5
Unit 10 Lessons	**Standards**
1	K.NBT.A.1, K.CC.B.5
2	K.NBT.A.1, K.CC.B.5
3	K.NBT.A.1, K.CC.B.5
4	K.NBT.A.1, K.CC.B.5
5	K.NBT.A.1, K.CC.B.5
6	K.NBT.A.1, K.CC.B.5
7	K.NBT.A.1, K.CC.B.5

Unit 11 Lessons	Standards
1	K.CC.A.1, K.CC.A.2
2	K.CC.A.1, K.CC.A.2
3	K.CC.A.1, K.CC.A.2
4	K.CC.A.1, K.CC.A.2
5	K.CC.A.1, K.CC.A.2
Unit 12 Lessons	**Standards**
1	K.CC.A.1, K.G.A.3, K.MD.B.3
2	K.CC.A.1, K.G.A.1, K.G.A.2
3	K.CC.A.1, K.G.A.1, K.G.A.2, K.G.B.4
4	K.CC.A.1, K.G.A.1, K.G.A.2, K.G.B.4
5	K.G.A.1, K.G.A.2, K.G.B.4
6	K.G.A.1, K.G.A.2, K.G.A.3

7	K.G.A.1, K.G.A.2
Unit 13 Lessons	**Standards**
1	K.CC.C.6, K.G.B.4
2	K.CC.B.5, K.G.B.4, K.G.B.5
3	K.OA.A.4, K.G.B.4
4	K.OA.A.4, K.G.B.4, K.G.A.3
5	K.CC.B.5, K.G.B.5, K.G.B.6, K.G.A.1
6	K.CC.B.5, K.G.B.5, K.G.B.4
7	K.CC.B.5, K.G.B.5, K.G.B.6
Unit 14 Lessons	**Standards**
1	K.MD.A.1, K.MD.A.2
2	K.MD.A.1, K.MD.A.2
3	K.MD.A.1, K.MD.A.2

4	K.MD.A.1
5	K.MD.A.1, K.MD.A.2
6	K.MD.A.2

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
K.CC.A.1	Count to 100 by ones and by tens.	11.1, 11.2, 11.3, 11.4, 11.5, 12.1, 12.2, 12.3, 12.4
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	3.7, 4.3, 4.5, 9.5, 9.7, 11.1, 11.2, 11.3, 11.4, 11.5
K.CC.A.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).	1.3, 1.4, 1.8, 2.4, 2.5, 3.2, 3.4, 3.6, 3.8, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. 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. c. Understand that each successive number name refers to a quantity that is one larger.	1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 1.10, 3.1, 3.3, 3.5, 3.7, 3.8, 4.5, 9.5, 9.6

K.CC.B.5	Count to answer “How many?” questions. a. Count objects up to 20, arranged in a line, a rectangular array, or a circle. b. Count objects up to 10 in a scattered configuration. c. When given a number from 1-20, count out that many objects.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 5.1, 5.2, 6.1, 7.1, 9.1, 9.2, 9.3, 9.4, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 13.2, 13.5, 13.6, 13.7
K.CC.C.6	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.* *Include groups with up to ten objects.	2.1, 2.2, 2.3, 2.4, 5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.3, 5.4, 13.1
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	2.1, 2.2, 2.3, 2.4, 2.5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.3, 5.4, 13.1
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 8.1, 8.5, 8.6
K.OA.A.3	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 (e.g., 5 = 2 + 3 and 5 = 4 + 1).	

K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	13.3, 13.4
K.OA.A.5	Fluently add and subtract within 5.	6.7, 7.6, 8.2, 8.3, 8.4
K.NBT.A.1	Gain understanding of place value. a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. b. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). c. Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8*). *Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.	10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	14.1, 14.2, 14.3, 14.4, 14.5
K.MD.A.2	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. For example, directly compare the heights of two children and describe one child as taller/shorter.	14.1, 14.2, 14.3, 14.5, 14.6
K.MD.B.3	Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10)	5.1, 5.2, 5.3, 5.4, 12.1

K.MD.C.4	Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)	
K.G.A.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.	12.2, 12.3, 12.4, 12.5, 12.6, 12.7
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	12.2, 12.3, 12.4, 12.5, 12.6, 12.7
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	12.1, 12.6, 13.4
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	12.3, 12.4, 12.5, 13.1, 13.2, 13.3, 13.4, 13.6
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	13.2, 13.5, 13.6, 13.7
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	13.5, 13.7

Diagnose

Use: Savvas Realize® Platform
• Topic Readiness Assessment - autograded assessments to check for prerequisite knowledge aligned to standards within each Topic

Plan

Found in the: Teacher Edition	Use: Savvas Realize® Platform
• Read **Math Background and Coherence** from Lesson Overview page	• Use data from **Topic Readiness Assessment**

Deliver

Found in the: Teacher Edition	Use: Savvas Realize® Platform
• **Effective Teaching Practice** questions highlighted in blue for Step 1 and Step 2 of each Lesson to advance student discourse	• Weekly standards practice review questions as bell-ringer ▸▸ Teacher Resources
• Callouts to support Advanced, Struggling, and English Language Learners for different examples in Step 2	• *MathXL® for School* Practice and Problem Solving Learning Aids for just in time support for grade-level standards
• Callouts for **Common Errors** for Step 2	• *MathXL® for School* Review to spiral in prerequisite concepts
• Item Analysis in Step 3 to differentiate practice questions: Basic or Advanced or by Depth of Knowledge (DOK)	• *Savvy™ Adaptive Practice* to provide vertically aligned prerequisite practice

Monitor and Adjust

Use: Savvas Realize® Platform
• Lesson Quiz
• Topic Summative Assessment
• Differentiated *MathXL® for School* based on Academic Level: Reteach to Build Understanding, Additional Practice, Enrichment
• Build a Test, found in **My Library**, to develop practice assignments or assessments based on specific standards

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