

A Correlation of

enVisionmath[®] 2.0



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to the

Utah Core Standards for Mathematics

Kindergarten

**A Correlation of enVisionmath2.0, ©2016
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Counting and Cardinality K.CC	
Know number names and the count sequence.	
K.CC.A.1 Count to 100 by ones and by tens.	SE: Topic 11: 625–630, 631–636, 637–642, 643–648, 649–654, 655–660, 661–666, 669–670 TE: Topic 11: 625A–630, 631A–636, 637A–642, 643A–648, 649A–654, 655A–660, 661A–666
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	SE: Topic 4: 225–230, 231–236, 240; Topic 6: 293–298, 349; Topic 9: 537–542, 549–554, 557–558; Topic 11: 625–630, 631–636, 649–654, 655–660, 661–666, 669–670 TE: Topic 4: 225A–230, 231A–236, 240; Topic 6: 293A–298, 349; Topic 9: 537A–542, 549A–554, 557–558; Topic 11: 625A–630, 631A–636, 649A–654, 655A–660, 661A–666
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).	SE: Topic 1: 19–24, 37–42, 49–54, 55–60, 75–77; Topic 3: 145–150, 157–162, 169–174, 189–191; Topic 9: 513–518, 519–524, 525–530, 531–536, 557 TE: Topic 1: 19A–24, 37A–42, 49A–54, 55A–60, 75–77; Topic 3: 145A–150, 157A–162, 169A–174, 189–191; Topic 9: 513A–518, 519A–524, 525A–530, 531A–536
Count to tell the number of objects.	
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	SE: Topic 1: 55–60, 77, 169–174; Topic 3: 175–180, 191 TE: Topic 1: 55A–60, 77, 169A–174; Topic 3: 175A–180
K.CC.B.4.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.	SE: Topic 1: 7–12, 25–30, 43–48, 61–66, 67–72, 75–78; Topic 3: 139–144, 151–156, 163–168, 181–186, 189–192; Topic 9: 543–548, 558 TE: Topic 1: 7A–12, 25A–30, 43A–48, 61A–66, 67A–72, 75–78; Topic 3: 139A–144, 151A–156, 163A–168, 181A–186, 189–192; Topic 9: 543A–548

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K.CC.B.4.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.	SE: Topic 1: 13–18, 31–36, 67–72, 78; Topic 3: 163–168, 181–186, 192; Topic 9: 543–548, 558 TE: Topic 1: 13A–18, 31A–36, 67A–72, 78; Topic 3: 163A–168, 181A–186, 192; Topic 9: 543A–548
K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.	SE: Topic 1: 61–66; Topic 4: 225–230, 231–236, 240; Topic 9: 537–542, 543–548, 557–558 TE: Topic 1: 61A–66; Topic 4: 225A–230, 231A–236, 240; Topic 9: 537A–542, 543A–548
K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	SE: Topic 1: 7–12, 13–18, 25–30, 31–36, 43–48, 67–72, 75–78; Topic 3: 145–150, 157–162, 189–190; Topic 9: 513–518, 519–524, 525–530, 531–536, 543–548, 549–554, 557–558 TE: Topic 1: 7A–12, 13A–18, 25A–30, 31A–36, 43A–48, 67A–72, 75–78; Topic 3: 145A–150, 157A–162, 189–190; Topic 9: 513A–518, 519A–524, 525A–530, 531A–536, 543A–548, 549A–554
Compare numbers.	
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.	SE: Topic 2: 91–96, 97–102, 103–108, 109–114, 121–126, 129–130; Topic 4: 201–206, 207–212, 213–218, 239–240 TE: Topic 2: 91A–96, 97A–102, 103A–108, 109A–114, 121A–126, 129–130; Topic 4: 201A–206, 207A–212, 213A–218
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	SE: Topic 2: 109–114, 115–120, 121–126, 130; Topic 4: 207–212, 213–218, 219–224, 225–230, 239–240 TE: Topic 2: 109A–114, 115A–120, 121A–126, 130; Topic 4: 207A–212, 213A–218, 219A–224, 225A–230

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Operations and Algebraic Thinking K.OA	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
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.	SE: Topic 6: 287–292, 293–298, 299–304, 305–310, 311–316, 317–322, 323–328, 329–334, 349–352; Topic 7: 365–370, 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 421–423 TE: Topic 6: 287A–292, 293A–298, 299A–304, 305A–310, 311A–316, 317A–322, 323A–328, 329A–334, 349–352; Topic 7: 365A–370, 371A–376, 377A–382, 383A–388, 389A–394, 395A–400, 401A–406
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.	SE: Topic 6: 323–328, 329–334, 341–346, 351–352; Topic 7: 377–382, 401–406, 413–418, 422–424; Topic 8: 477A–482, 500 TE: Topic 6: 323A–328, 329A–334, 341A–346, 351–352; Topic 7: 377A–382, 401A–406, 413A–418, 422–424; Topic 8: 477A–482
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 $5 = 4 + 1$).	SE: Topic 3: 175–180, 181–186, 191–192; Topic 8: 435–440, 459–464, 465–470, 471–476, 497–499 TE: Topic 3: 175A–180, 181A–186, 191–192; Topic 8: 435A–440, 459A–464, 465A–470, 471A–476
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.	SE: Topic 8: 483–488, 489–494, 500 TE: Topic 8: 483A–488, 489A–494
K.OA.A.5 Fluently add and subtract within 5.	SE: Topic 6: 335–340, 352; Topic 7: 407–412, 424; Topic 8: 441–446, 447–452, 453–458, 497–498 TE: Topic 6: 335A–340, 352; Topic 7: 407A–412; 424, Topic 8: 441A–446, 447A–452, 453A–458

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Number and Operations in Base Ten K.NBT	
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of 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, 611–614 TE: Topic 10: 567A–572, 573A–578, 579A–584, 585A–590, 591A–596, 597A–602, 603A–608
Measurement and Data K.MD	
Describe and compare measurable attributes.	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	SE: Topic 14: 823–828, 829–834, 844 TE: Topic 14: 823A–828, 829A–834
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.	SE: Topic 14: 805–810, 811–816, 817–822, 835–840, 843–844 TE: Topic 14: 805A–810, 811A–816, 817A–822, 835A–840
Classify objects and count the number of objects in each category. K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	SE: Topic 5: 249–254, 255–260, 261–266, 267–272, 275–276 TE: Topic 5: 249A–254, 255A–260, 261A–266, 267A–272
Geometry K.G	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
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 <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	SE: Topic 12: 715–720, 721–726, 727–732, 737–738 TE: Topic 12: 715A–720, 721A–726, 727A–732
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	SE: Topic 12: 691–696, 697–702, 703–708, 709–714, 715–720, 735–737 TE: Topic 12: 691A–696, 697A–702, 703A–708, 709A–714, 715A–720

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K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	SE: Topic 12: 685–690, 715–720, 735–737; Topic 13: 767–772, 794 TE: Topic 12: 685A–690, 715A–720, 735–737; Topic 13: 767A–772
Analyze, compare, create, and compose shapes.	
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).	SE: Topic 12: 691–696, 697–702, 703–708, 709–714, 735–737; Topic 13: 749–754, 755–760, 761–766, 767–772, 779–784, 793–794 TE: Topic 12: 691A–696, 697A–702, 703A–708, 709A–714, 735–737; Topic 13: 749A–754, 755A–760, 761A–766, 767A–772, 779A–784
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	SE: Topic 13: 773–778, 785–790 TE: Topic 13: 773A–778, 785A–790
K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	SE: Topic 13: 773–778, 779–784, 785–790, 794 TE: Topic 13: 773A–778, 779A–784, 785A–790
Math Practices	
Math Practice 1. Make sense of problems and persevere in solving them.	SE/TE: Lesson 1-2, Lesson 1-5, Lesson 1-7, Lesson 1-10, Lesson 1-11, Lesson 2-4, Lesson 2-6, Lesson 3-7, Lesson 3-8, Lesson 4-2, Lesson 4-6, Lesson 5-1, Lesson 5-3, Lesson 6-2, Lesson 6-5, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-3, Lesson 7-6, Lesson 7-7, Lesson 7-9, Lesson 7-9, Lesson 8-2, Lesson 8-4, Lesson 8-8, Lesson 9-4, Lesson 9-7, Lesson 10-3, Lesson 10-6, Lesson 11-1, Lesson 11-2, Lesson 11-4, Lesson 11-5, Lesson 12-6, Lesson 12-7, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-7, Lesson 14-4

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<p>Math Practice 2. Reason abstractly and quantitatively.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-11, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-10, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-9, Lesson 8-10, Lesson 9-1, Lesson 9-3, Lesson 9-5, Lesson 9-7, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 11-1, Lesson 11-3, Lesson 11-4, Lesson 11-6, Lesson 12-2, Lesson 12-3, Lesson 12-5, Lesson 12-7, Lesson 12-8, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-6, Lesson 13-7, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-4</p>
<p>Math Practice 3. Construct viable arguments and critique the reasoning of others.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-7, Lesson 1-10, Lesson 1-11, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-6, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 4-1, Lesson 4-3, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 5-1, Lesson 5-4, Lesson 6-1, Lesson 6-2, Lesson 6-4, Lesson 6-7, Lesson 6-8, Lesson 6-10, Lesson 6-1, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-7, Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 8-8, Lesson 9-1, Lesson 9-2, Lesson 9-7, Lesson 10-2, Lesson 10-7, Lesson 11-3, Lesson 11-4, Lesson 12-1, Lesson 12-4, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 13-2, Lesson 13-4, Lesson 13-6, Lesson 14-2, Lesson 14-3, Lesson 14-6</p>

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<p>Math Practice 4. Model with mathematics.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-4, Lesson 1-6, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-5, Lesson 2-6, Lesson 3-1, Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 4-1, Lesson 4-4, Lesson 4-5, Lesson 5-4, Lesson 6-1, Lesson 6-3, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 6-10, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 8-1, Lesson 8-3, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 8-10, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-5, Lesson 9-7, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 12-5, Lesson 13-1, Lesson 13-5, Lesson 13-6, Lesson 13-7, Lesson 14-3, Lesson 14-5, Lesson 14-6</p>
<p>Math Practice 5. Use appropriate tools strategically.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-6, Lesson 1-8, Lesson 1-9, Lesson 1-10, Lesson 1-11, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5 Lesson 3-6, Lesson 3-8, Lesson 4-3, Lesson 4-6, Lesson 5-3, Lesson 6-2, Lesson 6-3, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 7-2, Lesson 7-4, Lesson 7-9, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-5, Lesson 8-6, Lesson 8-9, Lesson 9-4, Lesson 9-6, Lesson 10-1, Lesson 10-5, Lesson 10-6, Lesson 11-5, Lesson 11-6, Lesson 12-2, Lesson 12-4, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-7, Lesson 14-1, Lesson 14-5, Lesson 14-6</p>

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Math Practice 6. Attend to precision.	SE/TE: Lesson 1-3, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-11, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 3-2, Lesson 3-4, Lesson 3-6, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 6-1, Lesson 6-4, Lesson 6-5, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-9, Lesson 8-2, Lesson 8-4, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-5, Lesson 10-4, Lesson 10-6, Lesson 11-1, Lesson 11-2, Lesson 11-4, Lesson 11-6, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 13-1, Lesson 13-3, Lesson 13-4, Lesson 13-7, Lesson 14-1, Lesson 14-2, Lesson 14-4, Lesson 14-5, Lesson 14-6
Math Practice 7. Look for and make use of structure.	SE/TE: Lesson 1-9, Lesson 1-10, Lesson 2-1, Lesson 3-7, Lesson 3-8, Lesson 4-5, Lesson 5-1, Lesson 5-3, Lesson 6-6, Lesson 6-9, Lesson 7-4, Lesson 7-8, Lesson 8-7, Lesson 8-10, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-5, Lesson 11-6, Lesson 11-7, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 13-1, Lesson 13-2, Lesson 13-5, Lesson 13-6, Lesson 14-1, Lesson 14-5
Math Practice 8. Look for and express regularity in repeated reasoning.	SE/TE: Lesson 1-2, Lesson 1-5, Lesson 1-9, Lesson 1-10, Lesson 2-4, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-6, Lesson 5-2, Lesson 6-3, Lesson 6-9, Lesson 7-8, Lesson 8-3, Lesson 8-7, Lesson 8-9, Lesson 8-10, Lesson 9-2, Lesson 9-4, Lesson 9-6, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-2, Lesson 11-5, Lesson 11-7, Lesson 12-3, Lesson 13-5, Lesson 14-2, Lesson 14-3