

A Correlation of

enVision[®] Mathematics

©2020



To the

Utah Core Standards for Mathematics Kindergarten

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

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MATHEMATICAL PRACTICES (K.MP)	
<p>K.MP.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>K.MP.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>K.MP.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>K.MP.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>K.MP.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>K.MP.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>

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<p>K.MP.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>
<p>K.MP.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>

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Counting and Cardinality K.CC	
Know number names and the count sequence.	
K.CC.1 Count to 100 by ones and by tens.	<p>SE: 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455–456 Sets A-C; 465–468, 469–472, 473–476, 477–480</p> <p>TE: 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455–456 Sets A-C; 465A–468B, 469A–472B, 473A–476B, 477A–480B</p>
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<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>
K.CC.3 Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 represents a count of no objects).	<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>

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Count to tell the number of objects.	
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	SE: 369–372 TE: 369A–372B
K.CC.4.A When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number, and each number with the correct quantity of objects.	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 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 Sets B, D
K.CC.4.B Understand that the last number said represents 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: 3, 4, 9–12, 21–24, 41–44, Reteaching: 50 Set F; 91, 109–112, 121–124, Reteaching: 127–128 Sets B, D 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
K.CC.4.C Understand that each successive number refers to a quantity that is one greater than the previous number.	SE: 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368 TE: 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B

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<p>K.CC.5 Use counting to answer questions about “how many.” For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration. Using a number from 1–20, count out that many objects.</p> <p>(Continued)</p> <p>K.CC.5 Use counting to answer questions about “how many.” For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration. Using a number from 1–20, count out that many objects.</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>
Compare numbers.	
<p>K.CC.6 Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.</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>

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<p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals using “greater than,” “less than,” or “equal to.”</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, 181A–184B, 185A–188B</p>
<p>Operations and Algebraic Thinking K.OA</p>	
<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	
<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.</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; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 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>

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K.OA.2 Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem.	<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>
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings. Record each decomposition by a drawing or equation. For example $5 = 2 + 3$ and $5 = 4 + 1$.	<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>
K.OA.4 Make sums of 10 using any number from 1 to 9. For example, $2 + 8 = 10$. Use objects or drawings to represent and record the answer.	<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>
K.OA.5 Fluently add and subtract within 5.	<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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Number and Operations in Base Ten K.NBT	
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones. Use objects or drawings, and record each composition or decomposition by a drawing or equation. For example $18 = 10 + 8$. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	SE: 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
Measurement and Data K.MD	
Describe and compare measurable attributes.	
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	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
K.MD.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 length of two pencils and describe one as shorter or longer.	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.	
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit the category counts to less than or equal to 10.	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: 191–192 Sets A–D; 465A–468B

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Geometry K.G	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .	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 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
K.G.2 Correctly name shapes regardless of their orientations or overall size.	SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495–497 Sets B–E; 508 TE: 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 495–498 Sets B–E; 508–508C
K.G.3 Identify shapes as two-dimensional (“flat”) or three dimensional (“solid”).	SE: 465–468, 485–488, Reteaching: 495 Set A; 507, 521–524 TE: 465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B
Analyze, compare, create, and compose shapes.	
K.G.4 Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes (for example, color, size, shape, number of sides).	SE: 463–464, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539–540 Sets A–D TE: 463–464A, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539–540 Sets A–D

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K.G.5 Model and create from components such as sticks and clay balls.	SE: 507, 513–516, 525–528, 529–532, 533–536, Reteaching: 540 Set D TE: 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 540 Set D
K.G.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: 463–464, 507, 508, 525–528, 533–536 TE: 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B