

A Correlation of

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to the

Utah Core Standards for Mathematics Kindergarten

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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.	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.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.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).	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.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.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: 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.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: 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.4.C Understand that each successive number refers to a quantity that is one greater than the previous number.	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.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.	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.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.	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.7 Compare two numbers between 1 and 10 presented as written numerals using “greater than,” “less than,” or “equal to.”	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.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.	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.2 Solve addition and subtraction word problems within 10. Use 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.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 $5 = 4 + 1$.	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.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.	SE: Topic 8: 483–488, 489–494, 500 TE: Topic 8: 483A–488, 489A–494
K.OA.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.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: 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.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.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: 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.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: 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.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.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.3 Identify shapes as two-dimensional (“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.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: 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.5 Model and create from components such as sticks and clay balls.	SE: Topic 13: 773–778, 785–790 TE: Topic 13: 773A–778, 785A–790
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: Topic 13: 773–778, 779–784, 785–790, 794 TE: Topic 13: 773A–778, 779A–784, 785A–790
Math Practices	
K.MP.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>K.MP.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>K.MP.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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K.MP.4 Model with mathematics.	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
K.MP.5 Use appropriate tools strategically.	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

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K.MP.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
K.MP.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
K.MP.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

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