Mathematics Correlation - Grade 1

Alaska - Performance Standards & Essential Skills Math Software

This document outlines the correlations between Alaska's Performance Standards for Grade 1 and the Essential Skills math programs. The specific standards are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. **Essential Skills programs correlate with 90% of the Alaska Performance Standards for Grade 1.**

Alaska Performance Standards	Essential Skills Software CORRELATING PROGRAMS
Numeration	
The student demonstrates conceptual understanding **• of whole numbers to one hundred by** [1] N-1 reading, writing, ordering/counting and modeling correspondence of whole numbers The student demonstrates conceptual understanding	**Mastering Numeration 1**
[1] N-2 comparing whole numbers using the words greater than, less than or equal to	
[1] N-3 identifying ordinal position, first to the twentieth (M1.1.4)	**Mastering Numeration 2** (to 30th)
• of simple fractions [1] N-4 dividing an even numbered set of concrete objects (up to 50) into halves (M1.1.5)	**Mastering Numeration 2**
[1] N-5 dividing geometric shapes into equal halves, fourths, and thirds (M1.1.5)	
The student demonstrates conceptual understanding of mathematical operations by [1] N-6 using objects, pictures, and problem situations to model addition and subtraction of whole numbers (M1.1.3)	**Mastering Numeration 1**
[1] N-7 identifying groups of objects as repeated addition or equal shares (M1.1.3)	

The student demonstrates conceptual understanding of number theory by [1] N-8 skip counting by 2's to 20 and 5's and 10's to 100 (M1.1.6)	**Mastering Numeration 1**
[1] N-9 identifying odd and even numbers up to 20 (M1.1.6)	**Mastering Numeration 2**
[1] N-10 identifying fact families (M1.1.3)	**Mastering Numeration 1**
Measurement	
The student demonstrates understanding of measurable attributes by [1] MEA-1 measuring and/or comparing objects using standard and nonstandard units (M2.1.2)	**Measurement 1**
[1] MEA-2 identifying money by its value (e.g., penny, nickel, dime, quarter, dollar) (M2.1.5)	**Measurement 1** **Mastering Numeration 1**
The student demonstrates ability to use measurement techniques by [1] MEA-3 drawing a line segment to the nearest inch (M2.1.3)	
[1] MEA-4 telling time to the nearest half hour using analog and digital clocks (M2.1.4)	**Measurement 1**
[1] MEA-5 comparing concepts such as: before/after, shorter/longer (M2.1.1)	**Readiness Skills** **Measurement 1**
[1] MEA-6 reading a calendar (distinguishing yesterday, today, and tomorrow) (M2.1.1)	**Measurement 1**
[1] MEA-7 recognizing money symbols ($, ¢) (M2.1.5)	
[1] MEA-8 identifying equal values of a coin up to a dollar (5 pennies = 1 nickel, 5 nickels = 1 quarter) (M2.1.5)	
Estimation and Computation	
The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by [1] E&C-1 estimating "how many" and "how much" in a given set up to 20	
[1] E&C-2 identifying whether estimation or counting is appropriate with support (M3.1.1)	

The student accurately solves problems (including real-world situations) involving [1] E&C-3 recalling addition and subtraction facts 0-10 (M3.1.2)	**Mastering Numeration 1**
[1] E&C-4 recalling doubles to 20 (M3.1.2)	**Mastering Numeration 2**
Functions and Relationships	
The student demonstrates conceptual understanding of functions, patterns, or sequences by [1] F&R-1 identifying, naming (e.g., aabb, abab), and continuing a variety of patterns (M4.1.1)	**Patterning, Geometry & Data Management 1**
[1] F&R-2 creating patterns involving number, shape, size, rhythm, or color (M4.1.1)	
The student demonstrates algebraic thinking by [1] F&R-3 adding and subtracting whole numbers to 20 using manipulatives to solve story problems (M4.1.4)	**Mastering Numeration 1**
[1] F&R-4 creating and solving problems using words, symbols, and drawings (M4.1.4)	
[1] F&R-5 using the terms equal to, more than, and less than for numbers up to 20 (M4.1.4)	
Geometry	
The student demonstrates an understanding of geometric relationships by [1] G-1 identifying the attributes of 2-dimensional shapes (e.g., a triangle has three sides) (M5.1.1)	**Patterning, Geometry & Data Management 1**
[1] G-2 identifying and classifying 2 dimensional shapes through visual observations and properties (e.g., which of these shapes is a triangle) (M5.1.1)	
[1] G-3 relating real-world examples (e.g., a door is shaped like a rectangle) to the ideas and concepts of geometry (M5.1.2)	
The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by [1] G-4 comparing shapes in the real world (M5.1.3)	

The student demonstrates understanding of position and direction by [1] G-5 modeling directional and positional concepts: before, after, between, next to, around, above, below, in the middle of... (M5.1.6)	**Readiness Skills** **Patterning, Geometry & Data Management 1**
The student demonstrates a conceptual understanding of geometric drawings or constructions by [1] G-6 drawing, copying, or describing a variety of shapes (M5.1.7)	**Patterning, Geometry & Data Management 1**
[1] G-7 identifying geometric shapes in real-world objects (M5.1.7)	
Statistics and Probability	
The student demonstrates an ability to classify and organize data by [1] S&P-1 constructing and using real graphs, pictographs, and bar graphs (M6.1.1)	**Patterning, Geometry & Data Management 1**
[1] S&P-2 collecting and recording data (M6.1.1)	
[1] S&P-3 interpreting data with support (M6.1.1)	
The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating; or drawing or justifying conclusions) by [1] S&P-4 describing information from simple charts/graphs (M6.1.2)	
The student demonstrates a conceptual understanding of probability and counting techniques by [1] S&P-5 predicting, interpreting, and comparing data using events or repeated observations (M6.1.4)	
Content Standards B, C, D and E *are covered throughout ESS software*	