Connecticut Curriculum Standards & Essential Skills Math Software

This document outlines the correlations between the Kindergarten Connecticut Curriculum Standards and the Essential Skills math programs. The specific curriculum outcomes 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 91% of the Kindergarten Connecticut Curriculum Standards.

Connecticut Curriculum Standards	Essential Skills Software CORRELATING PROGRAMS
Algebraic Reasoning: Patterns and Functions	
1. Sort and classify objects by attributes including size, shape, color, texture, orientation, position and use, and explain the reason for each sort.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
2. Describe and make comparisons of qualitative and quantitative changes of a given pattern using terms such as warmer, softer, more, one more, less, one less, bigger, smaller, longer and shorter.	
3. Recognize, reproduce, extend and create repeating patterns using movement, sounds, color, shapes, numbers and textures.	
4. Identify and extend visual, auditory and physical patterns to make predictions.	
Numerical and Proportional Reasoning	
1. Represent quantities of up to 30 objects in a set.	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
2. Compare sets of up to 30 objects and use the terms more, less or the same to compare the two sets and identify a set with one more or one less than a given set.	**Mastering Numeration 1** (to 100)
3. Order sets of up to 30 objects from least to greatest.	
4. Identify the ordinal position of objects: first, second, third, fourth, fifth and last.	**Mastering Numeration 2** (to 30th)

Connecticut Curriculum Standards	Essential Skills Software CORRELATING PROGRAMS
5. Use a variety of models and familiar object to compare two parts of a whole and describe the parts as being closer to a whole or closer to very little.	
6. Use a variety of models and familiar objects to: • Identify one whole and one half of an object. • Recognize a half and put two halves of an object together to make a whole. • Form a whole from two smaller sets that have equal amounts.	**Mastering Numeration 2**
7. Count by rote to at least 30.	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
8. Count and group up to 30 objects by tens.	**Mastering Numeration 1** (to 100)
9. Identify the numerals 1-30 and match each numeral to an appropriate set of objects.	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
10. Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 objects and describe the strategy or reasoning used to solve a problem. For example: Put two crayons together with four crayons; then count to determine the number of crayons needed for all students at a table.	**Mastering Numeration 1**
11. Write the number sentences that correspond to story problems using addition, subtraction and equals symbols (+, -, =) correctly.	
12. Estimate the amount of objects in a set using 10 as a benchmark and then count to determine if the amount is more or less than 10.	
13. Identify and name pennies and dimes.	**Mastering Numeration 1** **Measurement 1** (all coins)
14. Count pennies and trade pennies for objects.	
Geometry and Measurement	

Connecticut Curriculum Standards	Essential Skills Software CORRELATING PROGRAMS
1. Identify and describe familiar shapes (triangles, squares, rectangles and circles) and solids (cubes, spheres, cylinders, cones and prisms) in the environment.	**Patterning, Geometry & Data Management 1**
2. Compare and sort familiar shapes and solids in the environment and contextual situations.	
3. Construct small sets of shapes and solids using a variety of materials.	
4. Describe location, direction, and position of objects or parts of objects, using terms such as under/over, inside/outside, next to/near, top/bottom, in front of, first and last.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
5. Complete simple shape and jigsaw puzzles and explain the reasoning used to complete the puzzle and solve the problem.	**Problem Solving 2-3**
6. Recognize events that reoccur (at specific times of the day or week).	**Measurement 1**
7. Locate yesterday, today, and tomorrow on a calendar to sequence events and use terms such as before and after to compare events.	
8. Use nonstandard units, physical referents (such as a finger) or everyday objects such as links, Unifix cubes or blocks to compare, estimate and order measures of length, area, capacity, weight and temperature and describe the reasoning and strategies used.	
9. Describe and order small sets of familiar objects by size, length or area using comparative language such as more, bigger, longer, shorter and taller.	**Readiness Skills** **Measurement 1**
10. Use a balance scale to compare the weight of two objects and identify which is heavier.	**Measurement 1**
Probability and Statistics	
1. Pose questions about objects and events in the environment that can be used to guide the collection of data.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
2. Collect data, record and the results using real graphs and picture graphs.	**Patterning, Geometry & Data Management 1**
3. Arrange information in a systematic way using counting, sorting, lists and graphic organizers.	

Connecticut Curriculum Standards	Essential Skills Software CORRELATING PROGRAMS
4. Describe data using the terms more, less and the same.	**Mastering Numeration 1** **Patterning, Geometry & Data Management 1**
5. Identify and extend patterns from organized data to make predictions. For example: More boys than girls in our class watch television every day. We predict that the same will be true for another kindergarten class.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
6. Describe the likelihood of the future occurrence of events based on patterns and personal experiences using terms such as likely, unlikely or certainly.	**Patterning, Geometry & Data Management 1**
7. Engage in simple probability activities and discuss the results.	