Maryland Content Standards & Essential Skills Math Software

This document outlines the correlations between the Kindergarten Maryland Content 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 88% of the Kindergarten Maryland Content Standards.

Maryland Content Standards	Essential Skills Software CORRELATING PROGRAMS
Algebra, Patterns, and Functions	
1. Identify and copy numeric patterns a) Use manipulatives with numeric qualities to build patterns	**Mastering Numeration 1** **Patterning, Geometry & Data Management 1**
2. Identify, copy, describe, create, and extend non-numeric patterns a) Represent patterns kinesthetically such as: clap/snap/clap	
b) Represent and analyze repeating patterns using no more than 3 objects in the core of the pattern	**Readiness Skills** **Patterning, Geometry & Data Management 1**
c) Sort a collection of objects according to a rule	
d) Identify patterns in real life situations	**Patterning, Geometry & Data Management 1**
e) Recognize the difference between patterns and non-patterns	
f) Continue patterns	**Readiness Skills** **Patterning, Geometry & Data Management 1**
1. Write and identify expressions a) Represent numeric quantities using concrete and pictorial representations to model addition expressions with a value of no more than 10	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
2. Identify equations and inequalities a) Represent relationships by comparing groups of no more than 10 objects to determine more or less	

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b) Model and name the value of the missing part in a part-part-whole situation using no more than 10 manipulatives	
c) Describe addition using terms such as: and, add, plus, join, equal	
1. Locate points on a number line a) Identify and represent whole numbers up to 10 on a number line using manipulatives, symbols, and one–to-one correspondence	
Geometry	
1. Recognize and describe the attributes of plane geometric figures a) Sort and regroup everyday objects and geometric figures according to attributes such as: shape, color, size	**Readiness Skills** **Patterning, Geometry & Data Management 1**
b) Describe plane figures and their attributes such as: shape, color, size	
c) Identify triangles, circles, squares, and rectangles	**Patterning, Geometry & Data Management 1**
d) Compare, trace, and reproduce triangles, circles, squares, and rectangles	
1. Recognize, describe, and use the attributes of solid geometric figures a) Match, sort, and regroup objects according to attributes	
b) Describe solid figures	
c) Identify solid geometric figures in the environment	
1. Recognize congruent objects a) Identify everyday objects which have the same size and shape	**Readiness Skills** **Patterning, Geometry & Data Management 1**
1. Begin to recognize a transformation a) Use position words such as: over, under, above, on, next to, below, beside, behind	
b) Use spatial reasoning to solve simple puzzles	**Patterning, Geometry & Data Management 1**
c) Demonstrate slides using simple objects	

Maryland Content Standards	Essential Skills Software CORRELATING PROGRAMS
2. Analyze geometric figures and pictures a) Recognize the concept of symmetry using pictures	**Patterning, Geometry & Data Management 1**
Measurement	
1. Explore measurement units a) Order, compare, and describe objects by attributes such as: length/height, weight, capacity	**Measurement 1**
b) Recognize time by identifying days of the week and by using term such as: yesterday, today, tomorrow, morning, afternoon, night, before, after	
c) Compare and describe temperature such as: temperature in January as compared to temperature in July	
1. Measure in non-standard units a) Measure length of objects and pictures of objects	
b) Explore and compare the capacity of containers	
c) Explore and compare weight of objects	
Statistics	
1. Collect, organize, and display data a) Collect data by answering a question	**Patterning, Geometry & Data Management 1**
b) Organize and display data to make real graphs	
c) Organize and display data to make picture graphs	
1. Analyze data a) Compare and describe data from real graphs to answer a question	
b) Compare and describe data from a picture graph to answer a question	
Number Relationships and Computation/Arithmetic	
1. Apply knowledge of whole numbers and place value a) Extend concept of number	**Mastering Numeration 1**

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b) Construct relationships between and among quantities using language such as: more than, less than, fewer than, as many as, one more, one less	**Mastering Numeration 1**
c) Demonstrate cardinality by answer of how many	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
d) Build meaningful relationships by using 5 and 10 frames	**Mastering Numeration 1**
e) Use concrete materials to build sets 0 to 10	**Readiness Skills**
f) Use concrete materials to compose and decompose quantities up to 10	
g) Match a numeral to a set	
h) Count to 31	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
i) Count backward from 10	
j) Use ordinal numbers to indicate position such as: first, second, third, fourth, fifth	**Mastering Numeration 2** (to 30th)
2. Recognize fractions a) Show initial awareness of fractional parts (halves) using concrete materials	**Mastering Numeration 2**
3. Recognize and use money a) Identify and name the value of pennies, nickels, and dimes	**Mastering Numeration 1** **Measurement 1**
b) Choose the coin named from a given set of mixed coins	
c) Use money in real-world situations such as a classroom store	

Maryland Content Standards	Essential Skills Software CORRELATING PROGRAMS
1. Analyze number relations and compute a) Model addition by combining sets of concrete objects and describe the results using words and pictures	Mastering Numeration 1
b) Model subtraction by separating sets of concrete objects and describe the results using words and pictures	
c) Solve a given story problem cooperatively that is based on the combining and separating of models	