## Minnesota Academic Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 1 Minnesota Academic 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 94% of the Grade 1 Minnesota Academic Standards.**

| Minnesota Academic Standards | Essential Skills Software CORRELATING PROGRAMS |
|---|---|
| **I. MATHEMATICAL REASONING** | |
| 1. Create and solve word problems using actions, objects, words, pictures or numbers. | **Mastering Numeration 1**<br>**Patterning, Geometry & Data Management 1**<br>**Measurement 1** |
| 2. Estimate and check that answers are reasonable. | |
| 3. Explain to others how a problem was solved. | **Patterning, Geometry & Data Management 1**<br>**Measurement 1** |
| **II. NUMBER SENSE, COMPUTATION, AND OPERATIONS**<br>**A. Number Sense** | |
| 1. Read, write numerals for, compare and order numbers to 120. | **Mastering Numeration 1**<br>(to 100) |
| 2. Count by 2s to 30 and by 5s to 120. | **Mastering Numeration 2** |
| 3. Count backwards from 30. | **Mastering Numeration 1**<br>(from 100) |
| 4. Demonstrate understanding of odd and even quantities up to 12. | **Mastering Numeration 2** |
| 5. Represent whole numbers up to 20 in various ways, maintaining equality. | **Mastering Numeration 1**<br>(to 100) |
| 6. Identify one half of a set of concrete objects. | **Mastering Numeration 2** |
| **II. NUMBER SENSE, COMPUTATION, AND OPERATIONS**<br>**B. Computation and Operation** | |
| 1. Use one-digit addition and subtraction to solve real-world and mathematical problems. | **Mastering Numeration 1** |

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| 2. Find the sum of three one-digit numbers. | **Mastering Numeration 1** |
| **III. PATTERNS, FUNCTIONS AND ALGEBRA<br>A. Patterns and Functions** | |
| 1. Sort, classify, and compare objects in a set in more than one way. | **Patterning, Geometry & Data Management 1** |
| 2. Recognize, describe, and extend repeating patterns involving up to four elements. | |
| **IV. DATA ANALYSIS, STATISTICS AND PROBABILITY<br>A. Data and Statistics** | |
| 1. Gather and record data about classmates and their surroundings in a simple graph. | **Patterning, Geometry & Data Management 1** |
| 2. Identify patterns in simple graphs. | |
| **V. SPATIAL SENSE, GEOMETRY, AND MEASUREMENT<br>A. Spatial Sense** | |
| 1. Explore symmetry of objects and designs through mirrors or paper folding. | **Patterning, Geometry & Data Management 1** |
| **V. SPATIAL SENSE, GEOMETRY, AND MEASUREMENT<br>B. Geometry** | |
| 1. Sort and describe two- and three-dimensional shapes according to their geometrical attributes. | **Patterning, Geometry & Data Management 1** |
| **V. SPATIAL SENSE, GEOMETRY, AND MEASUREMENT<br>C. Measurement** | |
| 1. Estimate and measure length and capacity using non-standard units. | **Measurement 1** |
| 2. Tell time to hour and half-hour on analog and digital clocks. | |
| 3. Using a calendar, identify the date, day of the week, month, year, yesterday, today and tomorrow. | |
| 4. Combine pennies, nickels or dimes to equal one dollar. | **Mastering Numeration 1**<br>**Measurement 1** |