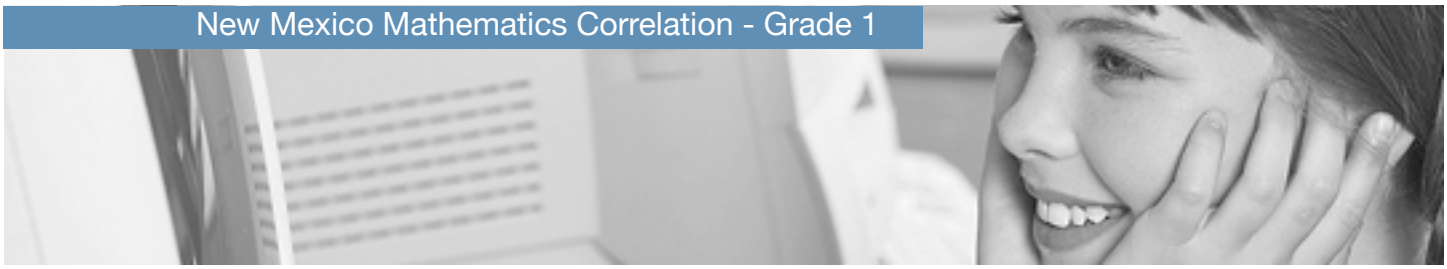

New Mexico Process Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 1 New Mexico Process 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 89% of the Grade 1 New Mexico Process Standards.**

New Mexico Process Standards	Essential Skills Software CORRELATING PROGRAMS
Number and Operations	
1.N.1.1 Demonstrate an understanding of the place-value structure of the base-ten number system: a. read, write, model, and sequence whole numbers up to 100 (including filling in missing numbers in a sequence)	**Mastering Numeration 1**
b. count with understanding and recognize "how many" in sets of objects up to 50	
c. count orally by 2s to 20 and by 5s and 10s to 100	
d. count orally backward from 100	
e. compare and order numbers up to 100	
f. decompose and recombine numbers using manipulatives (e.g., by breaking numbers apart and recombining) to create and construct equivalent representations for the same number (e.g., 10 = 3 + 7 or 1 + 2 + 7 or 3 + 2 + 5)	
g. group objects by 10s and 1s to explore place value (e.g., 24 equals two tens and four ones)	**Mastering Numeration 1**
h. use ordinal numbers (e.g., what position?) and cardinal numbers (e.g., how many?) appropriately	**Mastering Numeration 2** (to 30th)
i. connect number words and numbers to the quantities they represent	**Mastering Numeration 1**
1.N.2.1 Use a variety of models to demonstrate an understanding of addition and subtraction of whole numbers.	

New Mexico Process Standards	Essential Skills Software CORRELATING PROGRAMS
1.N.2.2 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 =).	**Mastering Numeration 1** (one digit) **Mastering Numeration 2** (two digits)
1.N.2.3 Find the sum of three one-digit numbers to the sum of 15.	
1.N.2.4 Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions (e.g., 8 + 6 = 14 is related to 14 – 6 = 8).	**Mastering Numeration 1**
1.N.2.5 Use concrete materials to investigate situations that relate to multiplication and division (e.g., equal groupings of objects, sharing equally).	**Mastering Numeration 2**
1.N.2.6 Given simple story problems, explain verbally how to select and use appropriate operations.	**Problem Solving 2-3**
1.N.3.1 Use strategies for whole-number computation, with a focus on addition and subtraction (e.g., counting on or counting back, doubles, sums that make 10, direct modeling with pictures or objects, numerical reasoning based on number combinations and relationships).	**Mastering Numeration 1**
1.N.3.2 Demonstrate a variety of methods to compute (e.g., objects, mental computation, paper and pencil, and estimation).	
1.N.3.3 Perform addition and subtraction with whole number combinations.	
1.N.3.4 Use and explain estimation strategies to determine the reasonableness of answers involving addition and subtraction.	
Algebra	
1.A.1.1 Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers) and translate from one representation to another (e.g., red, red, blue, blue to step, step, clap, clap).	**Patterning, Geometry & Data Management 1**

New Mexico Process Standards	Essential Skills Software CORRELATING PROGRAMS
1.A.1.2 Skip-count on a hundreds chart (e.g., by 2s up to 20 and 5s and 10s up to 100) to identify, describe, and predict number patterns.	**Patterning, Geometry & Data Management 1**
1.A.1.3 Identify number patterns on the hundreds chart.	
1.A.2.1 Write number sentences that use concrete objects, pictorial, and verbal representations to express mathematical situations using invented and conventional symbols (e.g., +, -, =).	
1.A.2.2 Demonstrate and describe the concept of equal (e.g., using objects, balance scales).	**Mastering Numeration 1** **Measurement 1**
1.A.2.3 Solve open number sentences that have variables representing numbers up to 10 (e.g., 10 = + 2).	**Problem Solving 2-3**
1.A.3.1 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions to 20 (e.g., 3 + 5 = 8, 2 + 6 = 8).	**Mastering Numeration 1**
1.A.3.2 Describe situations that involve addition and subtraction of whole numbers including objects, pictures, and symbols (e.g., Robert has four apples, Maria has five more).	**Mastering Numeration 1** **Problem Solving 2-3**
1.A.4.1 Describe qualitative change (e.g., a student growing taller, trees getting bigger, ice melting).	**Patterning, Geometry & Data Management 1**
Geometry	
1.G.1.1 Identify common geometric figures and classify them by common attributes: a. recognize, name, build, and draw both polygonal (up to six sides) and curved shapes	**Patterning, Geometry & Data Management 1**
b. sort two- and three-dimensional shapes into categories based on common attributes	
c. use the attributes of shapes to analyze and identify examples and non-examples of geometric shapes	

New Mexico Process Standards	Essential Skills Software CORRELATING PROGRAMS
d. participate in discussions comparing, identifying, and analyzing attributes to develop the vocabulary needed to describe two- and three-dimensional geometric shapes and their attributes (e.g., sides, corners, edges, faces)	**Patterning, Geometry & Data Management 1**
1.G.2.1 Participate in group and individual activities based on the concepts of space and location: a. describe direction, location, space, and shape (e.g., left, right, over, under, near, far, between)	
b. visualize, describe, and record directions for navigating from one location to another to develop the vocabulary needed to describe direction, distance, location, and representation	
c. use materials to create representations of the surrounding environment (e.g., three-dimensional models, maps of the classroom)	
d. develop estimates and measure distances using nonstandard measurements	**Measurement 1**
1.G.3.1 Predict the results of changing a shape's position or orientation by using rotation (i.e., turns), reflection (i.e., flips), and translations (i.e., slides).	**Patterning, Geometry & Data Management 1**
1.G.3.2 Create simple symmetrical shapes and pictures.	
1.G.3.3 Recognize and describe the symmetric characteristics of designs (e.g., geometric designs made with pattern blocks).	
1.G.4.1 Use combinations of shapes to make a new shape to demonstrate relationships between shapes (e.g., a hexagon can be made from six triangles).	**Problem Solving 2-3**
1.G.4.2 Create three-dimensional shapes based on two-dimensional representations.	**Patterning, Geometry & Data Management 1**
1.G.4.3 Participate in activities to develop mental visualization and spatial memory (e.g., "quick image" activities that require students to recall or reproduce a configuration of dots on a card or to determine the number of dots without counting).	

New Mexico Process Standards	Essential Skills Software CORRELATING PROGRAMS
1.G.4.4 Describe how to get from one location to another by visualizing the landmarks along the route.	**Patterning, Geometry & Data Management 1**
1.G.4.5 Identify structures from different views or match views of the same structure portrayed from different perspectives.	
Measurement	
1.M.1.1 Develop an understanding of measurable properties (e.g., length, volume, weight, area, and time) using appropriate concepts and vocabulary: a. length by measuring and estimating (e.g., longer, shorter, meter, centimeter, inch, yard)	**Measurement 1**
b. weight by measuring, estimating, and weighing (e.g., heavy [-ier], light [-er])	
c. volume by measuring, estimating, and weighing (e.g., full, empty)	
d. area by measuring and estimating (e.g., perimeter, rectangles, squares)	
e. time by estimating (e.g., minutes, hours, days, weeks)	
1.M.1.2 Use digital and analog (face) clocks to tell time to the half hour.	**Measurement 1**
1.M.2.1 Measure with multiple copies of units the same size (e.g., paper clips).	
1.M.2.2 Use repetition of a single unit to measure something larger than the unit (e.g., a yardstick/meterstick to measure a room).	
Data Analysis and Probability	
1.D.1.1 Collect, organize, represent, and compare data by category on graphs and charts to answer simple questions: a. answer questions about “how” data can be gathered	**Patterning, Geometry & Data Management 1**
b. gather data by interviewing, surveying, and making observations	
c. organize data into appropriate categories by sorting based on shared properties	

New Mexico Process Standards	Essential Skills Software CORRELATING PROGRAMS
d. participate in discussions about selecting an appropriate way to display the data	**Patterning, Geometry & Data Management 1**
e. represent data using objects, pictures, tables, and simple bar graphs	
1.D.2.1 Analyze simple data: a. interpret what the graph or other representation shows	
b. determine whether or not the data gathered helps answer the specific question that was posed	
c. compare parts of the data (e.g., “How many students have lost none, one, two, or three teeth?”) to make statements about the data as a whole (e.g., “Most students in the class have lost only two teeth”)	
1.D.3.1 Make conclusions based on data (e.g., whether or not other groups would reach similar conclusions based on the same data).	
1.D.4.1 Discuss the likelihood of events (based on student experiences or from books) using terminology such as “more likely”, “less likely”, “possible”, or “certain”.	
1.D.4.2 Observe, explore, and discuss whether some events occur more often than others (e.g., tossing two die and recording the sum after each toss to explore whether or not certain sums occur more frequently than others).	