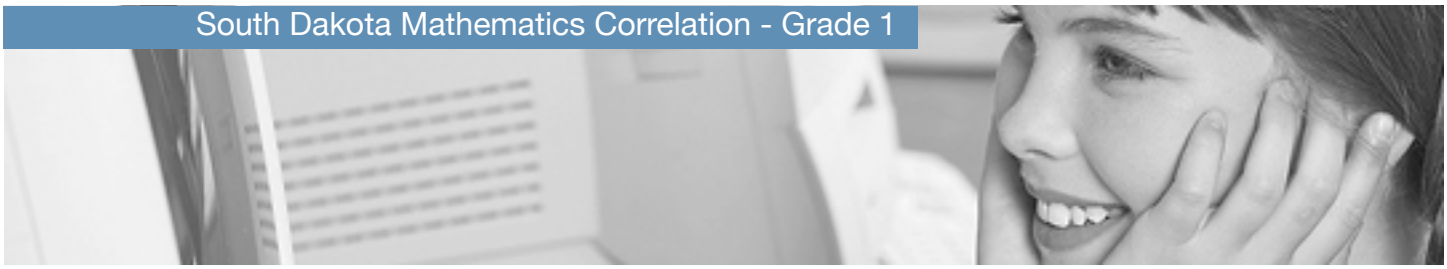

South Dakota Mathematics Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 1 South Dakota Mathematics 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 97% of the Grade 1 South Dakota Mathematics Standards.

South Dakota Mathematics Standards	Essential Skills Software CORRELATING PROGRAMS
Algebra	
1.A.2.1. Students are able to use the concepts and language of more, less, and equal (greater than and less than) to compare numbers and sets (0 to 20): For numbers 0 - 20, identify one more/one less.	**Mastering Numeration 1** (to 100)
Write the words less than or more than between two numbers.	
Identify a number that is more than/less than a given number.	
1.A.2.2. Students are able to solve open addition and subtraction sentences with one unknown ( ) using numbers equal to or less than 10.	
1.A.3.1. Students are able to write number sentences from problem situations using “+” or “-”, and “=” with numbers to ten.	
1.A.4.1. Students are able to identify and extend repeating patterns containing multiple elements using objects and pictures: Describe or demonstrate the next element in repeating patterns, e.g., rhythm, color, and shape.	**Patterning, Geometry & Data Management 1**
1.A.4.2. Students are able to determine common attributes in a given group and identify those objects that do not belong.	
Geometry	
1.G.1.1. Students are able to describe characteristics of plane figures.	**Patterning, Geometry & Data Management 1**

South Dakota Mathematics Standards	Essential Skills Software CORRELATING PROGRAMS
1.G.1.2. Students are able to sort basic three-dimensional figures.	**Patterning, Geometry & Data Management 1**
1.G.2.1. Students are able to describe proximity of objects in space.	
Measurement	
1.M.1.1. Students are able to tell time to the half-hour using digital and analog clocks and order a sequence of events with respect to time.	**Measurement 1**
1.M.1.2. Find a date on the calendar.	
1.M.1.3. Students are able to use different combinations of pennies, nickels, and dimes to represent money amounts to 25 cents.	**Mastering Numeration 1** **Measurement 1** (to one dollar)
1.M.1.4. Students are able to estimate weight using non-standard units of measure.	**Measurement 1**
1.M.1.5. Students are able to identify appropriate measuring tools for length, weight, capacity, and temperature.	
1.M.1.6. Students are able to compare and order concrete objects by temperature and capacity.	
Number Sense	
1.N.1.1. Students are able to read, write, count, and order numerals to 50: Say the forward and backward number word sequences in the range 0-50.	**Mastering Numeration 1** (to 100)
Say the number before and after a given number in the range 0-50.	
Use one-to-one correspondence.	
Keep track of what's been counted.	
Associate verbal names and standard numerals with whole numbers to 50.	
Count objects in a given set and write the corresponding numeral.	
Identify ordinal positions using an ordered set of objects, 1 through 20th.	**Mastering Numeration 2** (to 30th)

South Dakota Mathematics Standards	Essential Skills Software CORRELATING PROGRAMS
Associate written word names with whole numbers to 50.	**Mastering Numeration 1** (to 100)
1.N.1.2. Students are able to use unit fraction models to create parts of a whole.	**Mastering Numeration 2**
1.N.2.1. Students are able to solve addition and subtraction problems with numbers 0 to 20 written in horizontal and vertical formats using a variety of strategies.	**Mastering Numeration 1**
1.N.3.1. Students are able to solve addition and subtraction problems up to 20 in context: Represent problem situations and solve using concrete objects, pictures, or numbers.	
Explain how one arrives at solutions to problems.	**Problem Solving 2-3**
Select appropriate operation(s).	
Estimate to determine if a given answer is reasonable.	
Statistics and Probability	
1.S.1.1. Students are able to display data in simple picture graphs with units of one and bar graphs with intervals of one.	**Patterning, Geometry & Data Management 1**
1.S.1.2. Students are able to answer questions from organized data.	
1.S.2.1. Students are able to recognize whether the outcome of a simple event is possible or impossible.	