Vermont Grade Level Expectations & Essential Skills Math Software

This document outlines the correlations between the Kindergarten Vermont Grade Level Expectations 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 96% of the Kindergarten Vermont Grade Level Expectations.**

Vermont Grade Level Expectations	Essential Skills Software CORRELATING PROGRAMS
Standard 7.6: Arithmetic, Number, and Operation Concepts	
MK: 1 - Demonstrates conceptual understanding of rational numbers with respect to whole numbers by connecting oral number words and numerals (up to and including two-digit numbers to 50) to the quantities they represent using physical models and representations and shows correct sequence of cardinal numbers.	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
MK: 2 - Demonstrates understanding of the relative magnitude of numbers from 0 to 50 by ordering whole numbers; by demonstrating one-one correspondence; and by showing the relationship between whole numbers (1 more, 1 less).	
MK: 3 - Demonstrates conceptual understanding of mathematical operations involving addition and subtraction by solving problems involving situations in which one adds to, takes from.	**Mastering Numeration 1**
MK: 4 - Accurately solves problems in context involving addition and subtraction using whole numbers.	
MK: 5 - Recognizes and names coins.	**Mastering Numeration 1** **Measurement 1**
MK: 7 - Estimates and evaluates the reasonableness of solutions appropriate to grade level.	
Standard 7.7: Geometry and Measurement Concepts	

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MK: 9 - Uses attributes, composition, or decomposition to sort or classify objects using at least one attribute (e.g., color). Recognizes and names polygons (triangles, squares, rectangles) and circles in their environment.	**Readiness Skills** (sorting) **Patterning, Geometry & Data Management 1** (sorting and polygons)
MK: 15 - Identifies the appropriate standard tool used to measure length, temperature, and weight.	**Measurement 1** **Measurement 2**
MK: 16 - Determines elapsed and accrued time as it relates to before/after and sequences of events (first, next, last), and identifies a clock and calendar as measurement tools.	**Patterning, Geometry & Data Management 1**
MK: 18 - Find and name locations with simple relationships (i.e., near, far, above, below, next to).	**Readiness Skills** **Patterning, Geometry & Data Management 1**
Standard 7.8: Functions and Algebra Concepts	
MK: 19 - Identifies and extends to specific cases a variety of patterns including sequences of shapes, sounds, movement, colors, letters, and numbers by extending the pattern to the next one, two, or three elements.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
MK: 20 - Demonstrates a conceptual understanding of change qualitatively (growth—student growing taller).	**Patterning, Geometry & Data Management 1**
MK: 22 - Demonstrates conceptual understanding of equality by showing equivalence between two expressions (4+1=5; 2+3=5) by solving one-step equations involving whole number addition or subtraction using models or verbal explanations.	**Mastering Numeration 1**
Standard 7.9: Data, Statistics, and Probability Concepts	
MK: 23 - Interprets a given representation (models and tally charts) through written or verbal/scribed response to answer questions related to the data, or to analyze the data to formulate conclusions.	**Patterning, Geometry & Data Management 1**
MK: 24 - Analyzes patterns, trends, or distributions in data in a variety of contexts using "more," "less," or "equal." (e.g., "In a plus 2 pattern, there will be more items on the fifth day than on the first day.")	

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MK: 25 - Organizes and displays data using diagrams, models, or tally charts through written or verbal/scribed response to answer questions related to the data, to analyze the data to formulate conclusions.	**Patterning, Geometry & Data Management 1**
MK: 28 - In response to a teacher - or student-generated question or hypothesis, collects appropriate data and makes observations about the data through written or verbal/scribed response.	
Standard 2.5: Mathematical Dimensions, Standard 7.10: Mathematical Problem Solving and Reasoning—Applications	
Theoretical Problem Solving and Reasoning techniques are addressed throughout ESS programs.	