District of Columbia Public Schools - Essential Skills Software

This document outlines the correlations between the Grade 1 learning standards for Mathematics for the the District of Columbia Public Schools and the complete line of Essential Skills Software Programs. The specific DCPS learning standards are noted on the left and are matched with the relevant Essential Skills Software program on the right. Where correlations are not exact, the difference is noted in brackets. **Essential Skills programs correlate with 100% of the Grade 1 learning standards for Mathematics for the the District of Columbia Public Schools.**

1.1 - Number Sense and Operations - Number Sense

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.NSO-N.1. Count, read, and write whole numbers to 110 and relate them to the quantities they represent.	**Mastering Numeration 1** (to 100)
1.NSO-N.2. Compare and order whole numbers to 110 by using symbols for less than, equal to, or greater than (<, =, >).	**Mastering Numeration 1** (no signs - just bigger or smaller to 100) **Mastering Numeration 2** (with signs to 100)
1.NSO-N.3. Identify the place value of the digits to 110.	**Mastering Numeration 1** (to 100)
1.NSO-N.4. Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions.	
1.NSO-N.5. Identify numbers to 20 as odd or even.	**Mastering Numeration 2**
1.NSO-N.6. Make combinations of different coins up to 50 cents.	**Mastering Numeration 1** (to $1) **Measurement 1** (to $1)

1.2 - Number Sense and Operations - Fractions

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.NSO-F.7. Model, identify, and represent fractions such as 1/2, 1/3, and 1/4 as parts of wholes (e.g., 1/4 of a pie) and parts of groups.	**Mastering Numeration 1** (to 100)

1.3 - Number Sense and Operations - Computation and Operations

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.NSO-C.8. Demonstrate the ability to use conventional algorithms for addition and subtraction (two two-digit whole numbers).	**Mastering Numeration 1**
1.NSO-C.9. Demonstrate an understanding of various meanings of addition and subtraction, such as addition as combination (i.e., plus, combined with, more), subtraction as comparison (i.e., how much less, how much more), equalizing (i.e., how many more are needed to make these equal), and separation (i.e., how much remaining).	
1.NSO-C.10. Know addition and subtraction facts (addends to 10), commit to memory, and use them to solve problems.	
1.NSO-C.11. Demonstrate the ability to fluently add and subtract one- and two-digit whole numbers that do not require regrouping.	
1.NSO-C.12. Use mental arithmetic to find the sum or difference of two one-digit whole numbers.	
1.NSO-C.13. Find the sum of three one-digit whole numbers.	**Mastering Numeration 1**
1.NSO-C.14. Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.	**Mastering Numeration 2**
1.NSO-C.15. Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions.	**Mastering Numeration 1**
1.NSO-C.16. Know the meaning of “two times something” or “three times something” as an addition (e.g., two times seven means 7 + 7).	**Mastering Numeration 2**

2 - Patterns, Relations & Algebra

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.PRA.1. Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.	**Patterning, Geometry & Data Management 1**
1.PRA.2. Describe and create arithmetic progressions.	
1.PRA.3. Identify arithmetic progressions on the hundreds chart.	
1.PRA.4. Skip count forward and backward by twos, fives, and tens up to at least 50, starting at any number and using appropriate aids (e.g., hundreds chart, number line).	**Mastering Numeration 1**
1.PRA.5. Write and solve number sentences from problem situations that express relationships involving addition and subtraction, including +, −, <, >, =.	**Mastering Numeration 1** (no signs) **Mastering Numeration 2** (signs)
1.PRA.6. Apply knowledge of fact families to solve simple open sentences for addition and subtraction that have variables (e.g., + 2 = 7 and 10 − = 6).	**Mastering Numeration 3**

3 - Geometry

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.G.1. Describe attributes and parts of two- and three-dimensional shapes (e.g., length of sides and number of corners, edges, faces, and sides).	**Patterning, Geometry & Data Management 1**
1.G.2. Identify congruent shapes.	**Patterning, Geometry & Data Management 1** (uses language “same size”)
1.G.3. Identify symmetry in two-dimensional shapes.	**Patterning, Geometry & Data Management 1**
1.G.4. Combine shapes and take them apart to make other shapes.	**Problem Solving 2-3**
1.G.5. Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	**Patterning, Geometry & Data Management 1**

4 - Measurement

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.M.1. Compare the length, weight, and volume of two or more objects by using direct comparison.	**Measurement 1** **Problem Solving 2-3**
1.M.2. Make and use estimates of measurement, including time and weight.	**Measurement 1**
1.M.3. Measure the length of objects by repeating a nonstandard or standard unit.	**Measurement 1** **Problem Solving 2-3**
1.M.4. Tell time at half-hour intervals on analog and digital clocks using a.m. and p.m., and relate time to events.	**Measurement 1**
1.M.5. Make combinations of coins up to 50 cents.	**Mastering Numeration 1** (to $1) **Measurement 1** (to $1)

5 - Data Analysis, Statistics, and Probability

DCPS LEARNING STANDARD	CORRELATING ESS PROGRAMS
1.DASP.1. Use surveys and observations to gather data about themselves and their surroundings.	**Patterning, Geometry & Data Management 1**
1.DASP.2. Represent and compare data (e.g., largest, smallest, most often, least often) using tally charts, pictures, and bar graphs.	
1.DASP.3. Ask and answer simple questions related to data representations.	