



SuccessMaker[®]

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Colorado Mathematics Standards Code	Colorado Mathematics Academic Standards, Grade 1	SuccessMaker Item Description	Item ID
1	Number and Quantity		
1.NBT.B	Number & Operations in Base Ten: Understand place value.		
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Enter how many tens and ones for a number (two-digit).	SMMA_LO_00980
		Show a number using base-ten blocks (two-digit).	SMMA_LO_00978
		Find two numbers when given place value clues (two-digit).	SMMA_LO_00990
		Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	SMMA_LO_00979
1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Enter the number of tens for a given multiple of ten (10 to 90).	SMMA_LO_00975
		Enter the number equal to 1 to 9 tens.	SMMA_LO_00974
		Model multiples of 10 (from 10 to 90) with place value blocks.	SMMA_LO_02019
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Identify a two-digit number, model, or expression that has a different value.	SMMA_LO_00991
	Academic Context and Connections		
MP1	Make sense of problems and persevere in solving them.		
1	Make sense of quantities and their relationships in problem situations.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	SMMA_LO_01239
1.NBT.C	Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.		
	Academic Context and Connections		
	Entrepreneurial Skills: Critical Thinking/Problem Solving		
MP1	Make sense of problems and persevere in solving them.		
2	Model quantities with drawings or equations to make sense of place value.	Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
2	Algebra and Functions		
1.OA.A	Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.		
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Apply the Commutative Property of Addition as a strategy to add two numbers; use fact families as a strategy to subtract two numbers.	SMMA_LO_02021
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Find the missing addend in a number sentence (three addends, sums 1 to 9).	SMMA_LO_00052
		Add three addends (audio presentation, sums 3 to 5).	SMMA_LO_00027

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		Add three addends (sums 6 to 10).	SMMA_LO_00028
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01549
		Find the missing addend in a number sentence (three addends, sums 10 to 19).	SMMA_LO_00066
		Add three addends (sums 2 to 5).	SMMA_LO_00026
		Add three addends displayed horizontally (sums 6 to 10).	SMMA_LO_00029
		Add three addends presented horizontally (one-digit addends, sums 10 to 19).	SMMA_LO_00032
		Add three addends (one-digit addends, sums 11 to 19).	SMMA_LO_00031
		Act out the solution to an addition problem in context (three addends, sums 1 to 9).	SMMA_LO_01537
	Academic Context and Connections		
MP1	Make sense of problems and persevere in solving them.		
1	Make sense of problems by relating objects, drawings, and equations.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	SMMA_LO_01239
MP4	Model with mathematics.		
2	Use cubes, number racks, ten frames and other models to represent addition and subtraction situations in real-world contexts.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	SMMA_LO_01239
1.OA.B	Operations & Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.		
1.OA.B.4	Understand subtraction as an unknown-addend problem.	Solve a subtraction problem by finding the missing addend.	SMMA_LO_02023
	For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.		
1.OA.C	Operations & Algebraic Thinking: Add and subtract within 20.		
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Add a two-digit number to a one-digit number by counting (sums up to 18), given in words.	SMMA_LO_00039
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		
	Academic Context and Connections		
	Entrepreneurial Skills: Critical Thinking/Problem Solving		
MP7	Look for and make use of structure.		
2	Make use of the structure of numbers when making tens or when creating equivalent but easier or known sums.	Use the Associative Property of Addition to add two numbers by regrouping the numbers into a ten and some ones.	SMMA_LO_02022
		Given a number (1-9) of objects,	SMMA_LO_02017

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		determine how many more objects are needed to make a ten.	
		Subtract two numbers by regrouping the numbers into a ten and some ones.	SMMA_LO_02026
3	Data, Statistics, and Probability		
1.MD.A	Measurement & Data: Measure lengths indirectly and by iterating length units.		
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Identify the group of objects that is 1 to 5 nonstandard units long or tall.	SMMA_LO_00701
		Order three objects by length.	SMMA_LO_02147
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Find the total length of two objects (nonstandard units, sums 2 to 5).	SMMA_LO_00720
	Academic Context and Connections		
MP3	Construct viable arguments and critique the reasoning of others.		
2	Use the transitive property to explain if A is longer than B , and B is longer than C , then A must be longer than C .	Identify the group of objects that is 1 to 5 nonstandard units long or tall.	SMMA_LO_00701
MP6	Attend to precision.		
4	Consider the endpoints of objects when measuring and making comparisons.	Select the appropriate ruler to measure vertical or horizontal lengths.	SMMA_LO_00812
		Identify the object that is a different length.	SMMA_LO_00709