SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Colorado Mathematics Standards Code	Colorado Mathematics Academic Standards, Kindergarten	SuccessMaker Item Description	Item ID
1	Number and Quantity		
K.CC.A	Counting & Cardinality: Use number names and the count sequence.		
K.CC.A.1	Count to 100 by ones and by tens.	Find a missing number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00960
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Match a digit to a set with that number of objects (1 to 5).	SMMA_LO_00934
	Academic Context and Connections		
MP8	Look for and express regularity in repeated reasoning.		
2	Reason that counting to 100 by tens reaches the same number as can be counted repeatedly by ones.	Find a missing number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00960
K.CC.B	Counting & Cardinality: Count to determine the number of objects.		
K.CC.B.4	Apply the relationship between numbers and quantities and connect counting to cardinality.		
K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948
		Count objects by pairing each object with one number 1 to 10; determine how many objects there are when 1 more is added.	SMMA_LO_02093
		Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	SMMA_LO_02092
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00939
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940
		Find the number that comes before a given number, counting by 1's (1 to 9).	SMMA_LO_00949
K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.	Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00939
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Count objects not arranged in a row (1 to 5 objects).	SMMA_LO_00935
		Count objects arranged in a row (1-5 objects).	SMMA_LO_00933
		Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	SMMA_LO_02092
		Count objects not arranged in a row (6 to 9 objects).	SMMA_LO_00943
	Academic Context and Connections		
MP3	Construct viable arguments and critique the reasoning of others.		
2	Explain how the number reached when counting on is a relationship between the quantity started from and	Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948

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	the quantity added.		
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00939
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940
MP7	Look for and make use of structure.		
3	Make counting efficient by following rows, columns, or other patterns in a group of arranged objects.	Count objects not arranged in a row (1 to 5 objects).	SMMA_LO_00935
		Count objects arranged in a row (1-5 objects).	SMMA_LO_00933
		Count objects not arranged in a row (6 to 9 objects).	SMMA_LO_00943
K.CC.C	Counting & Cardinality: Compare numbers.		
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)	Identify a group with fewer objects than a given group (1 to 5 objects).	SMMA_LO_00924
		Identify a set with the same number of objects as a given set (1 to 5 objects).	SMMA_LO_00922
		Identify a group with more objects than a given group (1 to 5 objects).	SMMA_LO_00923
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	Identify a number that is greater than or less than a spoken number (1 to 9).	SMMA_LO_00946
	Academic Context and Connections		
MP3	Construct viable arguments and critique the reasoning of others.		
1	Make reasoned arguments about the relative sizes of groups, such as by matching objects of two groups and seeing which has extra objects, or by counting the objects in each group and seeing which has the number further in the counting sequence.	Identify a group with fewer objects than a given group (1 to 5 objects).	SMMA_LO_00924
		Identify a set with the same number of objects as a given set (1 to 5 objects).	SMMA_LO_00922
		Identify a group with more objects than a given group (1 to 5 objects).	SMMA_LO_00923
K.NBT.A	Number & Operations in Base Ten: Work with numbers 11–19 to gain foundations for place value.		
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Decompose numbers from 11 to 19 into ten ones and some further ones.	SMMA_LO_02094
		Compose numbers from 11 to 19 given ten ones and some further ones by using objects.	SMMA_LO_02095
K.OA.A	Operations & Algebraic Thinking: Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings.		
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the	Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01411

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	mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01412
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Model the number that makes 10 when added to a given number from 1 to 9; then identify the number.	SMMA_LO_02097
K.OA.A.5	Fluently add and subtract within 5.		
	Academic Context and Connections		
	Entrepreneurial Skills: Critical Thinking/Problem Solving		
1	Make sense of real-world situations involving addition and subtraction	Act out the solution to a subtraction problem in context (minuends 1 to 6).	SMMA_LO_01536
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01411
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01412
MP4	Model with mathematics.		
2	Mathematize a real-world situation, focusing on the quantities and their relationships rather than non-mathematical aspects of the situation.	Identify the hour or minute hand of a clock.	SMMA_LO_00697
		Identify the tool for a particular use (thermometer, scale, clock).	SMMA_LO_00761
		Match amounts of liquid in containers (3 amounts).	SMMA_LO_00689
		Enter the missing date on a calendar.	SMMA_LO_00700
		Identify the container with the greatest or least capacity.	SMMA_LO_00696
MP5	Use appropriate tools strategically.		
3	Act out adding and subtracting situations by representing quantities in the situation with objects, fingers, and math drawings.	Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01411
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01412
K.MD.B	Measurement & Data: Classify objects and count the number of objects in each category.		
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)		
	Academic Context and Connections		
MP2	Reason abstractly and quantitatively.		
2	Abstract individual objects into new conceptual groups.	Use logical reasoning to identify the item that does not belong in a group.	SMMA_LO_01227
4	Geometry		
K.G.A	Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identify a geometric figure (circle, triangle, rectangle, or square).	SMMA_LO_00531
		Identify circles or squares by name.	SMMA_LO_00529
		Identify triangles or rectangles by name.	SMMA_LO_00530