



SuccessMaker®

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Nevada Academic Content Standards in Mathematics Standards Code	Nevada Academic Content Standards in Mathematics, Grade 3	SuccessMaker Item Description	Item ID
CCSS.Math.Content.3.OA	Operations and Algebraic Thinking		
CCSS.Math.Content.3.OA.A	Represent and solve problems involving multiplication and division.		
CCSS.Math.Content.3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. Example: For example, describe a context in which a total number of objects can be expressed as 5×7 .	Identify a number sentence that could be used to solve a multiplication problem.	SMMA_LO_01270
CCSS.Math.Content.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. See Glossary, Table 2.	Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	SMMA_LO_01570
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	SMMA_LO_01569
		Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).	SMMA_LO_01254
		Solve a multiplication problem in context (repeated addition feedback, products 2×2 to 5×5).	SMMA_LO_01578
		Identify and solve an expression that represents a multiplication problem in context (products 3×4 to 9×9).	SMMA_LO_01590

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		Solve a multiplication problem in context (counting feedback, products 2 x 2 to 5 x 5).	SMMA_LO_01572
		Make a picture to solve a division problem (math facts).	SMMA_LO_01238
		Identify a number sentence that could be used to solve a multiplication problem.	SMMA_LO_01270
		Make a picture to solve a quotitive division problem (dividends to 20).	SMMA_LO_01565
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	SMMA_LO_01581
		Solve a multiplication problem in context with extra information.	SMMA_LO_01589
		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
CCSS.Math.Content.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. Example: For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, $6 \times 6 = ?$.	Identify a missing number in an addition and subtraction fact family.	SMMA_LO_01035
CCSS.Math.Content.3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.		
CCSS.Math.Content.3.OA.B.6	Understand division as an unknown-factor problem. Example: For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
CCSS.Math.Content.3.OA.C	Multiply and divide within 100.		
CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9)).	SMMA_LO_00859

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		Find the missing factor (products to 5 x 5).	SMMA_LO_00856
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00860
		Divide (combinations 6 x 6 to 9 x 9, no remainder).	SMMA_LO_00284
		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	SMMA_LO_00282
		Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		Make a picture to solve a division problem (math facts).	SMMA_LO_01238
		Complete fact families with four facts (products 2 x 3 to 8 x 9).	SMMA_LO_00344
		Make a picture to solve a quotitive division problem (dividends to 20).	SMMA_LO_01565
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	SMMA_LO_01581
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00873

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		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
		Find the missing factor (products 6 x 1 to 9 x 5).	SMMA_LO_00866
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00877
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862
		Divide using basic facts (combinations to 5 x 5).	SMMA_LO_00280
CCSS.Math.Content.3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	Identify the reasonable weight of an object (ounces, pounds, and tons).	SMMA_LO_00787
		Identify the most reasonable quantity for a context (order of magnitude differs).	SMMA_LO_01586
		Determine the reasonableness of a sum or difference (two- and three-digit numbers).	SMMA_LO_01259

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CCSS.Math.Content.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. Example: For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Identify the missing picture in a 1-2-3-1-2-3 pattern.	SMMA_LO_00607
CCSS.Math.Content.3.NBT	Number and Operations in Base Ten		
CCSS.Math.Content.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.		
CCSS.Math.Content.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a two-digit number to the nearest ten.	SMMA_LO_01028
		Round a three-digit number to the nearest hundred.	SMMA_LO_01651
		Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).	SMMA_LO_01052
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	SMMA_LO_01615
		Round a three-digit number to the nearest hundred.	SMMA_LO_01036
		Round a three-digit number to the nearest hundred.	SMMA_LO_01652
		Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	SMMA_LO_01580
		Round two-digit numbers to the nearest ten.	SMMA_LO_01647
		Round a three-digit number to the nearest hundred.	SMMA_LO_01650
		Round a two-digit number to the nearest ten (hundreds chart).	SMMA_LO_01648
		Round a two-digit number to the nearest ten.	SMMA_LO_01649

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CCSS.Math.Content.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place and the hundreds to the tens place).	SMMA_LO_01490
		Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).	SMMA_LO_01456
		Subtract (student choice, minuends 122 to 199, subtrahends 11 to 88, no regrouping).	SMMA_LO_01457
		Solve for c in $a - b = c$ (minuends 20 to 99, two-digit subtrahends, no regrouping).	SMMA_LO_00340
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from tens place to ones place).	SMMA_LO_01475
		Add two addends displayed horizontally (multiples of 10, sums 100 to 180, regrouping).	SMMA_LO_00068
		Solve for c in $a - b = c$ (minuends 20 to 99, regrouping).	SMMA_LO_00342
		Solve for a or b in $a - b = c$ (minuends 20 to 99, no regrouping).	SMMA_LO_00343
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01483
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01485
		Add two numbers (student choice, three-digit addends, sums 200 to 999, no regrouping).	SMMA_LO_00058
		Add three addends (student choice, two-digit addends, sums 100 to 199, regrouping from tens to hundreds place).	SMMA_LO_00060

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		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 999, regrouping ones and tens).	SMMA_LO_00083
		Add three addends (student choice, one- and two-digit addends, sums 20 to 99, no regrouping).	SMMA_LO_00087
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01487
		Add three addends (student choice, two-digit addends, sums 40 to 297, regrouping).	SMMA_LO_00095
		Subtract (student choice, minuends and subtrahends 110 to 999).	SMMA_LO_01460
		Add three multiples of 10 (sums 100 to 190, regrouping).	SMMA_LO_00051
		Find the difference of two three-digit numbers (student choice, no regrouping).	SMMA_LO_01477
		Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	SMMA_LO_01479
		Add three addends (student choice, one- and two-digit addends, sums 100 to 207, regrouping).	SMMA_LO_00092
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	SMMA_LO_00071
		Find the difference of two three-digit numbers (no regrouping).	SMMA_LO_01469
		Solve a subtraction problem involving coins (two-digit numbers, no regrouping).	SMMA_LO_01579
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	SMMA_LO_01471

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		Add two addends (student choice, a two-digit and a three-digit addend, sums 100 to 999, no regrouping).	SMMA_LO_00065
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	SMMA_LO_01481
		Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).	SMMA_LO_00089
		Subtract a three-digit multiple of 10 from a number (student choice, minuends 222 to 999, no regrouping).	SMMA_LO_01458
		Solve for c in $a - b = c$ (minuends 20 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_00338
		Find the difference of two whole numbers (student choice, regrouping from tens place to ones place and hundreds place to tens place).	SMMA_LO_01489
		Find the missing addend in a number sentence (two addends, sums 100 to 199, regrouping), given horizontally.	SMMA_LO_00086
		Add three addends (two-digit addends, sums 33 to 99, no regrouping).	SMMA_LO_00056
		Add two addends (student choice, two-digit addends, sums 100 to 198, regrouping ones and tens).	SMMA_LO_00075
		Find the difference of two three-digit numbers.	SMMA_LO_01467
		Add two addends (student choice, two-digit addends, sums 100 to 189, regrouping 10's to 100's).	SMMA_LO_00053
		Add two addends (student choice, three-digit addends, sums 300 to 989, regrouping tens).	SMMA_LO_00081
		Subtract a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	SMMA_LO_01492

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CCSS.Math.Content.3.NF	Number and Operations-Fractions Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.		
CCSS.Math.Content.3.NF.A	Develop understanding of fractions as numbers.		
CCSS.Math.Content.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
		Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		Model a fraction a/b by filling in a out of b sections in a fraction model.	SMMA_LO_02034
		Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
CCSS.Math.Content.3.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.		
CCSS.Math.Content.3.NF.A.2b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Represent a unit fraction $1/b$ by partitioning a number line and then finding $1/b$ on it.	SMMA_LO_02148
CCSS.Math.Content.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
CCSS.Math.Content.3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Model equivalent fractions; identify equivalent fractions on a number line.	SMMA_LO_02035

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CCSS.Math.Content.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Example: Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.	Find a fraction equal to 1 (halves to eighths).	SMMA_LO_00427
CCSS.Math.Content.3.MD	Measurement and Data		
CCSS.Math.Content.3.MD.A	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
CCSS.Math.Content.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	SMMA_LO_00155
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_02155
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (alog and digital clocks).	SMMA_LO_00775
		Find the time one to five hours before or after a given time (not crossing 12 o'clock).	SMMA_LO_00153
		Find the time one to twelve hours and ten to fifty-five minutes from a starting time.	SMMA_LO_00175
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547
		Show time to the minute using digital and alog clocks.	SMMA_LO_00771
		Find the time one to five hours before or after a given time (across 12 o'clock).	SMMA_LO_00162

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CCSS.Math.Content.3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Excludes compound units such as cm ³ and finding the geometric volume of a container. Excludes multiplicative comparison problems (problems involving notions of 'times as much'; see Glossary, Table 2).	Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	SMMA_LO_01301
CCSS.Math.Content.3.MD.B	Represent and interpret data.		
CCSS.Math.Content.3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. Example: For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Given a bar graph of tree growth, calculate the height a tree grew from one year to another.	SMMA_LO_01303
		Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		Read and interpret a pictograph with a scale of 2, 5 or 10.	SMMA_LO_01158
		Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	SMMA_LO_01299
		Read and interpret a horizontal pictograph with a scale of 2 (five items).	SMMA_LO_00140

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CCSS.Math.Content.3.MD.C	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
CCSS.Math.Content.3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
CCSS.Math.Content.3.MD.C.5a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
CCSS.Math.Content.3.MD.C.5b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
CCSS.Math.Content.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
		Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028
		Count squares to find the area (2 to 8 units).	SMMA_LO_00706
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
CCSS.Math.Content.3.MD.C.7	Relate area to the operations of multiplication and addition.		
CCSS.Math.Content.3.MD.C.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
		Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	SMMA_LO_02029

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CCSS.Math.Content.3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Find the area of a rectangle (36 to 144 customary or metric square units).	SMMA_LO_00173
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
		Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	SMMA_LO_02029
		Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
CCSS.Math.Content.3.MD.C.7d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
		Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	SMMA_LO_02032
CCSS.Math.Content.3.G	Geometry		
CCSS.Math.Content.3.G.A	Reason with shapes and their attributes.		
CCSS.Math.Content.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example: For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Partition shapes into equal parts.	SMMA_LO_02000