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Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 1	SuccessMaker Item Description	Item ID
1.OA	Operations and Algebraic Thinking		
1.OA.A	Represent and solve problems involving addition and subtraction.		
1.OA.A.1	Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations)	Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01550
		Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01546
		Write a number sentence for an addition problem (sums 2 to 10).	SMMA_LO_01230
		Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
		Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	SMMA_LO_01239
		Write a number sentence for an addition problem (sums 2 to 5).	SMMA_LO_01229
1.OA.A.2	Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Add three addends (one-digit addends, sums 11 to 19).	SMMA_LO_00031
		Add three addends presented horizontally (one-digit addends, sums 10 to 19).	SMMA_LO_00032
		Write a number sentence for an addition problem (sums 2 to 10).	SMMA_LO_01230
		Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
		Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	SMMA_LO_01239
		Write a number sentence for an addition problem (sums 2 to 5).	SMMA_LO_01229
1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction. (See Table 3 - Properties of Operations)		
1.OA.B.3	Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)	Subtract using basic math facts (differences are 0).	SMMA_LO_01420
1.OA.B.4	Understand subtraction as an unknown-addend problem.	Solve a subtraction problem by finding the missing addend.	SMMA_LO_02023
1.OA.C	Add and subtract within 20.		
1.OA.C.5	Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13).	Find the missing subtrahend in a subtraction number sentence (minuends 10 to 14).	SMMA_LO_01446
		Complete fact families with four facts (sums 3 to 10).	SMMA_LO_00322
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	SMMA_LO_01440
		Find the missing addend in a number sentence (sums 10 to 18).	SMMA_LO_00048

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		Add a two-digit number to a one-digit number by counting (sums up to 18), given in words.	SMMA_LO_00039
		Find the missing subtrahend in a subtraction number sentence (minuends 11 to 19).	SMMA_LO_01464
		Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	SMMA_LO_01432
		Find the missing minuend in a subtraction number sentence (minuends 15 to 18).	SMMA_LO_01455
		Subtract a number from its double (differences 1 to 9).	SMMA_LO_01425
		Find the missing subtrahend in a subtraction number sentence (minuends 15 to 18).	SMMA_LO_01449
		Identify the missing number (addend or sum) in an addition equation, for numbers 20 and less.	SMMA_LO_02010
		Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01550
		Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01546
		Find the missing addend in a number sentence. (sums 2 to 9)	SMMA_LO_00037
		Find the missing minuend in a subtraction number sentence (minuends 10 to 14).	SMMA_LO_01451
		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
		Find the missing minuend in a subtraction number sentence (minuends 11 to 19).	SMMA_LO_01468
		Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	SMMA_LO_02014
1.OA.C.6	Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.	Add two consecutive addends displayed horizontally (one-digit addends, sums 1 to 17).	SMMA_LO_00021
		Add two addends in words (one-digit addends, sums 6 to 10).	SMMA_LO_00016
		Add two consecutive addends (one-digit addends, sums 1 to 17).	SMMA_LO_00020
1.OA.D	Work with addition and subtraction equations.		
1.OA.D.7	Understand the meaning of the equal sign (e.g., 6 = 6; 5 + 2 = 4 + 3; 7 = 8 - 1). Determine if equations involving addition and subtraction are true or false.	Determine if equations involving addition and subtraction are true or false.	SMMA_LO_02024
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?).	Find the missing subtrahend in a subtraction number sentence (minuends 10 to 14).	SMMA_LO_01446
		Complete fact families with four facts (sums 3 to 10).	SMMA_LO_00322
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	SMMA_LO_01440
		Find the missing addend in a number sentence (sums 10 to 18).	SMMA_LO_00048
		Find the missing subtrahend in a subtraction number sentence (minuends 11 to 19).	SMMA_LO_01464
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1.NBT	Number and Operations in Base Ten		
1.NBT.A	Extend the counting sequence.		
1.NBT.A.1	Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	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	Understand place value.		
1.NBT.B.2	Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	SMMA_LO_00979
		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
		Model the numbers from 11 to 19 with place value blocks.	SMMA_LO_02018
		Enter how many tens and ones for a number (two-digit).	SMMA_LO_00980
1.NBT.B.3	Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.	Identify a two-digit number, model, or expression that has a different value.	SMMA_LO_00991
1.NBT.C	Use place value understanding and properties of operations to add and subtract.		
1.NBT.C.4	Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Add a two-digit number to a one-digit number by counting (sums up to 18), given in words.	SMMA_LO_00039
		Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
		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.NBT.C.6	Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
		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.MD	Measurement and Data		

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1.MD.A	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.	Order three objects by length.	SMMA_LO_02147
		Identify the group of objects that is 1 to 5 nonstandard units long or tall.	SMMA_LO_00701
1.MD.A.2	Measure the length of an object using non-standard units and express this length as a whole number of units.	Identify an object given the height and width in nonstandard units.	SMMA_LO_00725
		Measure the length of an object (2 to 7 nonstandard units).	SMMA_LO_00777
		Count to find the height and width (2 to 5 nonstandard units).	SMMA_LO_00713
		Identify the group of objects that is 1 to 5 nonstandard units long or tall.	SMMA_LO_00701
		Count to find how long or tall (2 to 9 nonstandard units).	SMMA_LO_00705
		Find the total length of two objects (nonstandard units, sums 2 to 5).	SMMA_LO_00720
		Find the height (2 to 9 nonstandard units).	SMMA_LO_00710
		Find the distance between two objects (2 to 8 nonstandard units).	SMMA_LO_00732
1.MD.B	Work with time and money.		
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	Tell time to the hour using digital and analog clocks.	SMMA_LO_00716
		Tell time to the hour using an analog clock.	SMMA_LO_00714
		Tell time to the half-hour using an analog clock.	SMMA_LO_00724
1.G	Geometry		
1.G.A	Reason about shapes and their attributes.		
1.G.A.1	Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.	Identify puzzle pieces needed to make a given shape, and then complete the puzzle (4 to 6 pieces).	SMMA_LO_00564
1.G.A.2	Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).		
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that partitioning into more equal shares creates smaller shares.	Describe fractions in terms of the number of parts in a whole and the relative size of those parts (e.g., larger, smaller).	SMMA_LO_02137