



## enVisionmath2.0 Common Core Alignments to SuccessMaker

Providing rigorous mathematics intervention for K-8 learners with unparalleled precision

Standard	Standard Text	SM Skill Description	SM CATALOG
	ļ	Grade K, Topic 1	
K.CC.A.3	Write numbers from 0 to 20. Represent	Enter the number shown (1 to 5).	smma lo 00932
	a number of objects with a written numeral 0–20 (with 0 representing a	Match a digit to a set with that number of objects	smma lo 00934
		(0 to 5).	
	count of no objects).	R: Enter the number shown (0 to 4).	smma lo 00001
		R: Identify a number from a spoken number (1 to	smma lo 00937
		5).	
K.CC.B.4	Understand the relationship between		
	numbers and quantities: connect		
	counting to cardinality.		
K.CC.B.4a	When counting objects, say the	R: Match objects to show a one-to-one	smma lo 00921
	number names in the standard order.	correspondence (2 to 5 objects).	
	pairing each object with one and only	······	
	one number name and each number		
	name with one and only one object.		
K.CC.B.4b	Understand that each successive	Find the next number in a sequence, counting by	smma_lo_00939
	number name refers to a quantity that	1's (1 to 5).	
	is one larger.		
K.CC.B.4c	Understand that each successive		
	number name refers to a quantity that		
	is one larger.		
K.CC.B.5	Count to answer "how many?"	Count two sets of objects to find the total (sums 2	smma_lo_00003
	questions about as many as 20 things	to 4).	
	arranged in a line, a rectangular array,	Count objects arranged in a row (1-5 objects).	smma_lo_00933
	or a circle, or as many as 10 things in	Count objects not arranged in a row (1 to 5	smma_lo_00935
	a scattered configuration; given a	objects).	
	number from 1–20, count out that	Make a group with one to five objects.	smma_lo_00938
	many objects.	Identify the group of objects that represent a	smma_lo_00956
		number (1 to 5 objects).	
		R: Move objects to show a one-to-one	smma_lo_00925
		correspondence (1 to 5 objects).	
K.OA.A.3	Decompose numbers less than or		
	equal to 10 into pairs in more than one		
	way, e.g., by using objects or		
	drawings, and record each		
	decomposition by a drawing or		
	equation (e.g., $5 = 2 + 3$ and $5 = 4 + 3$		
	1).		
KCCCC	Identify whather the number of objects	Grade K, Topic 2	amma la 00022
R.CC.C.0	in one group is greater than less than	a given set (1 to 5 objects)	sinina_i0_00922
	or equal to the number of objects in	Identify a group with more objects than a given	smma lo 00923
	another group e.g. by using matching	aroun (1 to 5 objects)	3inina_i0_00923
	and counting strategies (Include	Identify a group with fewer objects than a given	smma lo 00924
	arouns with up to ten objects )	aroun (1 to 5 objects)	5/////d_10_00024
		Make a set with the same number of objects as a	smma lo 00926
		given set (1 to 5 objects).	
		Make a group with one more object than a given	smma lo 00927
		group (one to five objects).	
		Make a group with one fewer object than a given	smma lo 00928
		group (1 to 5 objects).	
K.CC.C.7	Compare two numbers between 1 and		
	10 presented as written numerals.		

Standard	Standard Text	SM Skill Description	SM CATALOG
	•	Grade K, Topic 3	
K.CC.A.3	Write numbers from 0 to 20. Represent	Enter the number shown (1 to 9).	smma lo 00942
	a number of objects with a written	Identify the number of objects for a word name.	smma lo 00964
	numeral 0–20 (with 0 representing a	(1 to 9 objects).	
	count of no objects).	Identify a number, model, or word with the same	smma lo 00965
		value (1 to 9)	
		R' Enter the number shown (5 to 9)	smma lo 00002
		R. Identify a number from a spoken number (6 to	smma lo 00944
КССВ4	Understand the relationship between		
	numbers and quantities: connect		
	counting to cardinality		
K.CC.B.4a	When counting objects, say the	Find the next number in a sequence, counting by	smma lo 00948
	number names in the standard order	1's (1 to 9)	
	pairing each object with one and only		
	one number name and each number		
	name with one and only one object		
K.CC.B.4b	Understand that the last number name	Count objects by pairing each object with one	smma lo 02092
	said tells the number of objects	number 1 to 10: determine how many objects	
	counted. The number of objects is the	there are.	
	same regardless of their arrangement		
	or the order in which they were		
	counted.		
K.CC.B.5	Count to answer "how many?"	Count two sets of objects to find the total (sums 2	smma lo 00003
	questions about as many as 20 things	to 4).	
	arranged in a line, a rectangular array,	Count specific objects within a larger set (1 to 6	smma lo 00936
	or a circle, or as many as 10 things in	objects).	
	a scattered configuration; given a	Count objects not arranged in a row (6 to 9	smma_lo_00943
	number from 1–20, count out that	objects).	
	many objects.	Make a group with 6 to 9 objects.	smma_lo_00945
		Count objects arranged in a row (one to nine	smma_lo_00957
		objects).	
		Count specific objects within a larger set (6 to 9	smma_lo_00958
		objects).	L 00000
K.OA.A.3	Decompose numbers less than or	Decompose numbers 2–10 into pairs in more	smma_lo_02096
	equal to 10 into pairs in more than one	than one way by using objects.	
	way, e.g., by using objects or		
	drawings, and record each		
	decomposition by a drawing or		
	requation (e.g., $5 = 2 + 3$ and $5 = 4 + 4$		
	1).	Grada K. Tania A	
KCCA2	Count forward beginning from a given	Find the next number in a sequence, counting by	smma lo 00040
11.00.7.2	number within the known sequence	1's (1 to 5)	3mma_10_00340
	(instead of having to begin at 1)	Find the number that comes before a given	smma lo 00949
		number counting by 1's (1 to 9)	omma_10_00040
		Order four numbers from least to greatest (1 to	smma lo 00950
		9).	
		Find a missing number in a sequence, counting	smma lo 00960
		by 1's (1 to 9).	
K.CC.B.4c	Understand that each successive	Count objects by pairing each object with one	smma lo 02093
	number name refers to a quantity that	number 1 to 10; determine how many objects	
	is one larger.	there are when 1 more is added.	
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Standard	Standard Text	SM Skill Description	SM CATALOG
K.CC.C.6	Identify whether the number of objects	Make a group with the same number of objects	smma_lo_00929
	in one group is greater than, less than,	as a given group (6 to 9 objects).	
	or equal to the number of objects in another group, e.g., by using matching	Make a group with one more object than a given	smma_lo_00930
		group (six to nine objects).	
	and counting strategies. (Include	Make a group with one fewer object than a given	smma_lo_00931
	groups with up to ten objects.)	group (6 to 9 objects).	
		Create a set with the same, more, or fewer	smma_lo_00953
		number of objects than a given group (1 to 9	
		objects).	
		Create a set with one more object than a given	smma_lo_00954
		set (1 to 9 objects).	
		Create a set with one fewer object than a given	smma_lo_00955
		set (1 to 9 objects).	1 00050
		Identify the group with the greatest number of	smma_lo_00959
16 00 0 7		snapes of a given type (1 to 6).	
K.CC.C.7	Compare two numbers between 1 and	Identify a number that is greater than or less than	smma_10_00946
	To presented as written numerals.	a spoken number (1 to 9).	ommo lo 00047
			smma_i0_00947
		9). Identify two numbers within a range (1 to 0)	amma la 00062
		Identify two humbers within a range (1 to 9).	smma_lo_00903
		satisfy the inequality (0 to 10)	sinina_i0_01023
		Grade K Tonic 5	
K CC B 5	Count to answer "how many?"	Count objects arranged in a row (1-5 objects)	smma lo 00933
14.00.0.0	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	smma_lo_00935
		objects)	
		Count specific objects within a larger set (1 to 6	smma lo 00936
		objects).	
		Make a group with one to five objects.	smma lo 00938
		Count objects not arranged in a row (6 to 9	smma lo 00943
		objects).	
		Make a group with 6 to 9 objects.	smma_lo_00945
		Count objects arranged in a row (one to nine	smma_lo_00957
		objects).	
		Count specific objects within a larger set (6 to 9	smma_lo_00958
		objects).	
K.CC.C.6	Identify whether the number of objects	Make a group with the same number of objects	smma_lo_00929
	in one group is greater than, less than, or equal to the number of objects in	as a given group (6 to 9 objects).	
		Make a group with one more object than a given	smma_lo_00930
	another group, e.g., by using matching	group (six to nine objects).	L 00004
	and counting strategies. (Include	Make a group with one fewer object than a given	smma_10_00931
	groups with up to ten objects.)	group (6 to 9 objects).	amma la 00050
		Create a set with the same, more, or fewer	smma_10_00953
		Inumber of objects than a given group (1 to 9	
		Create a set with one more chiest than a given	smma lo 00054
		set (1 to 9 objects)	3mma_10_00954
		Create a set with one fewer object than a given	smma lo 00955
		set (1 to 9 objects)	
		Identify the group with the greatest number of	smma lo 00959
		shapes of a given type (1 to 6).	
K.CC.C.7	Compare two numbers between 1 and	Identify the number with the greatest value (1 to	smma lo 00947
	10 presented as written numerals.	9).	
		Identify two numbers within a range (1 to 9).	smma_lo_00963

Standard	Standard Text	SM Skill Description	SM CATALOG
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.)	Identify the figure that is a different color from a given figure.	smma_lo_00541
		Identify the figure with a different shape.	smma lo 00547
		Identify a pair of objects that are not the same size.	smma_lo_00692
		R: Use logical reasoning to identify the item that does not belong in a group.	smma_lo_01227
		R: Formulate questions around numerical data.	smma_lo_01642
		Grade K, Topic 6	-
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1)		
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images	Count two sets of objects to find the total (sums 4	smma_lo_00004
	drawings sounds (e.g. claps) acting	Count the objects in two sets (sums 1 to 5)	smma lo 00007
	out situations, verbal explanations	Count the objects in two sets (sums 6 to 10)	smma_lo_00008
	expressions, or equations, (Drawings	Identify sets of objects that combined have a	smma_lo_00726
	need not show details, but should	given sum (sums 6 to 9).	
	show the mathematics in the problems. This applies wherever	Identify a picture that represents an addition problem (sums 2 to 6).	smma_lo_01228
	drawings are mentioned in the Standards.)	Write a number sentence for an addition problem (sums 2 to 5).	smma_lo_01229
	,	Write a number sentence for an addition problem (sums 2 to 10).	smma_lo_01230
		Model and apply joining stories to solve problems (sums 1 to 9).	smma_lo_01863
K.OA.A.2	Solve addition and subtraction word	Add zero to a number (sums 1 to 9).	smma_lo_00035
	problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Solve an addition problem in context (same objects, sums 2 to 5).	smma_lo_01540
		R: Write an addition number sentence to represent a picture (sums 1 to 9).	smma_lo_00036
K.OA.A.5	Fluently add and subtract within 5.	Add using basic math facts (sums 1 to 5).	smma_lo_00010
		Add using basic math facts displayed horizontally (sums 2 to 5).	smma_lo_00011
		Grade K, Topic 7	-
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images,	Count two set of objects to find the total (sums 2 to 5).	smma_lo_00005
	drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should	Count two sets of objects to find the total (sums 6 to 10).	smma_lo_00006
		Add using basic math facts displayed horizontally (sums 6 to 10).	smma_lo_00013
	show the mathematics in the problems. This applies wherever	Identify a picture that represents a subtraction problem (minuends 5 to 10).	smma_lo_01235
	drawings are mentioned in the Standards.)	Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	smma_lo_01412
		Subtract using basic math facts (minuends 2 to 10).	smma_lo_01413
		Identify the expression that represents a picture (minuends 2 to 9).	smma_lo_01414
		Subtract using basic math facts displayed horizontally (minuends 6 to 9).	smma_lo_01417
		Identify the pictorial solution to a subtraction problem (minuends 2 to 9).	smma_lo_01422
		Identify the pictorial solution to a problem in context (minuends 4 to 9).	smma_lo_01423

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K.OA.A.1	Represent addition and subtraction	R: Identify the picture that represents a	smma_lo_01542
	with objects, fingers, mental images,	subtraction problem in context (minuends 2 to	
	drawings, sounds (e.g., claps), acting	10).	
	out situations, verbal explanations,		
	expressions, or equations. (Drawings		
	need not show details, but should		
	show the mathematics in the		
	problems. This applies wherever		
	drawings are mentioned in the		
	Standards.)		
K.OA.A.2	Solve addition and subtraction word	Solve a subtraction problem in context (minuends	smma_10_01411
	problems, and add and subtract within	2 to 5, pictorial models).	amma la 01525
	to represent the problem	Solve a problem in context by adding of	smma_io_01535
	to represent the problem.	Act out the solution to a subtraction problem in	smma la 01536
		context (minuends 1 to 6)	sinina_i0_01550
K OA A 5	Fluently add and subtract within 5	Subtract using basic math facts displayed	smma lo 01415
		horizontally (minuends 0 to 5)	
		Subtract using basic math facts (minuends 0 to	smma lo 01416
		Grade K. Topic 8	
K.OA.A.1	Represent addition and subtraction	Count two sets of objects to find the total (sums 4	smma lo 00004
	with objects, fingers, mental images,	to 6).	
	drawings, sounds (e.g., claps), acting	Count the objects in two sets (sums 1 to 5).	smma_lo_00007
	out situations, verbal explanations,	Count the objects in two sets (sums 6 to 10).	smma_lo_00008
	expressions, or equations. (Drawings need not show details, but should	Identify sets of objects that combined have a	smma_lo_00726
		given sum (sums 6 to 9).	
	show the mathematics in the	Identify a picture that represents an addition	smma_lo_01228
	problems. This applies wherever drawings are mentioned in the Standards.)	problem (sums 2 to 6).	
		Write a number sentence for an addition problem	smma_lo_01229
		(sums 2 to 5).	1 04000
		write a number sentence for an addition problem	smma_10_01230
		(SUMS 2 to 10).	amma la 01225
		broblem (minuende 5 to 10)	smma_10_01235
		Solve a subtraction problem in context (minuends	smma lo 01/12
		2 to 5 nictorial models)	
		Subtract using basic math facts (minuends 2 to	smma lo 01413
		10).	
		Identify the expression that represents a picture	smma lo 01414
		(minuends 2 to 9).	
		Subtract using basic math facts displayed	smma_lo_01417
		horizontally (minuends 6 to 9).	
		R: Identify the picture that represents a	smma_lo_01542
		subtraction problem in context (minuends 2 to	
		10).	
		Model and apply joining stories to solve problems	smma_lo_01863
	Calve addition and exhtraction want	(sums 1 to 9).	amma la 00005
K.UA.A.2	Solve addition and subtraction word	Auu zero to a number (sums 1 to 9).	sinma_io_00035
	10 e.g. by using objects or drowings	2 to 5, nictorial models)	
	to represent the problem	Solve a problem in context by adding or	smma lo 01535
		Subtracting 1	
		Act out the solution to a subtraction problem in	smma lo 01536
		context (minuends 1 to 6).	

Standard	Standard Text	SM Skill Description	SM CATALOG
K.OA.A.2	Solve addition and subtraction word	Solve an addition problem in context (same	smma_lo_01540
	problems, and add and subtract within	objects, sums 2 to 5).	
	10, e.g., by using objects or drawings	R: Write an addition number sentence to	smma_lo_00036
	to represent the problem.	represent a picture (sums 1 to 9).	
K.OA.A.3	Decompose numbers less than or	Decompose numbers 2–10 into pairs in more	smma lo 02096
	equal to 10 into pairs in more than one	than one way by using objects.	
	way, e.g., by using objects or		
	drawings, and record each		
	decomposition by a drawing or		
	equation (e.g., 5 = 2 + 3 and 5 = 4 +		
	1).		
K.OA.A.4	For any number from 1 to 9, find the	Model the number that makes 10 when added to	smma_lo_02097
	number that makes 10 when added to	a given number from 1 to 9; then identify the	
	the given number, e.g., by using	number.	
	objects or drawings, and record the		
	answer with a drawing or equation.		
K.OA.A.5	Fluently add and subtract within 5.	Add using basic math facts (sums 1 to 5).	smma_lo_00010
		Add using basic math facts displayed horizontally	smma_lo_00011
		(sums 2 to 5).	
		Subtract using basic math facts displayed	smma_lo_01415
		horizontally (minuends 0 to 5).	
		Subtract using basic math facts (minuends 0 to	smma_lo_01416
		5).	
	•	Grade K, Topic 9	
K.CC.A.2	Count forward beginning from a given	Find the next number in a sequence, counting by	smma_lo_00940
	number within the known sequence	1's (1 to 5).	
	(instead of having to begin at 1).	Find the number that comes before a given	smma_lo_00949
		number, counting by 1's (1 to 9).	
		Order four numbers from least to greatest (1 to	smma_lo_00950
		(9).	1 00054
		Find a missing number in a sequence, counting	smma_10_00951
		by 1's (1 to 20).	
		Find a missing number in a sequence, counting	smma_10_00960
		Dy TS (TIO 9).	amma la 00070
		Find a missing number in a sequence, counting	
K CC A 3	Write numbers from 0 to 20. Penresent	by 18 (10 t0 20).	
IN.00.A.3	a number of objects with a written		
	numeral 0–20 (with 0 representing a		
	count of no objects)		
K CC B 4c	Understand that each successive	Count objects by pairing each object with one	smma lo 02093
	number name refers to a quantity that	number 1 to 10 <sup>°</sup> determine how many objects	
	is one larger	there are when 1 more is added	
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.		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade K, Topic 10	-
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some	Decompose numbers from 11 to 19 into ten ones and some further ones.	smma_lo_02094
	further ones, e.g., by using objects or drawings, and record each composition or decomposition by a	Compose numbers from 11 to 19 given ten ones and some further ones by using objects.	smma_lo_02095
	drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two,		
	three, four, five, six, seven, eight, or		
	nine ones.	Grada K. Topic 11	
K CC A 1	Count to 100 by ones and by tens	Find a missing number in a sequence, counting	smma lo 00971
N.00.A.1	Count to 100 by ones and by tens.	by 10's (10 to 100, visual support).	3mma_10_00971
		Find a missing number in a sequence, counting by 10's (10 to 100).	smma_lo_00981
K.CC.A.2	Count forward beginning from a given	Find a missing number in a sequence, counting	smma_lo_00970
	(instead of having to begin at 1).	Find a missing number in a sequence, counting by 1's (11 to 50).	smma_lo_00982
		Find a missing number in a sequence, counting by 1's (51 to 99).	smma_lo_00983
		Identify four numbers ordered from least to greatest (two-digit).	smma_lo_00985
		Grade K, Topic 12	
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Identify the object on the top, in the middle, or on the bottom.	smma_lo_00524
		Identify the object inside or outside a convex figure.	smma_lo_00532
		Identify the object that is the top, middle or bottom one.	smma_lo_00540
		Identify the object that is the top, middle, or bottom one.	smma_lo_00543
		Determine whether points are outside, inside, or on a geometric figure.	smma_lo_00552
		Identify the object modeled by a geometric figure.	smma_lo_00570
		Identify the object that is near or far from another object.	smma_lo_00574
		Identify objects inside or outside a convex figure.	smma_lo_00575
		Identify the object behind or in front of another object in a three-dimensional perspective.	smma_lo_00584
		R: Match pictures with shapes that are alike.	smma lo 00517
		R: Match the face of a geometric solid to a plane	smma_lo_00518
		R: Identify the rectangle with the same size and shape as a given rectangle	smma_lo_00736
K.G.A.2	Correctly name shapes regardless of	Identify circles or squares by name.	smma lo 00529
	their orientations or overall size.	Identify triangles or rectangles by name.	smma lo 00530
	(squares, circles, triangles, rectangles,	Identify a geometric figure (circle, triangle,	smma_lo_00531
	and spheres)	Identify circles or squares by name	smma lo 00544
		Identify triangles or rectangles by name	smma_lo_00546
		Identify 3-, 4-, and 5-sided figures.	smma lo 00550
		Identify a shape by two positive tests, e.g., red, circle.	smma_lo_00565

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K.G.A.2	Correctly name shapes regardless of	Match a geometric figure to its name (circle,	smma_lo_00568
	their orientations or overall size. (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders,	triangle, square, or rectangle).	
		Identify the figure that is not of a given type	smma_lo_00571
		(rectangle or triangle).	
	and spheres)	Count the geometric figures in a picture.	smma_lo_00572
		Identify a geometric solid (cylinder, pyramid, or	smma_lo_00616
		rectangular prism).	
		Identify geometric solids (cones, cubes, cylinders,	smma_lo_00622
		pyramids, rectangular prisms, spheres).	
K.G.A.3	Identify shapes as two-dimensional	Sort two-dimensional and three-dimensional	smma_lo_01677
	(lying in a plane, "flat") or three-	shapes.	
	dimensional ("solid").		
K.G.B.4	Analyze and compare two- and three-	Identify the figure that has a different number of	smma_lo_00553
	dimensional shapes, in different sizes	sides from a given figure.	
	and orientations, using informal	Match complex congruent figures in different	smma_lo_00581
	language to describe their similarities,	orientations.	1 00500
	differences, parts (e.g., number of	Count the number of sides in a polygon.	smma_lo_00586
	sides and vertices/"corners") and other	Identify figures with more or fewer than a given	smma_10_00587
	attributes (e.g., naving sides of equal	number of sides.	amma la 00500
	length).	Identify corners (vertices) of polygons.	smma_10_00589
		count the corners (ventices) of a polygon (3 to 7	smma_io_00596
		D: Match simple accomptris figures that have the	ommo lo 00514
		R. Match simple geometric ligures that have the	smma_10_00514
		P: Match pictures that are identical	smma lo 00515
		Identify matching congruent geometric solids	smma_lo_00515
		R: Match geometric figures that have the same	smma_lo_00507
		size and shape (simple figures)	sinina_i0_00010
		R: Match a shape to a picture containing that	smma lo 00548
		Ishane	3mma_10_00040
		R: Identify shapes that are alike	smma lo 00549
		R: Match similar figures in different orientations	smma_lo_00566
		R: Identify similar three-dimensional figures.	smma lo 00592
		Grade K. Topic 13	
K.G.A.3	Identify shapes as two-dimensional	Sort two-dimensional and three-dimensional	smma lo 01677
	(lying in a plane, "flat") or three-	shapes.	
	dimensional ("solid").		
K.G.B.4	Analyze and compare two- and three-	Identify the figure that has a different number of	smma_lo_00553
	dimensional shapes, in different sizes	sides from a given figure.	
	and orientations, using informal	Identify matching congruent geometric solids.	smma_lo_00567
	language to describe their similarities,	Match complex congruent figures in different	smma_lo_00581
	differences, parts (e.g., number of	orientations.	
	sides and vertices/"corners") and other	Count the number of sides in a polygon.	smma_lo_00586
	attributes (e.g., having sides of equal	Identify figures with more or fewer than a given	smma_lo_00587
	length).	number of sides.	
		Identify corners (vertices) of polygons.	smma_lo_00589
		Count the corners (vertices) of a polygon (3 to 7	smma_lo_00596
		corners).	
		K: watch simple geometric figures that have the	smma_lo_00514
		same size, snape, and color.	
		K: Watch pictures that are identical.	smma_10_00515
		r. watch geometric figures that have the same	sinina_10_00516
		Size and shape (simple ligules).	emma lo 00521
			siiiiia_i0_00534
		[pieces].	

Standard	Standard Text	SM Skill Description	SM CATALOG
K.G.B.4	Analyze and compare two- and three-	R: Match a shape to a picture containing that	smma lo 00548
	dimensional shapes, in different sizes	shape.	
	and orientations, using informal	R: Identify shapes that are alike.	smma lo 00549
	language to describe their similarities,	R: Match similar irregular polygons.	smma lo 00555
	differences, parts (e.g., number of	R: Identify matching congruent figures under	smma lo 00557
	sides and vertices/"corners") and other	rotation and/or reflection.	
	attributes (e.g., having sides of equal	R: Match similar figures in different orientations.	smma lo 00566
	length).	R: Identify similar three-dimensional figures.	smma lo 00592
K.G.B.5	Model shapes in the world by building	Connect points on a geoboard to copy a figure.	smma lo 00611
	shapes from components (e.g.,		
	sticks and clay balls) and drawing		
	shapes.		
K.G.B.6	Compose simple shapes to form larger		
	shapes. For example, "Can you join"		
	these two triangles with full sides		
	touching to make a rectangle?"		
	<u> </u>	Grade K, Topic 14	
K.MD.A.1	Describe measurable attributes of	R: Identify the tool for a particular use	smma_lo_00761
	objects, such as length or weight.	(thermometer, scale, clock).	
	Describe several measurable		
	attributes of a single object.		
K.MD.A.2	Directly compare two objects with a	Match amounts of liquid in containers (3	smma lo 00689
	measurable attribute in common, to	amounts).	
	see which object has "more of"/"less	Identify the tallest object.	smma lo 00694
	of" the attribute, and describe the	Identify the biggest or smallest object.	smma lo 00695
	difference. For example, directly	Identify the container with the greatest or least	smma lo 00696
	compare the heights of two children	capacity.	
	and describe one child as	Identify the object that is a different length.	smma lo 00709
	taller/shorter.	Identify the object that is a different height.	smma lo 00712
		Identify the objects that are taller or shorter than	smma_lo_00743
		a nonstandard unit.	
		Identify the smaller or bigger rectangle.	smma_lo_00747
		Identify which familiar object is heavier.	smma_lo_00781
	Grade	K, Step Up to Grade 1	
1.OA.C.6	Add and subtract within 20,	Add two addends (sums 6 to 10).	smma_lo_00012
	demonstrating fluency for addition and	Add using basic math facts (addends 0 to 5,	smma_lo_00014
	subtraction within 10. Use strategies	sums 1 to 5).	
	such as counting on; making ten (e.g.,	Add two addends (one-digit addends, sums 6 to	smma_lo_00016
	8 + 6 = 8 + 2 + 4 = 10 + 4 = 14);	10).	
	decomposing a number leading to a	Add doubles (sums 2 to 18).	smma_lo_00017
	ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1$	Add two consecutive addends (one-digit	smma_lo_00020
	= 9); using the relationship between	addends, sums 1 to 17).	
	addition and subtraction (e.g., knowing	Add two consecutive addends displayed	smma_lo_00021
	that $8 + 4 = 12$ , one knows $12 - 8 = 4$ );	horizontally (one-digit addends, sums 1 to 17).	
	and creating equivalent but easier or	Add using basic math facts (sums 11 to 18).	smma_lo_00022
	known sums (e.g., adding 6 + 7 by	Add using basic math facts displayed horizontally	smma_lo_00023
	creating the known equivalent 6 + 6 +	(sums 10 to 18).	
	1 = 12 + 1 = 13).	Add using basic math facts (sums 1 to 18).	smma_lo_00024
		Add 10 to a number (sums 11 to 19).	smma_lo_00038
		Add 1- and 2-digit addends (sums 11-19, audio	smma_lo_00039
		presentation).	
		Add two addends (sums 10 to 18).	smma_lo_00041
		Add using basic math facts displayed horizontally	smma_lo_00042
		(sums 10 to 18).	
		Add 9 to a number (sums 10 to 18).	smma_lo_00045

Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.C.6	Add and subtract within 20,	Use guess and check to solve an addition and	smma_lo_01240
	demonstrating fluency for addition and	subtraction problem (basic facts).	
	subtraction within 10. Use strategies	Subtract using basic math facts (minuends 6 to	smma_lo_01418
	such as counting on; making ten (e.g.,	9).	
	8 + 6 = 8 + 2 + 4 = 10 + 4 = 14);	Subtract using basic math facts (minuends 1 to	smma_lo_01419
	decomposing a number leading to a	9).	
	ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1$	Subtract using basic math facts (differences are	smma_lo_01420
	= 9); using the relationship between	0).	
	addition and subtraction (e.g., knowing	Subtract 1 from a number (minuends 1 to 9).	smma_lo_01421
	that $8 + 4 = 12$ , one knows $12 - 8 = 4$ );	Subtract a number from 10 (subtrahends 1 to 9).	smma_lo_01424
	and creating equivalent but easier or	Subtract a number from its double (differences 1	smma_lo_01425
	known sums (e.g., adding 6 + 7 by	to 9).	
	creating the known equivalent 6 + 6 +	Subtract 1 from a number (two-digit minuends, no	smma_10_01427
	1 = 12 + 1 = 13).	regrouping, presented vertically).	amma la 01100
		Subtract using basic math facts displayed	smma_10_01429
		norizontally (minuends 10 to 14, subtranends 1 to	
		9). Subtract (student choice, minuende 10 to 15	amma la 01420
		Subtract (student choice, minuends 10 to 15,	smma_10_01430
		Subtract using basis math facts (student choice	amma la 01422
		Subtract using basic main facts (student choice, minuends 16 to 10, subtrabands 1 to 0)	sinina_10_01455
		Subtract using basic math facts (minuonds 15 to	smma la 01/3/
		18 subtrahends 6 to 0)	sinina_10_01434
		Subtract using basic math facts (minuends 11 to	smma lo 01/135
		10 subtrahends 1 to 8)	sinina_i0_01433
		Subtract using basic math facts (minuends 11 to	smma lo 01436
		18 subtrahends 1 to 9)	
		Subtract 10 from a number (minuends 11 to 19	smma lo 01442
		horizontal presentation)	
		Subtract a one-digit number from a two-digit	smma lo 01443
		number displayed horizontally (minuends 11 to	
		19, subtrahends 1 to 9).	
		Subtract using basic math facts (minuends 15 to	smma lo 01444
		18, subtrahends 6 to 9).	
		Subtract (minuends 11 to 19, subtrahends 1 to 9,	smma_lo_01445
		no regrouping).	
1.OA.B.3	Apply properties of operations as	Apply the Commutative Property of Addition as a	smma_lo_02021
	strategies to add and subtract.	strategy to add two numbers; use fact families as	
	Examples: If 8 + 3 = 11 is known, then	a strategy to subtract two numbers.	
	3 + 8 = 11 is also known.	Use the Associative Property of Addition to add	smma_lo_02022
	(Commutative property of addition.) To	two numbers by regrouping the numbers into a	
	add 2 + 6 + 4, the second two	ten and some ones.	
numbers can be added to make a t	numbers can be added to make a ten,	Subtract two numbers by regrouping the numbers	smma_lo_02026
	so 2 + 6 + 4 = 2 + 10 = 12.	Into a ten and some ones.	1 00/05
	(Associative property of addition.)	Apply the Associative Property of Addition to add	smma_lo_02135
	(Students need not use formal terms	three numbers.	
10454	Tor these properties.)	Oakie a auktraatien medalere het fie die erde	
1.0A.B.4	Understand subtraction as an	Solve a subtraction problem by finding the	smma_io_02023
	unknown-addend problem. For		
	number that makes 10 when added to		
	0.		

Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.D.8	Determine the unknown whole number	Find the missing addend in a number sentence.	smma_lo_00037
	in an addition or subtraction equation	Find the missing addend in a number sentence	smma_lo_00048
	relating three whole numbers. For	(sums 10 to 18).	
	example, determine the unknown	Complete fact families with four facts (sums 3 to	smma_lo_00322
	number that makes the equation true	10).	
	in each of the equations: 8 + ? = 11,	Solve for c in $a + b = c$ (sums 0 to 9).	smma_lo_00323
	5 = -3, 6 + 6 = .	Solve for c in a - b = c (differences 1 to 9).	smma_lo_00324
		Solve for c in $a + b = c$ (sums 10 to 18).	smma_lo_00327
		Solve for c in a - b = c (differences 1 to 9).	smma_lo_00329
		Solve for a or b in $a + b = c$ (sums 0 to 9).	smma_lo_00330
		Solve for a or b in a - b = c (differences 0 to 9).	smma_lo_00331
		Solve for a or b in $a + b = c$ (sums 10 to 18).	smma_lo_00332
		Solve for a or b in $a - b = c$ (differences 0 to 18).	smma_lo_00333
		Identify a missing number in an addition and	smma_lo_01035
		subtraction fact family.	
		Find the missing subtrahend in a subtraction	smma_lo_01432
		number sentence (minuends 0 to 9).	
		Find the missing minuend in a subtraction	smma_lo_01440
		number sentence (minuends 0 to 9).	L 01110
		Find the missing subtrahend in a subtraction	smma_10_01446
		Inumber sentence (minuends 10 to 14).	
		Find the missing subtranend in a subtraction	smma_10_01449
		number sentence (minuends 15 to 18).	amma la 01451
		Find the missing minuend in a subtraction	smma_10_01451
		Find the missing minuend in a subtraction	smma lo 01455
		number sentence (minuends 15 to 18)	silina_i0_01433
		Find the missing subtrahend in a subtraction	smma lo 01464
		number sentence (minuends 11 to 19)	5mma_10_01404
		Find the missing minuend in a subtraction	smma lo 01468
		number sentence (minuends 11 to 19).	
		Create a fact family (addition and subtraction).	smma lo 01857
1.OA.A.2	Solve word problems that call for	Act out the problem to find the sum (basic facts).	smma_lo_01241
	addition of three whole numbers	Identify a number sentence that can be used to	smma_lo_01242
	whose sum is less than or equal to 20,	solve a problem with extra information (addition	
	e.g., by using objects, drawings, and	or subtraction, basic facts).	
	equations with a symbol for the	Act out a problem to find the sum of three	smma_lo_01249
	unknown number to represent the	numbers (one-digit addends).	
	problem.	Act out the solution to an addition problem in	smma_lo_01537
		context (three addends, sums 1 to 9).	
		Solve an addition problem with three addends in	smma_lo_01549
		context (sums 3 to 10).	
		Solve an addition problem with three addends in	smma_10_01557
		Context (sums 3 to 10).	amma la 01576
		Solve an addition problem in context (three	smma_10_01576
		R: Add three addends (sume 2 to 5)	smma lo 00026
		R: Add three addends (audio presentation sume	smma lo 00020
		13 to 5)	
		R: Add three addends (sums 6 to 10)	smma lo 00028
		R: Add three addends displayed horizontally	smma lo 00029
		(sums 6 to 10).	
		R: Add three addends (one-digit addends. sums	smma lo 00031
		11 to 19).	

Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.A.2	Solve word problems that call for	R: Add three addends (one-digit addends, sums	smma_lo_00032
	addition of three whole numbers	10 to 19).	
	whose sum is less than or equal to 20,	R: Find the missing addend in a number	smma_lo_00052
	e.g., by using objects, drawings, and	sentence (three addends, sums 1 to 9).	
	equations with a symbol for the	R: Find the missing addend in a number	smma_lo_00066
	unknown number to represent the	sentence (three addends, sums 10 to 19).	
	problem.		
1.NBT.A.1	Count to 120, starting at any number	Enter the number for a word name (two-digit).	smma_lo_01001
	less than 120. In this range, read and		
	write numerals and represent a		
	number of objects with a written		
	numeral.		
1.NBT.B.2c	Understand that the two digits of a two-	Model multiples of 10 (from 10 to 90) with place	smma_lo_02019
	digit number represent amounts of	value blocks.	
	tens and ones. Understand the		
	following as a special case: 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).		1 00000
1.NB1.B.3	Compare two two-digit numbers based	Compare numbers using < or > symbols (20 to	smma_lo_00328
	on meanings of the tens and ones	199). Identificative numbers that make an inconvolity true	amma la 00007
	digits, recording the results of	Identify two numbers that make an inequality true	smma_io_00997
	compansons with the symbols >, =,	((WO-Olgil).	amma la 00000
	anu <.	Find two numbers within a range (two-digit).	smma_10_00998
		Identify the value that is greater than one number.	smma_10_00999
		and loss than another in context	sinina_10_01554
		P: Compare numbers using $<$ or $>$ symbols (1 to	smma lo 00325
			3mma_10_00020
		R <sup>-</sup> Compare sums (sums 1 to 9)	smma lo 00326
		R <sup>•</sup> Compare differences (minuends 1 to 9)	smma_lo_00337
		R: Identify two numbers that make an inequality	smma_lo_00994
		true (0 to 9).	
1.NBT.C.5	Given a two-digit number, mentally find	Mentally find 10 more or 10 less than a given two-	smma lo 02020
	10 more or 10 less than the number.	digit number; model the solution with place value	
	without having to count: explain the	blocks.	
	reasoning used.		

Standard	Standard Text	SM Skill Description	SM CATALOG
	•	Grade 1, Topic 1	•
1.OA.A.1	Use addition and subtraction within 20	Use a picture to solve a missing addend problem	smma_lo_01232
	to solve word problems involving	(sums 2 to 6).	
	situations of adding to, taking from,	Solve an addition problem in context (different	smma_lo_01544
	putting together, taking apart, and	objects, sums 2 to 5).	
	comparing, with unknowns in all	Solve a subtraction problem in context (minuends	smma_lo_01545
	positions, e.g., by using objects,	2 to 5).	
	drawings, and equations with a symbol	Solve a problem in context by finding a missing	smma_lo_01546
	for the unknown number to represent	addend (sums 2 to 5).	
	the problem.	Solve a subtraction problem in context by finding	smma_lo_01550
		how many more (minuends 2 to 5).	
		Identify and solve a number sentence for an	smma_lo_01553
		addition problem in context (sums 2 to 9).	
		Identify and solve a number sentence for an	smma_lo_01555
		addition problem in context (sums 2 to 9).	
		Identify the expression that represents a	smma_lo_01559
		subtraction problem in context (minuends 2 to 5).	
		Identify and solve the number sentence for a	smma_lo_01562
		subtraction problem in context (minuends 2 to 5).	
		Identify and solve a number sentence for a	smma_lo_01568
		subtraction problem in context (minuends 2 to 5).	
		R: Identify the operation from pictures and	smma_lo_00321
		contexts (sums 6 to 9, minuends 6 to 9).	
		R: Identify the picture that can be used to solve	smma_lo_01255
		an addition or subtraction problem.	L 00007
1.0A.D.8	Determine the unknown whole number	Find the missing addend in a number sentence.	smma_lo_00037
	In an addition or subtraction equation	Solve for c in $a + b = c$ (sums 0 to 9).	smma_lo_00323
	relating three whole numbers. For	Solve for c in a - $b = c$ (differences 1 to 9).	smma_10_00324
	example, determine the unknown	Solve for c in $a - b = c$ (differences 1 to 9).	smma_10_00329
	in apple of the equations: 8 + 2 = 11	Solve for a or b in $a + b = c$ (suffix 0 to 9).	smma_10_00330
	In each of the equations: $8 + ? = 11$ ,	Solve for a of b in $a - b = c$ (differences 0 to 9).	smma_I0_00331
	5 = -3, 0 = 0	Find the missing subtranend in a subtraction	sinina_10_01432
		Find the missing minuend in a subtraction	smma lo 01440
		number sentence (minuends 0 to 9)	sinina_i0_01440
		Grade 1 Topic 2	
1 OA A 1	Use addition and subtraction within 20	Solve a subtraction problem in context (minuends)	smma lo 01545
	to solve word problems involving	2  to  5)	
	situations of adding to, taking from.	Identify and solve a number sentence for an	smma lo 01553
	putting together, taking apart, and	addition problem in context (sums 2 to 9).	
	comparing, with unknowns in all	Identify and solve a number sentence for an	smma lo 01555
	positions, e.g., by using objects.	addition problem in context (sums 2 to 9).	
	drawings, and equations with a symbol	Identify the expression that represents a	smma lo 01559
	for the unknown number to represent	subtraction problem in context (minuends 2 to 5).	
	the problem.	Identify and solve the number sentence for a	smma lo 01562
		subtraction problem in context (minuends 2 to 5).	
		Identify and solve a number sentence for a	smma_lo_01568
		subtraction problem in context (minuends 2 to 5).	
		R: Identify the operation from pictures and	smma_lo_00321
		contexts (sums 6 to 9, minuends 6 to 9).	
		R: Identify the picture that can be used to solve	smma_lo_01255
		an addition or subtraction problem.	

Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.B.3	Apply properties of operations as	Apply the Commutative Property of Addition as a	smma_lo_02021
	strategies to add and subtract.	strategy to add two numbers; use fact families as	
	Examples: If 8 + 3 = 11 is known, then	a strategy to subtract two numbers.	
	3 + 8 = 11 is also known.		
	(Commutative property of addition.) To		
	add 2 + 6 + 4, the second two		
	numbers can be added to make a ten,		
	so 2 + 6 + 4 = 2 + 10 = 12.		
	(Associative property of addition.)		
	(Students need not use formal terms		
1 0A B 4	Inderstand subtraction as an	Solve a subtraction problem by finding the	smma lo 02023
1.07.0.4	unknown-addend problem For	missing addend	sinina_i0_02023
	example subtract $10 - 8$ by finding the		
	number that makes 10 when added to		
	8.		
1.OA.C.5	Relate counting to addition and	Add 1 to a number (sums 1 to 10).	smma lo 00015
	subtraction (e.g., by counting on 2 to		
	add 2).		
1.OA.C.6	Add and subtract within 20,	Add two addends (sums 6 to 10).	smma_lo_00012
	demonstrating fluency for addition and	Add using basic math facts (addends 0 to 5,	smma_lo_00014
	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	sums 1 to 5).	
		Add two addends (one-digit addends, sums 6 to	smma_lo_00016
		10).	1 04040
		Use guess and check to solve an addition and	smma_10_01240
	ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1$	Subtraction problem (basic facts).	amma la 01419
	addition and subtraction (e.g. knowing		Sillina_10_01416
	that $8 + 4 = 12$ one knows $12 - 8 = 4$ ).	Subtract using basic math facts (minuends 1 to	smma lo 01419
	and creating equivalent but easier or		5mma_10_01410
	known sums (e.g., adding 6 + 7 by	Subtract using basic math facts (differences are	smma lo 01420
	creating the known equivalent 6 + 6 +	0).	
	1 = 12 + 1 = 13).	Subtract 1 from a number (minuends 1 to 9).	smma_lo_01421
		Subtract a number from 10 (subtrahends 1 to 9).	smma_lo_01424
		Subtract a number from its double (differences 1	smma_lo_01425
		to 9).	
1.0A.D.8	Determine the unknown whole number	Find the missing addend in a number sentence.	smma_lo_00037
	in an addition or subtraction equation	Complete fact families with four facts (sums 3 to	smma_lo_00322
	relating three whole numbers. For	[10].	amma la 00202
	example, determine the unknown	Solve for c in $a + b = c$ (sums 0 to 9).	smma_10_00323
	in each of the equations: $8 \pm 2 = 11$	Solve for c in a $-b = c$ (differences 1 to 9).	sillina_10_00324
	In each of the equations: $8 + ? = 11$ ,	Solve for a or b in $a + b = c$ (sume 0 to 9).	smma lo 00329
		Solve for a or b in a - b = c (differences 0 to 9).	smma_lo_00330
		Identify a missing number in an addition and	smma lo 01035
		subtraction fact family.	
		Find the missing subtrahend in a subtraction	smma_lo_01432
		number sentence (minuends 0 to 9).	
		Find the missing minuend in a subtraction	smma_lo_01440
		number sentence (minuends 0 to 9).	
		Create a fact family (addition and subtraction).	smma_lo_01857

Standard	Standard Text	SM Skill Description	SM CATALOG
	•	Grade 1, Topic 3	•
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from,	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
	putting together, taking apart, and comparing, with unknowns in all	R: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
	positions, e.g., by using objects, drawings, and equations with a symbol	R: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
	for the unknown number to represent the problem.	R: Identify the picture that can be used to solve an addition or subtraction problem.	smma_lo_01255
		R: Identify the number sentence that solves a subtraction problem in context (minuends 11 to 18, subtrahends 1 to 9).	smma_lo_01439
1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then	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
	(Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) (Students need not use formal terms for these properties.)	two numbers by regrouping the numbers into a ten and some ones.	Smma_10_02022
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		
1.OA.C.6	Add and subtract within 20,	Add doubles (sums 2 to 18).	smma_lo_00017
	demonstrating fluency for addition and subtraction within 10. Use strategies	Add two consecutive addends (one-digit addends, sums 1 to 17).	smma_lo_00020
	such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14);	Add two consecutive addends displayed horizontally (one-digit addends, sums 1 to 17).	smma_lo_00021
	decomposing a number leading to a	Add using basic math facts (sums 11 to 18).	smma_lo_00022
	ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1$ = 9); using the relationship between	(sums 10 to 18).	smma_io_00023
	addition and subtraction (e.g., knowing	Add using basic math facts (sums 1 to 18).	smma_10_00024
	nat $\delta + 4 = 12$ , one knows $12 - 8 = 4$ ); nd creating equivalent but easier or nown sums (e.g., adding $6 \pm 7$ by	Add 1- and 2-digit addends (sums 11-19, audio	smma_lo_00039
	creating the known equivalent $6 + 6 + 6$	Add two addends (sums 10 to 18).	smma lo 00041
	1 = 12 + 1 = 13).	Add using basic math facts displayed horizontally (sums 10 to 18).	smma_lo_00042
		Add 9 to a number (sums 10 to 18).	smma_lo_00045
		Use guess and check to solve an addition and subtraction problem (basic facts).	smma_lo_01240
		Grade 1, Topic 4	
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from,	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
	comparing, with unknowns in all	Solve a subtraction problem in context by finding how many more (minuends 2 to 5).	smma_lo_01550
	positions, e.g., by using objects, drawings, and equations with a symbol	R: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
	tor the unknown number to represent the problem.	R: Identify the picture that can be used to solve an addition or subtraction problem.	smma_lo_01255

Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.A.1	Use addition and subtraction within 20	R: Identify the number sentence that solves a	smma_lo_01439
	to solve word problems involving	subtraction problem in context (minuends 11 to	
	situations of adding to, taking from,	18, subtrahends 1 to 9).	
	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.		
1.0A.B.4	Understand subtraction as an	Solve a subtraction problem by finding the	smma_lo_02023
	unknown-addend problem. For	missing addend.	
	example, subtract $10 - 8$ by finding the		
	number that makes 10 when added to		
1 0 0 0 5	8. Delete econtinente edultien en d		
1.0A.C.5	Relate counting to addition and		
	subtraction (e.g., by counting on 2 to		
10406	Add and subtract within 20	Lise guess and shock to solve an addition and	smma lo 01240
1.04.0.0	demonstrating fluency for addition and	subtraction problem (basic facts)	Sillina_10_01240
	subtraction within 10. Use strategies	Subtraction problem (basic facts).	smma lo 01420
	such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a		3mma_10_01420
		Subtract a number from 10 (subtrahends 1 to 9).	smma lo 01424
		Subtract a number from its double (differences 1	smma lo 01425
	ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1$	to 9).	
	= 9); using the relationship between	Subtract 1 from a number (two-digit minuends, no	smma_lo_01427
	addition and subtraction (e.g., knowing	regrouping, presented vertically).	
	that $8 + 4 = 12$ , one knows $12 - 8 = 4$ );	Subtract using basic math facts displayed	smma_lo_01429
	and creating equivalent but easier or	horizontally (minuends 10 to 14, subtrahends 1 to	
	known sums (e.g., adding 6 + 7 by	9).	
	creating the known equivalent 6 + 6 +	Subtract (student choice, minuends 10 to 15,	smma_lo_01430
	1 = 12 + 1 = 13).	subtranends 0 to 5, no regrouping).	amma la 01400
		Subtract using basic math facts (student choice,	smma_10_01433
		Subtract using basis math facts (minuends 15 to	amma la 01424
		18 subtrabands 6 to 0)	sinina_10_01434
		Subtract using basic math facts (minuends 11 to	smma lo 01435
		19 subtrahends 1 to 8)	
		Subtract using basic math facts (minuends 11 to	smma lo 01436
		18. subtrahends 1 to 9).	
		Subtract 10 from a number (minuends 11 to 19.	smma lo 01442
		horizontal presentation).	
		Subtract a one-digit number from a two-digit	smma_lo_01443
		number displayed horizontally (minuends 11 to	
		19, subtrahends 1 to 9).	
		Subtract using basic math facts (minuends 15 to	smma_lo_01444
		18, subtrahends 6 to 9).	
		Subtract (minuends 11 to 19, subtrahends 1 to 9,	smma_lo_01445
		no regrouping).	

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 1, Topic 5	
1.OA.A.1	Use addition and subtraction within 20	Choose the expression that can represent a	smma_lo_01239
	to solve word problems involving	problem with extra information; then solve	
	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	(addition or subtraction).	
		Identify and solve a number sentence for an	smma_lo_01553
		addition problem in context (sums 2 to 9).	
		Identify and solve a number sentence for an	smma_lo_01555
		addition problem in context (sums 2 to 9).	
	for the unknown number to represent	R: Identify the operation from pictures and	smma_lo_00321
	the problem.	contexts (sums 6 to 9, minuends 6 to 9).	
		R: Identify a picture that represents a subtraction	smma_lo_01244
		problem (one or two-digit).	
		R: Identify the picture that can be used to solve	smma_lo_01255
		an addition or subtraction problem.	
		R: Identify the number sentence that solves a	smma_lo_01439
		subtraction problem in context (minuends 11 to	
		18, subtrahends 1 to 9).	
1.OA.A.2	Solve word problems that call for	Act out the problem to find the sum (basic facts).	smma_lo_01241
	addition of three whole numbers	Identify a number sentence that can be used to	smma_lo_01242
	whose sum is less than or equal to 20,	solve a problem with extra information (addition	
	e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the	or subtraction, basic facts).	
		Act out a problem to find the sum of three	smma_lo_01249
		numbers (one-digit addends).	
	problem.	Solve an addition problem in context (three	smma_lo_01576
		addends, sums 9 to 18).	
		R: Add three addends (one-digit addends, sums	smma_lo_00031
		11 to 19).	
		R: Add three addends (one-digit addends, sums	smma_lo_00032
		10 to 19).	
		R: Find the missing addend in a number	smma_lo_00066
		sentence (three addends, sums 10 to 19).	
1.OA.B.3	Apply properties of operations as	Apply the Associative Property of Addition to add	smma_lo_02135
	strategies to add and subtract.	three numbers.	
	Examples: If 8 + 3 = 11 is known, then		
	3 + 8 = 11 is also known.		
	(Commutative property of addition.) To		
	add 2 + 6 + 4, the second two		
	numbers can be added to make a ten,		
	so 2 + 6 + 4 = 2 + 10 = 12.		
	(Associative property of addition.)		
	(Students need not use formal terms		
	tor these properties.)		
1.0A.D.7	Understand the meaning of the equal	Determine if equations involving addition and	smma_lo_02024
	sign, and determine if equations	subtraction are true or false.	
	involving addition and subtraction are		
	true or talse. For example, which of		
	the following equations are true and		
	which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2$		
	= 2 + 5, 4 + 1 = 5 + 2.		

Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.D.8	Determine the unknown whole number	Find the missing addend in a number sentence.	smma_lo_00037
	in an addition or subtraction equation	Find the missing addend in a number sentence	smma_lo_00048
	relating three whole numbers. For	(sums 10 to 18).	
	example, determine the unknown	Complete fact families with four facts (sums 3 to	smma_lo_00322
	number that makes the equation true	10).	
	in each of the equations: $8 + ? = 11$ ,	Solve for c in a + b = c (sums 10 to 18).	smma_lo_00327
	5 = -3, 6 + 6 = .	Solve for c in a - b = c (differences 1 to 9).	smma_lo_00329
		Solve for a or b in $a - b = c$ (differences 0 to 9).	smma_lo_00331
		Solve for a or b in $a + b = c$ (sums 10 to 18).	smma_lo_00332
		Solve for a or b in a - b = c (differences 0 to 18).	smma_lo_00333
		Find the missing subtrahend in a subtraction	smma_lo_01446
		number sentence (minuends 10 to 14).	
		Find the missing subtrahend in a subtraction	smma_lo_01449
		number sentence (minuends 15 to 18).	
		Find the missing minuend in a subtraction	smma_lo_01451
		number sentence (minuends 10 to 14).	
		Find the missing minuend in a subtraction	smma_lo_01455
		number sentence (minuends 15 to 18).	
		Find the missing subtrahend in a subtraction	smma_lo_01464
		number sentence (minuends 11 to 19).	
		Find the missing minuend in a subtraction	smma_lo_01468
		number sentence (minuends 11 to 19).	
		Solve for the unknown in an addition equation	smma_lo_01656
		(addends and sums less than 16).	
		Create a fact family (addition and subtraction).	smma_lo_01857
		Identify the missing number (addend or sum) in	smma_lo_02010
		an addition equation, for numbers 20 and less.	
		Grade 1, Topic 6	
1.0A.A.1	Use addition and subtraction within 20	Use a picture to solve a missing addend problem	smma_lo_01232
	to solve word problems involving	(sums 2 to 6).	
	situations of adding to, taking from,	Choose the expression that can represent a	smma_lo_01239
	putting together, taking apart, and	problem with extra information; then solve	
	comparing, with unknowns in all	(addition or subtraction).	
	positions, e.g., by using objects,	Identify and solve a number sentence for an	smma_lo_01553
	drawings, and equations with a symbol	addition problem in context (sums 2 to 9).	
	for the unknown number to represent	Identify and solve a number sentence for an	smma_lo_01555
	the problem.	addition problem in context (sums 2 to 9).	
		R: Identify a picture that represents a subtraction	smma_lo_01244
		problem (one or two-digit).	1 04055
		R: Identify the picture that can be used to solve	smma_10_01255
		an addition or subtraction problem.	
		R: Identify the number sentence that solves a	smma_10_01439
		subtraction problem in context (minuends 11 to	
1 0 4 4 2	Solve word problems that call for	Act out the problem to find the sum (basis facts)	amma la 01241
1.0A.A.2	addition of three whole numbers	Identify a number sontenes that can be used to	SIIIIIa_I0_01241
	whose sum is less than or equal to 20	solvo a problem with extra information (addition	sinina_i0_01242
	a by using objects drawings and	or subtraction basic facts)	
	equations with a symbol for the	Solve an addition problem in context (three	smma lo 01576
	unknown number to represent the	addends sums 9 to 18)	
	Inrohlem	R: Add three addends (one-digit addends sums	smma lo 00031
		11 to 19)	
		R' Add three addends (one-digit addends sums	smma lo 00032
		10 to 19).	
		······································	

Standard	Standard Text	SM Skill Description	SM CATALOG
1.MD.C.4	Organize, represent, and interpret data	Read and interpret a horizontal or vertical	smma_lo_00131
	with up to three categories; ask and	pictograph (four to six items).	
	answer questions about the total	Determine the most or the least from a horizontal	smma_lo_00135
	number of data points, how many in	or vertical pictograph (four to six items).	
	each category, and how many more or	Read and interpret a horizontal or vertical	smma_lo_00150
	less are in one category than in	pictograph (six items).	
	another.	Read a pictograph (3 categories, 1 to 9 items per	smma_lo_01124
		category).	
		Create a table from a vertical bar graph.	smma_lo_01132
		Read and interpret a pictograph about birds	smma_lo_01299
		counted (2 to 5 birds in each row).	
		R: Match each set of tally marks to a total (1 to	smma_lo_00952
		9).	
		Grade 1, Topic 7	
1.NBT.A.1	less than 120. In this range, read and	Identify a written number from a spoken number (two-digit).	smma_lo_00977
	write numerals and represent a	Enter the number for a word name (two-digit).	smma lo 01001
	number of objects with a written		
	numeral.		
1.NBT.B.2c	Understand that the two digits of a two-	Model multiples of 10 (from 10 to 90) with place	smma_lo_02019
	digit number represent amounts of	value blocks.	
	tens and ones. Understand the		
	following as a special case: 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).		
		Grade 1, Topic 8	amma la 00017
1.NB1.B.2a	Understand that the two digits of a two-	Given a number (1-9) of objects, determine now	smma_10_02017
	digit number represent amounts of	many more objects are needed to make a ten.	
	fellowing as a special sessition and the		
	thought of as a special case. To can be		
	called a "top "		
1 NBT B 2h	Linderstand that the two digits of a two-	Model the numbers from 11 to 19 with place	smma lo 02018
1.1101.0.20	digit number represent amounts of	value blocks	sinina_i0_02010
	tens and ones. Understand the		
	following as a special case. The		
	numbers from 11 to 19 are composed		
	of a ten and one two three four five		
	six seven eight or nine ones		
1.NBT.B.2c	Understand that the two digits of a two-	Model multiples of 10 (from 10 to 90) with place	smma lo 02019
	digit number represent amounts of	value blocks.	
	tens and ones. Understand the		
	following as a special case: The		
	numbers 10, 20, 30, 40, 50, 60, 70, 80.		
	numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two. three. four. five.		
	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		
1.NBT.B.2b 1.NBT.B.2c	tens and ones. Understand the following as a special case:10 can be thought of as a bundle of ten ones — called a "ten." Understand that the two digits of a two- digit number represent amounts of tens and ones. Understand the following as a special case: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the two digits of a two- digit number represent amounts of tens and ones. Understand the following as a special case: The	Model the numbers from 11 to 19 with place value blocks. Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02018 smma_lo_02019

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 1, Topic 9	
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones	Compare numbers using < or > symbols (20 to 99).	smma_lo_00328
	digits, recording the results of comparisons with the symbols >, =,	Identify two numbers that make an inequality true (two-digit).	smma_lo_00997
	and <.	Find two numbers within a range (two-digit).	smma_lo_00998
		Identify the greatest or least number (two-digit).	smma_lo_00999
		Identify the value that is greater than one number	smma_lo_01554
		and less than another in context.	
		R: Compare numbers using < or > symbols (1 to 19).	smma_lo_00325
		R: Identify two numbers that make an inequality true (0 to 9).	smma_lo_00994
1.NBT.C.5	Given a two-digit number, mentally find	Mentally find 10 more or 10 less than a given two-	smma_lo_02020
	10 more or 10 less than the number,	digit number; model the solution with place value	
	without having to count; explain the	blocks.	
	reasoning used.		
		Grade 1, Topic 10	
1.NBT.C.4	Add within 100, including adding a two- digit number and a one-digit number,	Add two multiples of 10 (student choice, sums 20 to 90).	smma_lo_00025
	and adding a two-digit number and a	Add two addends (one- and two-digit addends,	smma_lo_00033
	multiple of 10, using concrete models	sums 11 to 99, no regrouping).	
	or drawings and strategies based on	Find the missing addend in a number sentence (a	smma_lo_00050
	place value, properties of operations,	multiple of 10 and a one-digit addend, sums 11 to	
	and/or the relationship between	99, no regrouping).	
	addition and subtraction; relate the	Add two addends (student choice, a one-digit and	smma_lo_00054
	strategy to a written method and	a two-digit addend, sums 20 to 98, regrouping).	
	explain the reasoning used.	Find a number that is one less or one more than	smma_lo_00984
	Understand that in adding two-digit	a given number (two-digit).	
	numbers, one adds tens and tens,		
	ones and ones; and sometimes it is		
	necessary to compose a ten.		
1.NB1.C.5	Given a two-digit number, mentally find	Mentally find 10 more or 10 less than a given two-	smma_lo_02020
	10 more or 10 less than the number,	digit number; model the solution with place value	
	without having to count; explain the	blocks.	
	reasoning used.		
		Grade 1, IOPIC 11	
T.NBT.C.5	Given a two-digit number, mentally find	livientally find 10 more or 10 less than a given two-	smma_io_02020
	TU more or TU less than the number,	agit number; model the solution with place value	
	without naving to count; explain the	DIOCKS.	
	reasoning used.		

Standard	Standard Text	SM Skill Description	SM CATALOG
1.NBT.C.6	Subtract multiples of 10 in the range	Subtract two multiples of 10 (student choice,	smma lo 01426
	10–90 from multiples of 10 in the	minuends 20 to 90, subtrahends 10 to 80).	
	range 10–90 (positive or zero	Subtract multiples of 10 (student choice,	smma lo 01437
	differences), using concrete models or	minuends 20 to 90, subtrahends 10 to 80).	
	drawings and strategies based on	Subtract multiples of 10 (minuends 20 to 90.	smma lo 01438
	place value, properties of operations.	subtrahends 10 to 80, horizontal presentation).	
	and/or the relationship between	Subtract 10 from a two-digit number (student	smma lo 01441
	addition and subtraction: relate the	choice, minuends 11 to 19).	· · _ · _ ·
	strategy to a written method and		
	explain the reasoning used.		
		Grade 1. Topic 12	
1.MD.A.1	Order three objects by length;	Match objects of the same length (3 lengths).	smma lo 00688
	compare the lengths of two objects	Given 3 objects. Identify the shortest or longest	smma lo 00693
	indirectly by using a third object.	object.	
1.MD.A.2	Express the length of an object as a	Count to find the height and width (2 to 5	smma lo 00713
	whole number of length units. by	nonstandard units).	· · _ · _ · · · ·
	laving multiple copies of a shorter	Find the total length of two objects (nonstandard	smma lo 00720
	object (the length unit) end to end:	units, sums 2 to 5).	· · _ · _ · · · ·
	understand that the length	Estimate the height and width (2 to 5	smma lo 00721
	measurement of an object is the	nonstandard units).	· · _ · _ · ·
	number of same-size length units that	Measure the length of an object (2 to 7	smma lo 00777
	span it with no gaps or overlaps. Limit	nonstandard units).	
	to contexts where the object being	R: Identify the group of objects that is 1 to 5	smma lo 00701
	measured is spanned by a whole	nonstandard units long or tall.	
	number of length units with no gaps or	R: Count to find how long or tall (2 to 9	smma lo 00705
	overlaps.	nonstandard units).	
	•	Grade 1, Topic 13	•
1.MD.B.3	Tell and write time in hours and half-	Tell time to the hour using an analog clock.	smma_lo_00714
	hours using analog and digital clocks.	Tell time to the hour using digital and analog	smma_lo_00716
		clocks.	
		Tell time to the half-hour using an analog clock.	smma_lo_00724
		R: Identify the hour or minute hand of a clock.	smma_lo_00697
		Grade 1, Topic 14	-
1.G.A.1	Distinguish between defining attributes	R: Identify open and closed figures.	smma_lo_00580
	(e.g., triangles are closed and three-	R: Match compound figures that have the same	smma_lo_00594
	sided) versus non-defining attributes	shape (different sizes).	
	(e.g., color, orientation, overall size);		
	build and draw shapes to possess		
	defining attributes.		
1.G.A.2	Compose two-dimensional shapes	Identify puzzle pieces needed to make a given	smma_lo_00564
	(rectangles, squares, trapezoids,	shape, and then complete the puzzle (4 to 6	
	triangles, half-circles, and quarter-	pieces).	
	circles) or three-dimensional shapes	R: Match a plane figure to a geometric design	smma_lo_00554
	(cubes, right rectangular prisms, right	that uses the figure.	
	circular cones, and right circular		
	cylinders) to create a composite		
	snape, and compose new shapes from		
	the composite shape. (Students do not		
	need to learn formal names such as		
	["right rectangular prism.")		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 1, Topic 15	
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves,	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
	phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller		
	shares.		
	Grade	e 1, Step Up to Grade 2	
2.0A.C.3	Determine whether a group of objects	Identify an even or odd number (2 to 99).	smma_lo_01050
	(up to 20) has an odd or even number of members, e.g., by pairing objects or	Identify the expression whose sum is odd or even (basic facts).	smma_lo_01053
	to express an even number as a sum	Identify odd or even numbers (two- and three- digit).	smma_lo_01054
	of two equal addends.	R: Find a missing number in a sequence, counting by 2's (0 to 10).	smma_lo_00966
		R: Find the missing two-digit number in a sequence of odd or even numbers.	smma_lo_01002
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental	Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	smma_lo_02014
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays	Use repeated addition to multiply (products 2 x 2	smma_lo_00852
	with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	R: Add doubles (sums 4 to 18).	smma_lo_00019
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value,	Add a multiple of 10 and a one-digit number displayed horizontally (sums 11 to 99).	smma_lo_00040
	properties of operations, and/or the relationship between addition and subtraction.	Add two multiples of 10 displayed horizontally (sums 20 to 90).	smma_lo_00044
		Add two addends displayed horizontally (one- and two-digit addends, sums 11 to 99).	smma_lo_00049
		Find the sum of two numbers displayed horizontally (a one-digit and a two-digit addend, sums 20 to 98, regrouping).	smma_lo_00055
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	smma_lo_00064
		Add two addends (student choice, two-digit addends, sums 30 to 98, regrouping).	smma_lo_00067
		Find the missing addend in a number sentence (a one-digit and a two-digit addend, sums 10 to 99, no regrouping).	smma_lo_00070
		Find the missing addend in a number sentence (two addends, sums 20 to 98, regrouping).	smma_lo_00084
		Solve for a or b in $a + b = c$ (sums 10 to 108).	smma_lo_00336
		Solve for c in a - b = c (minuends 20 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_00338
		Solve for c in a - b = c (minuends 20 to 99, two- digit subtrahends, no regrouping).	smma_lo_00340

Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100	Solve for a or b in a + b = c (sums 12 to 98).	smma_lo_00341
	using strategies based on place value,	Solve for c in a - b = c (minuends 20 to 99,	smma_lo_00342
	properties of operations, and/or the	regrouping).	
	relationship between addition and	Solve for a or b in a - b = c (minuends 20 to 99,	smma_lo_00343
	subtraction.	no regrouping).	
		Solve for a or b in a - b = c (minuends 21 to 99,	smma_lo_00347
		subtrahends 1 to 9, no regrouping).	
		Find the sum or difference when a two-digit	smma_lo_00989
		number is added to or subtracted from a number	
		(base-ten block models).	
		Identify a missing number in related addition and	smma_lo_01060
		subtraction number sentences (two-digit sums,	
		two-digit differences).	
		Subtract (student choice, minuends 21 to 95,	smma_lo_01428
		subtrahends 1 to 9, no regrouping).	
		Subtract (minuends 21 to 99, subtrahends 1 to 9,	smma_lo_01450
		no regrouping).	
		Subtract a multiple of 10 from a 2-digit number	smma_lo_01452
		(minuends 11-99, vertical presentation).	
		Subtract (student choice, minuends 21 to 99, no	smma_lo_01454
		regrouping).	
		Subtract two numbers displayed horizontally	smma_lo_01462
		(counting up strategy, minuends 21 to 98,	
		subtrahends 2 to 9, regrouping).	
		Subtract two-digit numbers with regrouping	smma_lo_01463
		(vertical presentation).	
		Find the missing subtrahend in a subtraction	smma_lo_01470
		number sentence (minuends 21 to 99).	
		Subtract two numbers displayed horizontally	smma_lo_01472
		(counting up strategy, minuends 25 to 98,	
		subtrahends 6 to 9, regrouping).	
		Subtract two-digit numbers with regrouping	smma_lo_01473
		(vertical presentation).	
		Find the missing minuend in a number sentence	smma_lo_01478
		(minuends 21 to 99).	
		Find the missing subtrahend in a number	smma_lo_01480
		sentence (minuends 10 to 99).	
		Find the missing minuend in a subtraction	smma_lo_01486
		number sentence (minuends 10 to 99, no	
		regrouping).	
		Find the difference of two whole numbers (two-	smma_10_01488
		aigit numbers, regrouping).	amma la 01401
		Find the missing minuend in a subtraction	smma_10_01491
		number sentence (minuenas 20 to 98,	
	Evalois why addition and authtraction	Subtranends 11 to 89).	amma la 02012
2.NB1.B.9	Explain why addition and subtraction	Explain now to solve an addition problem, either	smma_io_02012
	the preperties of exerctions		
	Explanations may be supported by	Explain how to calve a subtraction problem	ommo lo 02012
	(Explanations may be supported by	Explain now to solve a subtraction problem,	smma_10_02013
		the problem as an addition problem	
2 MD C 7	Tell and write time from analog and	Show time to 5 minute intervals using digital and	emma la 00744
	digital clocks to the pagrost five		siiiiia_i0_00744
	minutes using a m and n m	Identify another way to state the time (minutes	smma lo 00770
		before or after the bour)	
1	1		

Standard	Standard Text	SM Skill Description	SM CATALOG
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	R: Match digital times with descriptions (e.g., quarter to or quarter past).	smma_lo_00806
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Find a missing number in a sequence, counting by 10's (two-digit, non multiples of 10).	smma_lo_00992
		Find a missing number in a sequence, counting by 5's (5 to 50).	smma_lo_01003
		Find a missing number in a sequence, counting up or down by 5's (two-digit).	smma_lo_01004
		Identify four numbers that are in consecutive order (three-digit).	smma_lo_01021
		Count by 2's, 4's, 5's, or 10's (2 to 20, 4 to 40, 5 to 50, 80 to 200).	smma_lo_01030
		Find the missing number in a sequence, counting by 5's or 10's.	smma_lo_01231
2.NBT.A.1a	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as a special case: 100 can be thought of as a bundle of ten tens—called a "hundred."	Given a number (1-9) of groups of 10 objects, determine how many more groups of 10 objects are needed to make a hundred.	smma_lo_02011
2.NBT.A.1b	Understand that the three digits of a	Find a number equal to 1 to 9 hundreds.	smma_lo_01007
	three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as a special case: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	smma_lo_01008
		Grade 2, Topic 1	
2.0A.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the	extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Work backwards to solve a problem with a missing number.	smma_lo_01266
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01551
	unknown number to represent the problem.	Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve a problem in context by finding a missing addend (three addends, sums to 20).	smma_lo_01574
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)	Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	smma_lo_02014

<sup>&</sup>quot;R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Standard	Standard Text	SM Skill Description	SM CATALOG
	•	Grade 2, Topic 2	•
2.0A.A.1	Use addition and subtraction within	Identify a number sentence that can be used to	smma_lo_01250
	100 to solve one- and two-step word	solve a problem with extra information (addition	
	problems involving situations of adding	or subtraction, basic facts).	
	to, taking from, putting together, taking	Work backwards to solve a problem with a	smma_lo_01266
	apart, and comparing, with unknowns	missing number.	
	in all positions, e.g., by using drawings	Make a picture to solve a two-step problem in	smma_lo_01551
	and equations with a symbol for the	context (addition and subtraction).	
	unknown number to represent the	Make a picture to solve a two-step problem in	smma_lo_01552
	problem.	context (addition and subtraction).	
		Solve an addition problem in context (two-digit	smma_lo_01556
		addends, sums less than 100, no regrouping).	
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve an addition problem in context (four	smma_lo_01587
		addends, sums 0 to 25).	
		Read and interpret a table.	smma_lo_01695
2.OA.B.2	Fluently add and subtract within 20	Identify the missing number (minuend,	smma_lo_02014
	using mental strategies. By end of	subtrahend, or difference) in a subtraction	
	Grade 2, know from memory all sums	equation, for numbers 20 and less.	
	of two one-digit numbers. (See		
	standard 1.OA.6 for a list of mental		
	strategies.)		
2.OA.C.3	Determine whether a group of objects	Identify the expression whose sum is odd or even	smma_lo_01053
	(up to 20) has an odd or even number	(basic facts).	
	of members, e.g., by pairing objects or	R: Find a missing number in a sequence,	smma_lo_00966
	counting them by 2s; write an equation	counting by 2's (0 to 10).	
	to express an even number as a sum		
	of two equal addends.		
2.0A.C.4	Use addition to find the total number of	Use repeated addition to multiply (products 2 x 2	smma_lo_00852
	objects arranged in rectangular arrays	to 5 x 5).	L 000/0
	with up to 5 rows and up to 5 columns;	R: Add doubles (sums 4 to 18).	smma_10_00019
	write an equation to express the total		
	as a sum of equal addends.	Crede 2 Terrie 2	
204 4 1	Lise addition and subtraction within	Chaose an operation to solve a problem with	smma lo 01247
2.0A.A.1	100 to solve one, and two step word	extra information: then solve (addition or	sinina_i0_01247
	problems involving situations of adding	Identify a number sentence that can be used to	smma lo 01250
	to taking from putting together taking	solve a problem with extra information (addition	sinina_i0_01230
	apart and comparing with unknowns	or subtraction, basic facts)	
	in all positions e.g. by using drawings	Work backwards to solve a problem with a	smma lo 01266
	and equations with a symbol for the	missing number	3mma_10_01200
	unknown number to represent the	Make a picture to solve a two-step problem in	smma lo 01551
	problem.	context (addition and subtraction)	
	P	Make a picture to solve a two-step problem in	smma lo 01552
		context (addition and subtraction).	
		Solve an addition problem in context (two-digit	smma lo 01556
		addends, sums less than 100, no regrouping).	
		Solve a problem with extra information (addition).	smma_lo_01558

Standard	Standard Text	SM Skill Description	SM CATALOG
2.0A.A.1	Use addition and subtraction within	Solve a subtraction problem in context (two-digit	smma_lo_01560
	100 to solve one- and two-step word	minuends, one-digit subtrahends, no regrouping).	
	problems involving situations of adding	Solve an addition problem in context (extra	smma_lo_01567
	to, taking from, putting together, taking	information, sums to 50, no regrouping).	
	apart, and comparing, with unknowns	Solve a subtraction problem in context (extra	smma_lo_01581
	in all positions, e.g., by using drawings	information, minuends 2 to 99, no regrouping).	
	and equations with a symbol for the	Solve a one-step equation (addition, sums to	smma_lo_01686
	unknown number to represent the	100).	
	problem.	Identify the missing variable of addition or	smma_lo_01687
		subtraction equations (sums 10 to 50, minuends	
		10 to 50).	
		Solve a one-step equation (subtraction).	smma_lo_01688
		Read and interpret a table.	smma_lo_01695
2.NBT.B.5	Fluently add and subtract within 100	Add a multiple of 10 and a one-digit number	smma_lo_00040
	using strategies based on place value,	displayed horizontally (sums 11 to 99).	
	properties of operations, and/or the	Add two multiples of 10 displayed horizontally	smma_lo_00044
	relationship between addition and	(sums 20 to 90).	
	subtraction.	Add two addends displayed horizontally (one-	smma_lo_00049
		and two-digit addends, sums 11 to 99).	1 00055
		Find the sum of two numbers displayed	smma_lo_00055
		norizontally (a one-digit and a two-digit addend,	
		[sums 20 to 98, regrouping].	
		Add two addends displayed norizontally (two-digit	smma_10_00064
		addends, sums 21 to 99).	amma la 00007
		Add two addends (student choice, two-digit	smma_io_00067
		Eind the missing addend in a number contance (a	amma la 00070
		Find the missing addend in a number sentence (a	
		no rogrouping)	
		Find the missing addend in a number contence	smma la 00084
		(two addends, sums 20 to 98, regrouping)	
		Solve for a or h in a + h = c (sums 10 to 108)	smma lo 00336
		Solve for a or b in $a + b = c$ (sums 10 to 100).	smma_lo_00341
		Find the sum or difference when a two-digit	smma_lo_00041
		number is added to or subtracted from a number	
		(base-ten block models).	
		Identify a missing number in related addition and	smma lo 01060
		subtraction number sentences (two-digit sums,	
		two-digit differences).	
2.NBT.B.6	Add up to four two-digit numbers using	Add three multiples of 10 (student choice, sums	smma_lo_00043
	strategies based on place value and	30 to 90).	
	properties of operations.	Add three addends (two-digit addends, sums 33	smma_lo_00056
		to 99, no regrouping).	
		Add three addends (student choice, one-digit and	smma_lo_00079
		two-digit addends, sums 21 to 99, no regrouping).	
		Add three addends (student choice, one- and two-	smma_lo_00090
		digit addends, sums 30 to 98, regrouping).	
2.NBT.B.9	Explain why addition and subtraction	Explain how to solve an addition problem, either	smma_lo_02012
	strategies work, using place value and	by using place value blocks or by rewriting the	
	the properties of operations.	problem.	
	(Explanations may be supported by		
	drawings or objects.)		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 2, Topic 4	
2.0A.A.1	Use addition and subtraction within	Choose an operation to solve a problem with	smma_lo_01247
	100 to solve one- and two-step word	extra information; then solve (addition or	
	problems involving situations of adding	subtraction, basic facts).	
	to, taking from, putting together, taking	Identify a number sentence that can be used to	smma_lo_01250
	apart, and comparing, with unknowns	solve a problem with extra information (addition	
	in all positions, e.g., by using drawings	or subtraction, basic facts).	
	and equations with a symbol for the	Work backwards to solve a problem with a	smma_lo_01266
	unknown number to represent the	missing number.	
	problem.	Make a picture to solve a two-step problem in	smma_lo_01551
		Make a picture to solve a two-step problem in	smma lo 01552
		context (addition and subtraction)	3mma_10_01352
		Solve an addition problem in context (two-digit	smma lo 01556
		addends, sums less than 100, no regrouping).	
		Solve a problem with extra information (addition).	smma lo 01558
		Solve a problem in context by finding a missing	smma lo 01574
		addend (three addends, sums to 20).	
2.0A.A.1	Use addition and subtraction within	Solve an addition problem in context (four	smma lo 01587
	100 to solve one- and two-step word	addends, sums 0 to 25).	
	problems involving situations of adding	Solve a one-step equation (addition, sums to	smma_lo_01686
	to, taking from, putting together, taking	100).	
	apart, and comparing, with unknowns	Identify the missing variable of addition or	smma_lo_01687
	in all positions, e.g., by using drawings	subtraction equations (sums 10 to 50, minuends	
	and equations with a symbol for the	10 to 50).	
	unknown number to represent the	Read and interpret a table.	smma_lo_01695
	problem.		
2.NBT.B.5	Fluently add and subtract within 100	Add a multiple of 10 and a one-digit number	smma_lo_00040
	using strategies based on place value,	displayed horizontally (sums 11 to 99).	
	properties of operations, and/or the	Add two multiples of 10 displayed horizontally	smma_lo_00044
	relationship between addition and	(sums 20 to 90).	
	subtraction.	Add two addends displayed horizontally (one-	smma_lo_00049
		and two-digit addends, sums 11 to 99).	1 00055
		Find the sum of two numbers displayed	smma_10_00055
		norizontally (a one-digit and a two-digit addend,	
		Sums 20 to 98, regrouping).	amma la 00062
		Add three addends displayed honzontally (one-	smma_io_00062
		Add three addends (student choice, one digit	smma la 00060
		addends, sums 20 to 27)	sinina_i0_00009
		Add two addends displayed horizontally (two-digit	smma lo 00064
		addends sums 21 to 99)	3mma_10_00004
		Add two addends (student choice two-digit	smma lo 00067
		addends sums 30 to 98 regrouping)	
		Find the missing addend in a number sentence (a	smma lo 00070
		one-digit and a two-digit addend, sums 10 to 99.	
		no regrouping).	
		Find the missing addend in a number sentence	smma lo 00084
		(two addends, sums 20 to 98, regrouping).	
		Solve for a or b in $a + b = c$ (sums 10 to 108).	smma_lo_00336
		Solve for a or b in $a + b = c$ (sums 12 to 98).	smma_lo_00341
		Find the sum or difference when a two-digit	smma_lo_00989
		number is added to or subtracted from a number	
		(base-ten block models).	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100	Identify a missing number in related addition and	smma lo 01060
	using strategies based on place value,	subtraction number sentences (two-digit sums,	
	properties of operations, and/or the	two-digit differences).	
	relationship between addition and		
	subtraction.		
2.NBT.B.6	Add up to four two-digit numbers using	Add three multiples of 10 (student choice, sums	smma_lo_00043
	strategies based on place value and	30 to 90).	
	properties of operations.	Add three multiples of 10 (sums 100 to 190,	smma_lo_00051
		regrouping).	
		Add three addends (two-digit addends, sums 33	smma_lo_00056
		to 99, no regrouping).	
		Add three addends (student choice, one-digit and	smma_10_00079
		two-digit addends, sums 21 to 99, no regrouping).	amma la 00000
		Add three addends (student choice, one- and two-	smma_io_00090
	Explain why addition and subtraction	Explain how to solve an addition problem, either	amma la 02012
2.1101.0.9	strategies work using place value and	by using place value blocks or by rewriting the	sinina_10_02012
	the properties of operations	by using place value blocks of by rewriting the	
	(Explanations may be supported by		
	drawings or objects )		
		Grade 2 Topic 5	
2.0A.A.1	Use addition and subtraction within	Find the difference between two numbers (two-	smma lo 01000
	100 to solve one- and two-step word	digit, presented as a sentence).	
	problems involving situations of adding	Choose an operation to solve a problem with	smma lo 01247
	to, taking from, putting together, taking	extra information; then solve (addition or	
	apart, and comparing, with unknowns	subtraction, basic facts).	
	in all positions, e.g., by using drawings	Identify a number sentence that can be used to	smma_lo_01250
	and equations with a symbol for the	solve a problem with extra information (addition	
	unknown number to represent the	or subtraction, basic facts).	
	problem.	Work backwards to solve a problem with a	smma_lo_01266
		missing number.	
		Make a picture to solve a two-step problem in	smma_lo_01551
		context (addition and subtraction).	
		Make a picture to solve a two-step problem in	smma_lo_01552
		context (addition and subtraction).	1 04500
		Solve a subtraction problem in context (two-digit	smma_10_01560
		minuends, one-digit subtranends, no regrouping).	amma la 01591
		linformation, minuondo 2 to 00, no rogrouping)	sinina_io_01561
		Identify the missing variable of addition or	smma lo 01687
		subtraction equations (sums 10 to 50, minuends	sinina_i0_01007
		10 to 50)	
		Solve a one-step equation (subtraction)	smma lo 01688
2.NBT.B.5	Fluently add and subtract within 100	Solve for c in $a - b = c$ (minuends 20 to 99.	smma lo 00338
	using strategies based on place value.	subtrahends 1 to 9, no regrouping).	
	properties of operations, and/or the	Solve for c in a - b = c (minuends 20 to 99, two-	smma_lo_00340
	relationship between addition and	digit subtrahends, no regrouping).	
	subtraction.	Solve for c in a - b = c (minuends 20 to 99,	smma_lo_00342
		regrouping).	
		Solve for a or b in a - b = c (minuends 20 to 99,	smma_lo_00343
		no regrouping).	
		Solve for a or b in a - b = c (minuends 21 to 99,	smma_lo_00347
		subtrahends 1 to 9, no regrouping).	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100	Find the sum or difference when a two-digit	smma_lo_00989
	using strategies based on place value, properties of operations, and/or the	number is added to or subtracted from a number	
		(base-ten block models).	
	relationship between addition and	Identify a missing number in related addition and	smma_lo_01060
	subtraction.	subtraction number sentences (two-digit sums,	
		two-digit differences).	
		Subtract (student choice, minuends 21 to 95,	smma_lo_01428
		subtrahends 1 to 9, no regrouping).	
		Subtract (minuends 21 to 99, subtrahends 1 to 9,	smma_lo_01450
		no regrouping).	
		Subtract a multiple of 10 from a 2-digit number	smma_lo_01452
		(minuends 11-99, vertical presentation).	
		Subtract (student choice, minuends 21 to 99, no	smma_lo_01454
		regrouping).	
		Subtract two numbers displayed horizontally	smma_lo_01462
		(counting up strategy, minuends 21 to 98,	
		subtranends 2 to 9, regrouping).	L 04470
		Find the missing subtranend in a subtraction	smma_10_01470
		Inumber sentence (minuends 21 to 99).	amma la 01170
		Find the missing minuend in a number sentence	smma_10_01478
		(minuends 21 to 99).	amma la 01490
		Find the missing subtranend in a number	smma_10_01460
		Find the missing minuend in a subtraction	smma lo 01/186
		number sentence (minuends 10 to 90, no	sinina_i0_01400
		regrouping)	
		Find the missing minuend in a subtraction	smma lo 01491
		number sentence (minuends 20 to 98	3mma_10_01431
		subtrahends 11 to 89)	
2 NBT B 9	Explain why addition and subtraction	Explain how to solve a subtraction problem	smma lo 02013
	strategies work using place value and	leither by using place value blocks or by rewriting	
	the properties of operations.	the problem as an addition problem.	
	(Explanations may be supported by		
	drawings or objects.)		
		Grade 2, Topic 6	
2.0A.A.1	Use addition and subtraction within	Find the difference between two numbers (two-	smma_lo_01000
	100 to solve one- and two-step word	digit, presented as a sentence).	
	problems involving situations of adding	Choose an operation to solve a problem with	smma_lo_01247
	to, taking from, putting together, taking	extra information; then solve (addition or	
	apart, and comparing, with unknowns	subtraction, basic facts).	
	in all positions, e.g., by using drawings	Identify a number sentence that can be used to	smma_lo_01250
	and equations with a symbol for the	solve a problem with extra information (addition	
	unknown number to represent the	or subtraction, basic facts).	
	problem.	Work backwards to solve a problem with a	smma_lo_01266
		missing number.	
		Make a picture to solve a two-step problem in	smma_lo_01551
		context (addition and subtraction).	
		Make a picture to solve a two-step problem in	smma_lo_01552
		context (addition and subtraction).	
		Solve a subtraction problem in context (two-digit	smma_10_01560
		Ininuenas, one-aigit subtranenas, no regrouping).	amma la 01501
		Solve a subtraction problem in context (extra	smma_io_01581
		1 mormation, minuends $2$ to 99, no regrouping).	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.0A.A.1	Use addition and subtraction within	Identify the missing variable of addition or	smma_lo_01687
	100 to solve one- and two-step word	subtraction equations (sums 10 to 50, minuends	
	problems involving situations of adding	10 to 50).	
	to, taking from, putting together, taking	Solve a one-step equation (subtraction).	smma_lo_01688
	apart, and comparing, with unknowns	Read and interpret a table.	smma_lo_01695
	in all positions, e.g., by using drawings		
	and equations with a symbol for the		
	unknown number to represent the		
	problem.		
2.NB1.B.5	Fluently add and subtract within 100	Solve for c in $a - b = c$ (minuends 20 to 99,	smma_lo_00338
	using strategies based on place value,	subtranends 1 to 9, no regrouping).	
	properties of operations, and/or the	Solve for c in a - $D = C$ (minuends 20 to 99, two-	smma_10_00340
	relationship between addition and	aigit subtranends, no regrouping).	amma la 00242
		(1010000000000000000000000000000000000	smma_10_00342
		Solve for a or h in a $h = c$ (minuendo 20 to 00	emma la 00343
		(1000000000000000000000000000000000000	siiiiia_i0_00343
		Solve for a or b in a $-b = c$ (minuends 21 to 99	smma lo 00347
		Solve for a of b in a - b = c (initial ends $21$ to $99$ , subtrahends 1 to 9, no regrouping)	siiiiia_i0_00347
		Find the sum or difference when a two-digit	smma lo 00989
		number is added to or subtracted from a number	3mma_10_00000
		(base-ten block models)	
		Identify a missing number in related addition and	smma lo 01060
		subtraction number sentences (two-digit sums	
		two-digit differences).	
		Subtract (student choice, minuends 21 to 95.	smma lo 01428
		subtrahends 1 to 9, no regrouping).	
		Subtract using basic math facts (student choice.	smma lo 01433
		minuends 16 to 19, subtrahends 1 to 9).	
		Subtract (minuends 21 to 99, subtrahends 1 to 9,	smma_lo_01450
		no regrouping).	
		Subtract a multiple of 10 from a 2-digit number	smma_lo_01452
		(minuends 11-99, vertical presentation).	
		Subtract (student choice, minuends 21 to 99, no	smma_lo_01454
		regrouping).	
		Subtract two numbers displayed horizontally	smma_lo_01462
		(counting up strategy, minuends 21 to 98,	
		subtrahends 2 to 9, regrouping).	
		Subtract two-digit numbers with regrouping	smma_lo_01463
		(vertical presentation).	1 04470
		Find the missing subtrahend in a subtraction	smma_10_01470
		number sentence (minuends 21 to 99).	amma la 01170
		Subtract two numbers displayed nonzontally	smma_10_01472
		(counting up strategy, minuenus 25 to 96,	
		Subtract two digit numbers with regrouping	smma lo 01/72
		(vertical presentation)	siiiiia_i0_01473
		Find the missing minuend in a number sentence	smma lo 01478
		(minuends 21 to 99)	
		Find the missing subtrahend in a number	smma lo 01480
		sentence (minuends 10 to 99).	
		Find the missing minuend in a subtraction	smma lo 01486
		number sentence (minuends 10 to 99, no	
		regrouping).	
		13"	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100	Find the difference of two whole numbers (two-	smma_lo_01488
	using strategies based on place value,	digit numbers, regrouping).	
	properties of operations, and/or the	Find the missing minuend in a subtraction	smma_lo_01491
	relationship between addition and	number sentence (minuends 20 to 98,	
	subtraction.	subtrahends 11 to 89).	
2.NBT.B.9	Explain why addition and subtraction	Explain how to solve a subtraction problem,	smma_lo_02013
	strategies work, using place value and	either by using place value blocks or by rewriting	
	the properties of operations.	the problem as an addition problem.	
	(Explanations may be supported by		
	drawings or objects.)		
		Grade 2, Topic 7	
2.0A.A.1	Use addition and subtraction within	Find the difference between two numbers (two-	smma_lo_01000
	100 to solve one- and two-step word	digit, presented as a sentence).	
	problems involving situations of adding	Choose an operation to solve a problem with	smma_10_01247
	to, taking from, putting together, taking	extra information; then solve (addition or	
	apart, and comparing, with unknowns	Subtraction, basic facts).	amma la 01250
	and equations, e.g., by using drawings	achie a problem with extra information (addition	smma_10_01250
	unknown number to represent the	solve a problem with extra information (addition	
	anolem	Work backwards to solve a problem with a	smma lo 01266
		missing number	sinina_i0_01200
		Make a nicture to solve a two-step problem in	smma lo 01551
		context (addition and subtraction)	
		Make a picture to solve a two-step problem in	smma lo 01552
		context (addition and subtraction).	
		Solve an addition problem in context (two-digit	smma lo 01556
		addends, sums less than 100, no regrouping).	
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a subtraction problem in context (two-digit	smma_lo_01560
		minuends, one-digit subtrahends, no regrouping).	
		Solve a subtraction problem involving coins to	smma_lo_01561
		find how much is left (two-digit numbers, no	
		regrouping).	
		Solve a subtraction problem to find a person's	smma_lo_01563
		age (minuends 1 to 99, subtrahends 1 to 9, no	
		regrouping).	
		Solve a subtraction problem in context (extra	smma_lo_01581
		Information, minuends 2 to 99, no regrouping).	
			smma_10_01686
		Identify the missing variable of addition or	smma la 01697
		subtraction equations (sums 10 to 50, minuends	sinina_i0_01007
		10 to 50)	
		Solve a one-step equation (subtraction)	smma lo 01688
		Read and interpret a table.	smma lo 01695
		Grade 2, Topic 8	
2.0A.A.1	Use addition and subtraction within	Find the difference between two numbers (two-	smma_lo_01000
	100 to solve one- and two-step word	digit, presented as a sentence).	
	problems involving situations of adding	Choose an operation to solve a problem with	smma_lo_01247
	to, taking from, putting together, taking	extra information; then solve (addition or	
	apart, and comparing, with unknowns	subtraction, basic facts).	
	in all positions, e.g., by using drawings	Identify a number sentence that can be used to	smma_lo_01250
	and equations with a symbol for the	solve a problem with extra information (addition	
	unknown number to represent the	or subtraction, basic facts).	
	problem.		

Standard	Standard Text	SM Skill Description	SM CATALOG
2.0A.A.1	Use addition and subtraction within	Make a picture to solve a two-step problem in	smma_lo_01551
	100 to solve one- and two-step word	context (addition and subtraction).	
	problems involving situations of adding	Make a picture to solve a two-step problem in	smma_lo_01552
	to, taking from, putting together, taking	context (addition and subtraction).	
	apart, and comparing, with unknowns	Solve an addition problem in context (two-digit	smma_lo_01556
	in all positions, e.g., by using drawings	addends, sums less than 100, no regrouping).	
	and equations with a symbol for the	Solve a problem with extra information (addition).	smma_lo_01558
	unknown number to represent the	Solve a subtraction problem in context (two-digit	smma_lo_01560
	problem.	minuends, one-digit subtrahends, no regrouping).	
		Solve a subtraction problem involving coins to	smma_lo_01561
		find how much is left (two-digit numbers, no	
		regrouping).	
		Solve an addition problem in context (extra	smma_lo_01567
		information, sums to 50, no regrouping).	
		Solve a subtraction problem in context (extra	smma_lo_01581
		information, minuends 2 to 99, no regrouping).	
		Solve an addition problem in context (four	smma_lo_01587
		addends, sums 0 to 25).	
		Read and interpret a table about temperature.	smma_lo_01646
		Solve a one-step equation (addition, sums to	smma_lo_01686
		100).	
		Identify the missing variable of addition or	smma_lo_01687
		subtraction equations (sums 10 to 50, minuends	
		10 to 50).	
		Solve a one-step equation (subtraction).	smma_lo_01688
		Read and interpret a table.	smma_lo_01695
2.NBT.A.2	Count within 1000; skip-count by 5s,	Identify four numbers that are in consecutive	smma_lo_01021
	10s, and 100s.	order (three-digit).	
		Count by 2's, 4's, 5's, or 10's (2 to 20, 4 to 40, 5	smma_lo_01030
		to 50, 80 to 200).	
		Find the missing number in a sequence, counting	smma_lo_01231
		by 5's or 10's.	
2.MD.C.7	Tell and write time from analog and	Show time to 5-minute intervals using digital and	smma_lo_00744
	digital clocks to the nearest five	analog clocks.	
	minutes, using a.m. and p.m.	Identity another way to state the time (minutes	smma_lo_00779
		before or after the hour).	L 00000
		R: Match digital times with descriptions (e.g.,	smma_lo_00806
		quarter to or quarter past).	
2.MD.C.8	Solve word problems involving dollar	Enter the amount of money shown (1 to 5 cents	smma_10_00699
	bills, quarters, dimes, nickels, and	In pennies).	amma la 00704
	pennies, using $\mathfrak{F}$ and $\mathfrak{C}$ symbols	Enter the amount of money shown (6 to 9 cents	smma_10_00704
	appropriately. Example: If you have 2	In pennies).	amma la 00715
	dimes and 3 pennies, now many cents	Enter the amount of money shown (11 to 50	smma_io_00715
	do you have?	Enter the employed of menous about (10 to 10	amma la 00722
		Enter the amount of money shown (10 to 19	smma_10_00722
		Eind aquivalance of nickels, and dimes).	ommo lo 00729
		Identify the given amount of money in coins (5 to	smma lo 00740
		50 cents in nickels and dimes)	
		Show another way to represent an amount of	smma lo 00745
		money (10 to 24 cents in pennies, nickels, and	
		dimes)	
		Enter the amount of money shown (10 to 00	smma lo 00760
		cents)	
	1		

Standard	Standard Text	SM Skill Description	SM CATALOG
2.MD.C.8	Solve word problems involving dollar	Identify the set of coins that has greater value (16	smma_lo_00765
	bills, quarters, dimes, nickels, and	to 75 cents in pennies, nickels, dimes, and	
	pennies, using \$ and ¢ symbols	quarters).	
	appropriately. Example: If you have 2	Show the given amount of money in coins (25 to	smma_lo_00778
	dimes and 3 pennies, how many cents	90 cents in pennies, nickels, dimes, and	
	do you have?	quarters).	
		Identify items that can be purchased for a nickel.	smma_lo_01541
		Solve an addition problem involving money (sums	smma_lo_01543
		3 to 9 cents).	
		Solve a subtraction problem involving coins (two-	smma_lo_01579
		digit numbers, no regrouping).	
		R: Determine the number of cents in 1 to 100	smma_lo_00143
		pennies, 1 to 20 nickels, or 1 to 10 dimes.	
		R: Identify nickels of dimes.	smma_10_00698
		R: Identify the coin worth 1, 5, 10, or 25 cents.	smma_10_00702
		R: Identity the coin equivalent to 5, 10, or 25	smma_10_00727
	<u> </u>	Grade 2 Topic 9	
2 NBT A 1a	I Inderstand that the three digits of a	Given a number (1-9) of groups of 10 objects	smma lo 02011
	three-digit number represent amounts	determine how many more groups of 10 objects,	
	of hundreds tens and ones e.g. 706	are needed to make a hundred	
	equals 7 hundreds, 0 tens, and 6		
	ones. Understand the following as a		
	special case: 100 can be thought of as		
	a bundle of ten tens—called a		
	"hundred."		
2.NBT.A.1b	Understand that the three digits of a	Find a number equal to 1 to 9 hundreds.	smma_lo_01007
	three-digit number represent amounts	Find the number of hundreds equivalent to a	smma_lo_01008
	of hundreds, tens, and ones; e.g., 706	multiple of 100 (100 to 900).	
	equals 7 hundreds, 0 tens, and 6		
	ones. Understand the following as a		
	special case: The numbers 100, 200,		
	300, 400, 500, 600, 700, 800, 900		
	refer to one, two, three, four, five, six,		
	seven, eight, or nine hundreds (and 0		
	tens and 0 ones).		
Z.NBT.A.Z	Count within 1000; skip-count by 5s,	Find a missing number in a sequence, counting	smma_10_00992
		Eind a missing number in a sequence, counting	emma lo 01002
		Find a missing number in a sequence, counting	
		Find a missing number in a sequence, counting	smma lo 01004
		un or down by 5's (two-digit)	
		Identify four numbers that are in consecutive	smma lo 01021
		order (three-digit).	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.A.2	Count within 1000; skip-count by 5s,	Count by 2's, 4's, 5's, or 10's (2 to 20, 4 to 40, 5	smma_lo_01030
	10s, and 100s.	to 50, 80 to 200).	
		Find the missing number in a sequence, counting	smma_lo_01231
		by 5's or 10's.	
2.NB1.A.3	Read and write numbers to 1000 using	Identify the word name for a three-digit number.	smma_lo_01009
	base-ten numerals, number names,	Identify the number represented by a set of	smma_io_01010
		ones: three digit	
		Identify the number model word name or	smma lo 01018
		expanded notation that has a different value	
		(three-digit).	
		Identify a number with a given digit in the ones.	smma lo 01033
		tens, hundreds, or thousands place.	
		Enter the number for a word name (100 to 999).	smma_lo_01042
		Find a number equal to 1 to 9 hundreds, 0 to 9	smma_lo_01047
		tens, and 0 to 9 ones.	
2.NBT.A.4	Compare two three-digit numbers	Compare sums (two-digit addends, multiples of	smma_lo_00334
	based on meanings of the hundreds,	10).	amma la 01010
	symbols to record the results of	Eind a number between two given number (Infee-digit).	smma_10_01019
	comparisons		sinina_i0_01020
		Identify the greatest or least number (three-digit)	smma lo 01026
		Identify a number that is between two numbers.	smma lo 01027
		or before, after, or closer to a number (101 to	
		999).	
		Identify four numbers that are in consecutive	smma_lo_01029
		order (three-digit).	
2.NBT.B.8	Mentally add 10 or 100 to a given	Add two addends (100 and a three-digit number,	smma_lo_00057
	number 100–900, and mentally	sums 200 to 900).	
	subtract 10 or 100 from a given	Subtract 100 from a three-digit number presented	smma_10_01459
		In a sentence. Grade 2. Topic 10	
2 NBT B 7	Add and subtract within 1000 using	Add two multiples of 100 (student choice, sums	smma lo 00046
2.1101.0.7	concrete models or drawings and	200 to 900).	
	strategies based on place value.	Add two multiples of 10 (student choice, sums	smma lo 00047
	properties of operations, and/or the	100 to 180).	
	relationship between addition and	Add two addends (student choice, two-digit	smma_lo_00053
	subtraction; relate the strategy to a	addends, sums 100 to 189, regrouping 10's to	
	written method. Understand that in	100's).	
	adding or subtracting three-digit	Add two numbers (student choice, a three-digit	smma_lo_00058
	numbers, one adds or subtracts	multiple of 10 and a three-digit addend, sums 200	
	hundreds and hundreds, tens and	to 999, no regrouping).	
	tens, ones and ones; and sometimes it	Add two addends (student choice, a two-digit and	smma_io_00059
	decompose tens or hundreds	regrouping)	
	decompose tens of nundreds.	Add two addends (student choice, three-digit	smma lo 00061
		addends, sums 200 to 998. regrouping).	
		Add two addends (student choice, a two-digit and	smma_lo_00065
		a three-digit addend, sums 100 to 999, no	
		regrouping).	
		Add two addends displayed horizontally	smma_lo_00068
		(multiples of 10, sums 100 to 180, regrouping).	
		Add two addends (student choice, three-digit	smma_lo_00071
		addends, sums 200 to 999, no regrouping).	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.7	Add and subtract within 1000, using	Find the missing addend in a number sentence	smma_lo_00074
	concrete models or drawings and	(multiples of 10, sums 100 to 180).	
	strategies based on place value,	Add two addends (student choice, two-digit	smma_lo_00075
	properties of operations, and/or the	addends, sums 100 to 198, regrouping).	
	relationship between addition and	Add two addends (student choice, three-digit	smma_lo_00081
	subtraction; relate the strategy to a	addends, sums 300 to 989, no regrouping).	
	written method. Understand that in	Add two addends (student choice, a two-digit and	smma_lo_00083
	adding or subtracting three-digit	a three-digit addend, sums 120 to 999,	
	numbers, one adds or subtracts	regrouping).	L 00005
	hundreds and hundreds, tens and	Add two addends (student choice, three-digit	smma_lo_00085
	tens, ones and ones; and sometimes it	addends, sums 210 to 999, regrouping).	1 00000
	Is necessary to compose or	(the addend in a number sentence	smma_10_00086
	decompose tens or nundreas.	(two addends, sums 100 to 199, regrouping).	
		Find the missing addend in an number sentence	smma_io_00088
		10,  sums 110 to 990.	amma la 00245
		$(5000 \pm 101 a \text{ of } b \pm 11 a \pm b \pm c \text{ (suffis 101 to 199, 110)})$	sinina_i0_00345
		Find a number that is one fewer, one greater, just	smma la 01016
		before, or just after a three digit number	
		Find the sum or difference when ones tens or	smma lo 01017
		hundreds are added to or subtracted from a three-	
		digit number (base-ten block models)	
2 NBT B 8	Mentally add 10 or 100 to a given	Add two addends (100 and a three-digit number	smma lo 00057
	number 100–900 and mentally	sums 200 to 900)	
	subtract 10 or 100 from a given		
	number 100–900.		
2.NBT.B.9	Explain why addition and subtraction	Explain how to solve an addition problem, either	smma lo 02012
	strategies work, using place value and	by using place value blocks or by rewriting the	
	the properties of operations.	problem.	
	(Explanations may be supported by		
	drawings or objects.)		
	-	Grade 2, Topic 11	-
2.NBT.B.7	Add and subtract within 1000, using	Find a number that is one fewer, one greater, just	smma_lo_01016
	concrete models or drawings and	before, or just after a three-digit number.	
	strategies based on place value,	Find the sum or difference when ones, tens, or	smma_lo_01017
	properties of operations, and/or the	hundreds are added to or subtracted from a three-	
	relationship between addition and	digit number (base-ten block models).	L 01117
	subtraction; relate the strategy to a	Subtract two multiples of 100 (student choice,	smma_10_01447
	written method. Understand that in	minuends 200 to 900, subtranends 100 to 800).	amma la 01110
	adding of subtracting three-digit	Subtract two multiples of 10 (minuends 100 to	smma_10_01448
	hundrede and hundrede, tone and	Subtract (student shoise, minuende 110 to 100	amma la 01456
	tops, once and once; and competimes it	Subilaci (sidueni choice, minuenus 110 to 199,	smma_10_01456
	lis pocossary to compose or	Subtract (student choice, minuends 122 to 100	smma lo 01457
	decompose tens or bundreds	subtrahends 11 to 88 no regrouping)	sinina_i0_01437
		Subtract a three-digit multiple of 10 from a	smma lo 01458
		number (student choice minuends 222 to 999 no.	
		regrouping).	
		Subtract (student choice, minuends and	smma lo 01460
		subtrahends 110 to 999).	
		Find the difference of two three-diait numbers.	smma lo 01467
		Find the difference of two three-digit numbers (no	smma lo 01469
		regrouping).	
Standard	Standard Text	SM Skill Description	SM CATALOG
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2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	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
	relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit	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
	numbers, one adds or subtracts hundreds and hundreds, tens and	Find the difference of two three-digit numbers (student choice, no regrouping).	smma_lo_01477
	tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	smma_lo_01479
		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
		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
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	smma_lo_01487
		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 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 a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	smma_lo_01492
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Subtract 100 from a three-digit number presented in a sentence.	smma_lo_01459
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Explain how to solve a subtraction problem, either by using place value blocks or by rewriting the problem as an addition problem.	smma_lo_02013
		Grade 2, Topic 12	
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools	Measure the length of an object to the nearest inch (2 to 6 inches).	smma_lo_00703
	such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure the length of an object to the nearest centimeter (3 to 12 cm).	smma_lo_00750
		Measure the length of an object to the nearest inch (1 to 6 inches).	smma_lo_00755
		Measure the length of an object to the nearest centimeter (4 to 12 centimeters).	smma_lo_00762
		Measure the length of an object in centimeters or inches (whole numbers).	smma_lo_00785

Standard	Standard Text	SM Skill Description	SM CATALOG
2.MD.A.1	Measure the length of an object by	R: Identify a vertical distance (2 to 9 centimeters).	smma_lo_00758
	selecting and using appropriate tools	R: Identify the reasonable length of an object	smma_lo_00780
	such as rulers, yardsticks, meter	(inches, feet, and yards).	
	sticks, and measuring tapes.	R: Select the appropriate ruler to measure	smma_lo_00812
		vertical or horizontal lengths.	
2.MD.A.2	Measure the length of an object twice,	Measure the length of an object in cm and	smma_lo_02003
	using length units of different lengths	inches; relate the two measurements to the sizes	
	for the two measurements; describe	of the units.	
	how the two measurements relate to		
	the size of the unit chosen.		
2.MD.A.3	Estimate lengths using units of inches,	Identify an object given the estimated height and	smma_lo_00728
	feet, centimeters, and meters.	width in customary units.	
2.MD.A.4	Measure to determine now much	Measure two objects in inches; determine now	smma_10_02015
	longer one object is than another,	much longer one object is than the other.	
	expressing the length difference in		
	Len addition and subtraction within	Find the total length of two to four objects laid	amma la 00749
2.1010.0.5	100 to solve word problems involving	and to end (2 to 6 inches)	sinina_i0_00740
	lengths that are given in the same	Measure two lengths and find the sum (metric	smma lo 00753
	units e.g. by using drawings (such as	sums 2 to 9)	
	drawings of rulers) and equations with	Measure two metric lengths write an addition	smma lo 00756
	a symbol for the unknown number to	problem and find the sum (sums 2 to 12	
	represent the problem.	centimeters).	
		Grade 2. Topic 13	
2.0A.A.1	Use addition and subtraction within	Find the difference between two numbers (two-	smma lo 01000
	100 to solve one- and two-step word	digit, presented as a sentence).	
	problems involving situations of adding	Choose an operation to solve a problem with	smma_lo_01247
	to, taking from, putting together, taking	extra information; then solve (addition or	
	apart, and comparing, with unknowns	subtraction, basic facts).	
	in all positions, e.g., by using drawings	Identify a number sentence that can be used to	smma_lo_01250
	and equations with a symbol for the	solve a problem with extra information (addition	
	unknown number to represent the	or subtraction, basic facts).	
	problem.	Work backwards to solve a problem with a	smma_lo_01266
		missing number.	
		Act out the solution to multi-step problem in	smma_lo_01538
		context (addends, minuends 1 to 4).	
		Make a picture to solve a two-step problem in	smma_10_01551
		Context (addition and subtraction).	amma la 01552
		Indike a picture to solve a two-step problem in	sinina_i0_01552
		Solve an addition problem in context (two digit	smma lo 01556
		addends, sums less than 100, no regrouping)	sinina_i0_01550
		Solve a problem with extra information (addition)	smma lo 01558
		Solve a subtraction problem in context (two-digit	smma_lo_01550
		minuends one-digit subtrahends no regrouping)	
		Solve an addition problem in context (extra	smma lo 01567
		information, sums to 50. no regrouping).	
		Solve a problem in context by finding a missing	smma lo 01574
		addend (three addends, sums to 20).	
		Solve a subtraction problem in context (extra	smma_lo_01581
		information, minuends 2 to 99, no regrouping).	
		Solve an addition problem in context (four	smma_lo_01587
		addends, sums 0 to 25).	
		Solve a one-step equation (addition, sums to	smma_lo_01686
		100).	

Standard	Standard Text	SM Skill Description	SM CATALOG
2.0A.A.1	Use addition and subtraction within	Identify the missing variable of addition or	smma_lo_01687
	100 to solve one- and two-step word	subtraction equations (sums 10 to 50, minuends	
	problems involving situations of adding	10 to 50).	
	to, taking from, putting together, taking	Solve a one-step equation (subtraction).	smma_lo_01688
	apart, and comparing, with unknowns	Read and interpret a table.	smma_lo_01695
	in all positions, e.g., by using drawings		
	and equations with a symbol for the		
	unknown number to represent the		
	problem.		
2.MD.B.5	Use addition and subtraction within	Find the total length of two objects (nonstandard	smma_lo_00720
	100 to solve word problems involving	units, sums 2 to 5).	
	lengths that are given in the same	Find the total length of two to four objects laid	smma_lo_00748
	units, e.g., by using drawings (such as	end to end (2 to 6 inches).	
	drawings of rulers) and equations with	Measure two lengths and find the sum (metric,	smma_lo_00753
	a symbol for the unknown number to	sums 2 to 9).	
	represent the problem.	Measure two metric lengths, write an addition	smma_lo_00756
		problem, and find the sum (sums 2 to 12	
		[centimeters).	1 00000
2.MD.B.6	Represent whole numbers as lengths	Identity a number on a number line between two	smma_10_00993
	from 0 on a number line diagram with	given numbers (1 to 9).	
	equally spaced points corresponding		
	to the numbers 0, 1, 2,, and		
	differences within 100 on a number		
	line diagram		
		Grade 2 Tonic 14	
2 OA A 1	Use addition and subtraction within	Choose an operation to solve a problem with	smma lo 01247
2.0//	100 to solve one- and two-step word	lextra information: then solve (addition or	
	problems involving situations of adding	subtraction basic facts)	
	to, taking from, putting together, taking	Identify a number sentence that can be used to	smma lo 01250
	apart, and comparing, with unknowns	solve a problem with extra information (addition	
	in all positions, e.g., by using drawings	or subtraction, basic facts).	
	and equations with a symbol for the	Work backwards to solve a problem with a	smma lo 01266
	unknown number to represent the	missing number.	
	problem.	Make a picture to solve a two-step problem in	smma lo 01551
		context (addition and subtraction).	
		Make a picture to solve a two-step problem in	smma_lo_01552
		context (addition and subtraction).	
		Solve an addition problem in context (two-digit	smma_lo_01556
		addends, sums less than 100, no regrouping).	
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a subtraction problem in context (two-digit	smma_lo_01560
		minuends, one-digit subtrahends, no regrouping).	
		Solve an addition problem in context (four	smma_lo_01587
		addends, sums 0 to 25).	
		Solve a one-step equation (addition, sums to	smma_lo_01686
		100).	
		Solve a one-step equation (subtraction).	smma_lo_01688
		Read and interpret a table.	smma_lo_01695

<sup>&</sup>quot;R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Standard	Standard Text	SM Skill Description	SM CATALOG
2.MD.D.10	Draw a picture graph and a bar graph	Identify the vertical bar graph that shows a strictly	smma_lo_01135
	(with single-unit scale) to represent a	increasing or decreasing trend.	
	data set with up to four categories.	R: Analyze a line plot to find the total number of	smma lo 01156
	Solve simple put-together, take-apart,	items that fall at, above, or below a given value.	
	and compare problems using		
	information presented in a bar graph.		
		Grade 2, Topic 15	
2.G.A.2	Partition a rectangle into rows and	Count squares to find the area (2 to 8 units).	smma_lo_00706
	columns of same-size squares and		
	count to find the total number of them.		
	Grade	2, Step Up to Grade 3	
3.OA.A.1	Interpret products of whole numbers,	Make a picture to solve a multiplication problem	smma_lo_01237
	e.g., interpret $5 \times 7$ as the total number	(basic facts).	
	of objects in 5 groups of 7 objects	Identify a picture that represents a multiplication	smma_lo_01246
	each. For example, describe a context	problem (basic facts).	
	in which a total number of objects can	R: Solve addition and multiplication problems	smma_lo_00854
	be expressed as 5 × 7.	(products $2 \times 6$ to $2 \times 9$ ).	
3.OA.A.3	Use multiplication and division within	Divide using graphic models (combinations to 5 x	smma_lo_00279
	100 to solve word problems in	5).	
	situations involving equal groups,	Identify the method to solve a multiplication	smma_lo_01267
	arrays, and measurement quantities,	problem with extra information.	
	e.g., by using drawings and equations	Identify the method to solve a division problem	smma_lo_01268
	with a symbol for the unknown number	with extra information.	
	to represent the problem.	Identify the missing information needed to solve a	smma_lo_01283
		multiplication problem in context; then solve the	
		Make a picture to solve a partitive division	smma_lo_01564
		problem (dividends to 20).	
		Make a picture to solve a quotitive division	smma_lo_01565
		problem (dividends to 20).	
		Identify and solve an expression that represents	smma_lo_01570
		a multiplication problem in context (model shown,	
		products to 32).	
		Find twice the amount of the money shown	smma_lo_01571
		(products to 20).	
		Solve a multiplication problem in context	smma_lo_01572
		(counting feedback, products 2 × 2 to 5 × 5).	
		Solve a multiplication problem in context	smma_lo_01578
		(repeated addition feedback, products $2 \times 2$ to $5 \times 10^{-10}$	
		5).	
		Solve a multiplication problem in context with	smma_lo_01589
		extra information.	
		Identify and solve an expression that represents	smma_lo_01590
		a multiplication problem in context (products 3 x 4	
		to 9 x 9).	
		Solve a problem using data in a table (twice, half,	smma_lo_01593
		three times, or four times an amount).	
		Solve a one-step division problem (math facts 2 ×	smma_10_01600
		$ Z   (U \forall X \forall).$	
		identity the expression that represents a division	smma_10_01605
		(dividende 42 to 84)	
		(uividends 12 to 61).	amma la 01001
		Use repeated subtraction to solve a division	smma_io_01664
		problem (ulvidends 4 lo 24).	amma la 01050
		Identity four arrays for a given product (products	smma_10_01858
		ט נס גט).	

Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.A.3	Use multiplication and division within	R: Identify the number sentence that represents a	smma_lo_01569
	100 to solve word problems in	division problem in context (model shown,	
	situations involving equal groups,	dividends to 20).	
	arrays, and measurement quantities,	R: Create arrays for a given product (products 6	smma_lo_01859
	e.g., by using drawings and equations	to 30).	
	with a symbol for the unknown number		
204 4 2	to represent the problem.	Maka a niatura ta aglua a division problem (math	amma la 01229
5.0A.A.2	whole numbers $e_{interpret}$ 56 $\div$ 8	fracts)	sinina_10_01236
	as the number of objects in each share	Identify a nicture that represents a division	smma lo 01245
	when 56 objects are partitioned	problem (math facts)	
	equally into 8 shares, or as a number		
	of shares when 56 objects are		
	partitioned into equal shares of 8		
	objects each. For example, describe a		
	context in which a number of shares or		
	a number of groups can be expressed		
	as 56 ÷ 8.		
3.NB1.A.2	Fluently add and subtract within 1000	Add two addends (a two-digit and a three-digit	smma_lo_00089
	using strategies and algorithms based	addend, sums 111 to 899, regrouping).	
	on place value, properties of		
	between addition and subtraction		
3.NF.A.1	Understand a fraction 1/b as the	Identify the set of shapes that represents a	smma lo 00406
	quantity formed by 1 part when a	fraction (halves, thirds, fourths).	
	whole is partitioned into b equal parts;	Identify the figure showing a fractional part	smma lo 00409
	understand a fraction a/b as the	shaded (halves, thirds, fourths).	
	quantity formed by a parts of size 1/b.	Identify the fraction representing a shaded region	smma_lo_00410
		(halves, thirds, fourths).	
		Identify the figure showing the fraction of a set	smma_lo_00413
		shaded (halves, thirds, fourths).	
		a set (bely set thirds, fourths)	smma_10_00414
		Identify a fractional portion of a set (halves	smma lo 00415
		thirds fourths)	3mma_10_00+10
		Identify the figure showing a fraction of a region	smma lo 00420
		shaded (halves to eighths).	
		Identify a fraction representing the shaded part	smma_lo_00421
		(halves to eighths).	
		Enter the fraction representing the shaded	smma_lo_00422
		amount (halves to eighths).	
		Solve a problem by finding the fractional amount	smma_lo_00424
		of a set (naives to eignths).	amma la 00125
		leighthe)	sinina_10_00425
		Model a fraction a/b by filling in a out of b	smma lo 02034
		sections in a fraction model.	
		R: Count the fractional parts and total number of	smma_lo_00403
		parts in a region (halves, thirds, fourths).	
		R: Match the word name of a fraction to a fraction	smma_lo_00411
		(halves, thirds, fourths).	
		R: Count the fractional parts and total number of	smma_lo_00412
		parts in a set (halves, thirds, fourths).	
		K: Watch the word name of the fraction to the	smma_lo_00416
		Traction (naives to eignths).	

Standard	Standard Text	SM Skill Description	SM CATALOG
3.NF.A.1	Understand a fraction 1/b as the quantity formed by 1 part when a	R: Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
	whole is partitioned into b equal parts;	R: Count the shaded and total number of	smma_lo_00423
	understand a fraction a/b as the quantity formed by a parts of size 1/b.	elements in a set (halves to eighths).	
3.G.A.2	Partition shapes into parts with equal	Identify a model that represents a fraction	smma_lo_00404
	areas. Express the area of each part	(halves, thirds, fourths).	
	as a unit fraction of the whole. For	Identify a fraction that represents a model	smma_lo_00405
	example, partition a shape into 4 parts	(halves, thirds, fourths).	L 000.40
	with equal area, and describe the area	Draw one to two segments to divide a figure into	smma_lo_00640
	of each part as 1/4 of the area of the	two to four congruent parts.	amma la 02000
	shape.	Partition shapes into equal parts. R: Identify the model that is divided into equal	smma_lo_02000
		narts (2 to 8 parts)	
		R <sup>•</sup> Count the number of equal parts in a fractional	smma lo 00402
		model (2 to 8 parts).	
		R: Identify the figure divided into equal parts	smma lo 00417
		(halves to eighths).	
	•	Grade 3, Topic 1	•
3.OA.A.1	Interpret products of whole numbers,	Make a picture to solve a multiplication problem	smma_lo_01237
	e.g., interpret $5 \times 7$ as the total number	(basic facts).	L 04040
	of objects in 5 groups of 7 objects	Identify a picture that represents a multiplication	smma_lo_01246
	in which a total number of objects can be expressed as 5 × 7.	problem (basic facts).	ommo lo 00952
		( non-ducts 2 x 1 to 2 x 5)	
		R: Solve addition and multiplication problems	smma lo 00854
		(products $2 \times 6$ to $2 \times 9$ ).	
3.OA.A.2	Interpret whole-number quotients of	Make a picture to solve a division problem (math	smma_lo_01238
	whole numbers, e.g., interpret 56 ÷ 8	facts).	
	as the number of objects in each share	Identify a picture that represents a division	smma_lo_01245
	when 56 objects are partitioned	problem (math facts).	
	equally into 8 shares, or as a number		
	or shares when 56 objects are		
	objects each For example describe a		
	context in which a number of shares or		
	a number of groups can be expressed		
	as 56 ÷ 8.		
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups,	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify the method to solve a multiplication	smma_lo_01267
	arrays, and measurement quantities,	problem with extra information.	L 04000
	e.g., by using drawings and equations	Identify the method to solve a division problem	smma_10_01268
	to represent the problem	Identify the missing information needed to solve a	smma lo 01283
to represent the problem.	multiplication problem in context: then solve the		
		problem.	
		Make a picture to solve a partitive division	smma_lo_01564
		problem (dividends to 20).	
		Make a picture to solve a quotitive division	smma_lo_01565
		problem (dividends to 20).	
		Identify and solve an expression that represents	smma_lo_01570
		a multiplication problem in context (model shown,	

Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.A.3	Use multiplication and division within	Find twice the amount of the money shown	smma_lo_01571
	100 to solve word problems in	(products to 20).	
	situations involving equal groups,	Solve a multiplication problem in context	smma_lo_01572
	arrays, and measurement quantities,	(counting feedback, products $2 \times 2$ to $5 \times 5$ ).	
	e.g., by using drawings and equations	Solve a multiplication problem in context	smma_lo_01578
	with a symbol for the unknown number	(repeated addition feedback, products 2 x 2 to 5 x	
	to represent the problem.	5).	
		Solve a multiplication problem in context with	smma_lo_01589
		extra information.	
		Identify and solve an expression that represents	smma_lo_01590
		a multiplication problem in context (products 3 x 4	
		to 9 x 9).	
		Solve a one-step division problem (math facts 2 ×	smma_lo_01600
		2 to 9 × 9).	
		Identify the expression that represents a division	smma_lo_01605
		problem in context; then solve the problem	
		(dividends 12 to 81).	L 04004
		Use repeated subtraction to solve a division	smma_lo_01664
		problem (dividends 4 to 24).	1 04050
		Identify four arrays for a given product (products	smma_10_01858
		6 to 30).	
		R: Identify the number sentence that represents a	smma_io_01569
		division problem in context (model shown,	
		Dividends to 20).	amma la 01950
		to 30)	sinina_i0_01659
3 0A B 5	Apply properties of operations as	Apply the Commutative Property of Multiplication	smma lo 02036
0.07	strategies to multiply and divide	as a strategy to multiply and divide whole	0.111110_10_02000
	Examples: If $6 \times 4 = 24$ is known, then	numbers.	
	$4 \times 6 = 24$ is also known.		
	(Commutative property of		
	multiplication.) $3 \times 5 \times 2$ can be found		
	by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by		
	5 × 2 = 10, then 3 × 10 = 30.		
	(Associative property of multiplication.)		
	Knowing that $8 \times 5 = 40$ and $8 \times 2 =$		
	16, one can find 8 × 7 as 8 × (5 + 2) =		
	$(8 \times 5) + (8 \times 2) = 40 + 16 = 56.$		
	(Distributive property.) (Students need		
	not use formal terms for these		
	properties.)		
		Grade 3, Topic 2	L 0/007
3.0A.A.1	Interpret products of whole numbers,	(hasis fasts)	smma_lo_01237
	e.g., interpret $5 \times 7$ as the total number	(DASIC TACIS).	
	or objects in 5 groups of / objects	nuerinity a picture that represents a multiplication	smma_10_01246
	leach. For example, describe a context	problem (Dasic facts).	amma la 00050
	The expressed as 5 × 7	r. Solve addition and multiplication problems	
	De expresseu as 5 × 7.	P: Solve addition and multiplication problems	smma lo 00951
		$(\text{products } 2 \times 6 \text{ to } 2 \times 9)$	3mma_10_00034

Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.A.3	Use multiplication and division within	Identify the method to solve a multiplication	smma_lo_01267
	100 to solve word problems in	problem with extra information.	
	situations involving equal groups,	Identify the missing information needed to solve a	smma_lo_01283
	arrays, and measurement quantities,	multiplication problem in context; then solve the	
	e.g., by using drawings and equations	problem.	
	with a symbol for the unknown number	Identify and solve an expression that represents	smma_lo_01570
	to represent the problem.	a multiplication problem in context (model shown,	
		products to 32).	
		Find twice the amount of the money shown	smma_lo_01571
		(products to 20).	
		Solve a multiplication problem in context	smma_lo_01572
		(counting feedback, products $2 \times 2$ to $5 \times 5$ ).	
		Solve a multiplication problem in context	smma_lo_01578
		(repeated addition feedback, products 2 x 2 to 5 x	
		5).	
		Solve a multiplication problem in context with	smma_lo_01589
		extra information.	
		Identify and solve an expression that represents	smma_10_01590
		a multiplication problem in context (products 3 x 4	
		(0 9 X 9). Calva a problem vaine data in a table (twine, balf	
		Solve a problem using data in a table (twice, hall,	smma_io_01593
		Infee lines, of four lines an amount).	amma la 01959
		Identity four arrays for a given product (products	smma_io_01858
		0 to 30). P: Create arrays for a given product (products 6	smma lo 01850
		to 30)	siiiiia_i0_01659
3 0A B 5	Apply properties of operations as	Apply the Commutative Property of Multiplication	smma lo 02036
0.0/1.0.0	strategies to multiply and divide	as a strategy to multiply and divide whole	omma_10_02000
	Examples: If $6 \times 4 = 24$ is known, then	numbers.	
	$4 \times 6 = 24$ is also known.		
	(Commutative property of		
	multiplication.) $3 \times 5 \times 2$ can be found		
	by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by		
	$5 \times 2 = 10$ , then $3 \times 10 = 30$ .		
	(Associative property of multiplication.)		
	Knowing that $8 \times 5 = 40$ and $8 \times 2 = 10$		
	16, one can find 8 × 7 as 8 × (5 + 2) =		
	$(8 \times 5) + (8 \times 2) = 40 + 16 = 56.$		
	(Distributive property.) (Students need		
	not use formal terms for these		
	properties.)		
3.OA.D.9	Identify arithmetic patterns (including	Identify if the sum, difference, or product of two	smma_lo_01086
	patterns in the addition table or	numbers is even or odd.	
	multiplication table), and explain them		
	using properties of operations. For		
	example, observe that 4 times a		
	number is always even, and explain		
	wny 4 times a number can be		
	decomposed into two equal addends.		

Standard	Standard Text	SM Skill Description	SM CATALOG
	•	Grade 3, Topic 3	
3.OA.A.3	Use multiplication and division within 100 to solve word problems in	Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
	situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations	Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
	with a symbol for the unknown number to represent the problem.	Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570
		Find twice the amount of the money shown (products to 20).	smma_lo_01571
		Solve a multiplication problem in context (counting feedback, products 2 × 2 to 5 × 5).	smma_lo_01572
		Solve a multiplication problem in context (repeated addition feedback, products 2 x 2 to 5 x 5).	smma_lo_01578
		Solve a multiplication problem in context with extra information.	smma_lo_01589
		Identify and solve an expression that represents a multiplication problem in context (products $3 \times 4$ to $9 \times 9$ ).	smma_lo_01590
		Solve a problem using data in a table (twice, half, three times, or four times an amount).	smma_lo_01593
		Identify four arrays for a given product (products 6 to 30).	smma_lo_01858
		R: Create arrays for a given product (products 6 to 30).	smma_lo_01859
3.OA.B.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	smma_lo_02036
	4 × 6 = 24 is also known. (Commutative property of	Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	smma_lo_02037
3 04 D 9	multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 =$ 16, one can find $8 \times 7$ as $8 \times (5 + 2) =$ $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) (Students need not use formal terms for these properties.)	Apply the Distributive Property as a strategy to multiply whole numbers.	smma_lo_02038
јз.UA.D.9	patterns in the addition table or multiplication table), and explain them using properties of operations. 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.		

Standard	Standard Text	SM Skill Description	SM CATALOG
	• •	Grade 3, Topic 4	
3.OA.A.3	Use multiplication and division within	Divide using graphic models (combinations to 5 x	smma_lo_00279
	100 to solve word problems in	5).	
	situations involving equal groups,	Identify the method to solve a multiplication	smma_lo_01267
	arrays, and measurement quantities,	problem with extra information.	
	e.g., by using drawings and equations	Identify the method to solve a division problem	smma_lo_01268
	with a symbol for the unknown number	with extra information.	
	to represent the problem.	Identify the missing information needed to solve a	smma_lo_01283
		multiplication problem in context; then solve the	
		problem.	
		Make a picture to solve a partitive division	smma_lo_01564
		problem (dividends to 20).	
		Make a picture to solve a quotitive division	smma_lo_01565
		problem (dividends to 20).	
		Identify and solve an expression that represents	smma_lo_01570
		a multiplication problem in context (model shown,	
		products to 32).	
		Solve a problem using data in a table (twice, nait,	smma_10_01593
		three times, or four times an amount).	amma la 01600
		Solve a one-step division problem (math lacts 2 ×	smma_io_01600
		$[2 (0.9 \times 9)]$	amma la 01605
		problem in context: then solve the problem	sinina_i0_01005
		(dividends 12 to 81)	
		Use repeated subtraction to solve a division	smma lo 01664
		problem (dividends 4 to 24)	3mma_10_01004
		R. Identify the number sentence that represents a	smma lo 01569
		division problem in context (model shown.	
		dividends to 20).	
		R: Create arrays for a given product (products 6	smma lo 01859
		to 30).	
3.OA.A.4	Determine the unknown whole number	Find the missing dividend or divisor	smma_lo_00285
	in a multiplication or division equation	(combinations 4 x 4 to 7 x 7).	
	relating three whole numbers. For	Solve for a or b in a x b = c (products $1 \times 2$ to $5 \times 2$	smma_lo_00351
	example, determine the unknown	9).	
	number that makes the equation true	Solve for a or b in a $\div$ b = c (combinations 1 $\times$ 2	smma_lo_00352
	in each of the equations 8 × ? = 48, 5	to 5 × 5).	
	= ? ÷ 3, 6 × 6 = ?.	Solve for a or b in a $\div$ b = c (combinations 6 × 6	smma_lo_00354
		to 9 × 9).	
		Find the missing factor (products to 5 x 5).	smma_lo_00856
		Find the missing factor (products to 5 x 5).	smma_lo_00858
		Find the missing factor (products 1 x 6 to 5 x 9).	smma_lo_00860
		Find the missing factor (products 1 x 6 to 5 x 9).	smma_io_00862
		Find the missing factor (products 1 x 6 to 9 x 5).	smma_io_00864
		Find the missing factor (products 6 x 1 to 9 x 5).	
		Find the missing factor (products 6 x 6 to 9 X 9).	SIIIIIa_I0_00873
		P: Complete fact families with four facts (products	sililia_10_008/7
		$[12 \times 3 \text{ to } 8 \times 0)$	Smina_10_00344
	1		

Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.B.5	Apply properties of operations as	Apply the Commutative Property of Multiplication	smma_lo_02036
	strategies to multiply and divide.	as a strategy to multiply and divide whole	
	Examples: If 6 × 4 = 24 is known, then	numbers.	
	4 × 6 = 24 is also known.	Apply the Distributive Property as a strategy to	smma_lo_02038
	(Commutative property of	multiply whole numbers.	
	multiplication.) $3 \times 5 \times 2$ can be found		
	by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by		
	5 × 2 = 10, then 3 × 10 = 30.		
	(Associative property of multiplication.)		
	Knowing that $8 \times 5 = 40$ and $8 \times 2 =$		
	16, one can find $8 \times 7$ as $8 \times (5 + 2) =$		
	$(8 \times 5) + (8 \times 2) = 40 + 16 = 56.$		
	(Distributive property.) (Students need		
	not use formal terms for these		
	properties.)		
3.OA.B.6	Understand division as an unknown-	Represent a division problem as an unknown-	smma_lo_02039
	factor problem. For example, find 32 ÷	factor problem; then find the missing factor.	
	8 by finding the number that makes 32		
	when multiplied by 8.		
3.OA.D.8	Solve two-step word problems using	Work backward to solve a two-step problem.	smma_lo_01288
	the four operations. Represent these	Find the missing information needed to solve a	smma_lo_01293
	problems using equations with a letter	problem; then solve.	
	standing for the unknown quantity.	Solve a two-step multiplication and addition	smma_lo_01633
	Assess the reasonableness of	problem in context.	
	answers using mental computation	R: Identify a number sentence that can be used	smma_lo_01254
	and estimation strategies including	to solve an addition, a subtraction, or a	
	rounding. (This standard is limited to	multiplication problem (one- or two-digit).	
	problems posed with whole numbers	R: Identify a number sentence that could be used	smma_lo_01270
	and having whole-number answers;	to solve a multiplication problem.	
	students should know how to perform	R: Identify extra information in a problem.	smma_lo_01272
	operations in the conventional order	R: Identify the missing information needed to	smma_lo_01274
	when there are no parentheses to	solve a two-step problem; then solve the	
	specify a particular order (Order of	problem.	
	Operations).)	R: Identify an expression that can be used to	smma_lo_01275
		solve a problem (inverse operations).	
3.OA.D.9	Identify arithmetic patterns (including	Identify if the sum, difference, or product of two	smma_lo_01086
	patterns in the addition table or	numbers is even or odd.	
	multiplication table), and explain them		
	using properties of operations. 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.		
		Grade 3, Topic 5	
3.0A.A.3	Use multiplication and division within	Divide using graphic models (combinations to 5 x	smma_lo_00279
	100 to solve word problems in	[5).	
s	situations involving equal groups,	Identify the method to solve a multiplication	smma_lo_01267
	arrays, and measurement quantities,	problem with extra information.	
	e.g., by using drawings and equations	Identity the method to solve a division problem	smma_lo_01268
	with a symbol for the unknown number	with extra information.	
	to represent the problem.	Identify the missing information needed to solve a	smma_lo_01283
		multiplication problem in context; then solve the	
		problem.	
		Make a picture to solve a partitive division	smma_lo_01564
		problem (dividends to 20).	

Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.A.3	Use multiplication and division within	Make a picture to solve a quotitive division	smma_lo_01565
	100 to solve word problems in	problem (dividends to 20).	
	situations involving equal groups,	Identify and solve an expression that represents	smma_lo_01570
	arrays, and measurement quantities,	a multiplication problem in context (model shown,	
	e.g., by using drawings and equations	products to 32).	
	with a symbol for the unknown number	Find twice the amount of the money shown	smma_lo_01571
	to represent the problem.	(products to 20).	
		Solve a multiplication problem in context	smma_lo_01572
		(counting feedback, products 2 × 2 to 5 × 5).	
		Solve a multiplication problem in context	smma_lo_01578
		(repeated addition feedback, products 2 x 2 to 5 x	
		5).	
		Solve a multiplication problem in context with	smma_lo_01589
		extra information.	
		Identify and solve an expression that represents	smma_lo_01590
		a multiplication problem in context (products 3 x 4	
		to 9 x 9).	
		Solve a problem using data in a table (twice, half,	smma_lo_01593
		three times, or four times an amount).	L 04000
		Solve a one-step division problem (math facts 2 ×	smma_lo_01600
		$(2 \text{ to } 9 \times 9).$	1 04005
		Identify the expression that represents a division	smma_10_01605
		problem in context; then solve the problem	
		(dividends 12 to 81).	amma la 01661
		use repeated subtraction to solve a division	smma_10_01664
		Identify four arrays for a given product (products	omma la 01959
		le to 30)	sinina_i0_01000
		R: Identify the number sentence that represents a	smma lo 01569
		division problem in context (model shown	
		dividends to 20).	
		R: Create arrays for a given product (products 6	smma lo 01859
		to 30).	
3.OA.C.7	Fluently multiply and divide within 100,	Divide using basic facts (combinations 5 x 5).	smma_lo_00280
	using strategies such as the	Divide using basic facts (combinations 2 x 6 to 9	smma_lo_00282
	relationship between multiplication and	x 5).	
	division (e.g., knowing that $8 \times 5 = 40$ ,	Divide (combinations 6 x 6 to 9 x 9).	smma_lo_00284
	one knows $40 \div 5 = 8$ ) or properties of	Solve for c in a $\times$ b = c (products 1 $\times$ 2 to 5 $\times$ 9).	smma_lo_00346
	operations. By the end of Grade 3,	Find the quotient (dividends 6 × 6 to 9 × 9).	smma_lo_00349
	know from memory all products of two	Compare products (products 2 x 2 to 9 x 9).	smma_lo_00350
	one-digit numbers.	Compare quotients (combinations 2 × 2 to 9 × 9).	smma_lo_00355
		Multiply whole numbers (products to 5 x 5).	smma_lo_00855
		Multiply whole numbers (products 6 x 1 to 9 x 5).	smma_lo_00857
		Multiply whole numbers displayed horizontally	smma_lo_00859
		(products 1 x 6 to 5 x 9).	
		Invitibility whole numbers (products $1 \times 2$ to $5 \times 5$ ).	smma_lo_00861
		Invitibility whole numbers (products 1 x 6 to 5 x 9).	smma_io_00863
		Invitibility whole numbers (products 6 x 2 to 9 x 5).	siiima_io_00865
		Multiply whole numbers (products 6 x 6 to 9 X 9).	SIIIIIa_I0_00807
		(products 6 x 6 to 9 x 9)	SIIIIIa_IU_00000
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Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.D.9	Identify arithmetic patterns (including	Identify if the sum, difference, or product of two	smma_lo_01086
	patterns in the addition table or	numbers is even or odd.	
	multiplication table), and explain them		
	using properties of operations. 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.		
		Grade 3, Topic 6	
3.MD.C.5a	Recognize area as an attribute of	Identify a unit square and what attribute it is used	smma_lo_02027
	plane figures and understand concepts	to measure.	
	of area measurement. 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.		
3.MD.C.50	Recognize area as an attribute of	Find the area of a plane figure made up of square	smma_10_02028
	plane figures and understand concepts	units and halves of square units.	
	of area measurement. A plane figure		
	which can be covered without gaps of		
	baye an area of n aquare units		
	Moasure areas by counting unit	Estimate the area of a figure on a grid (3 to 11	smma la 00808
13.IVID.C.0	squares (square cm, square m, square	square units)	
	in square ft, and improvised units)	square units).	
3 MD C 7a	Find the area of a rectangle with whole-	Find the area of a rectangle by tiling it: complete	smma lo 02029
0.110.0.70	number side lengths by tiling it and	an equation to show that the area is the same as	
	show that the area is the same as	would be found by multiplying the side lengths	
	would be found by multiplying the side		
	lengths.		
3.MD.C.7b	Multiply side lengths to find areas of	Find the area of a rectangle (36 to 144 customary	smma lo 00173
	rectangles with whole-number side	or metric square units).	
	lengths in the context of solving real	Identify rectangles that have equal areas, but	smma lo 00823
	world and mathematical problems, and	different dimensions.	
	represent whole-number products as	Multiply side lengths to find the area of a	smma_lo_02030
	rectangular areas in mathematical	rectangle in a real-world context; use area to	
	reasoning	represent a whole-number product by arranging	
		tiles in a rectangle.	
3.MD.C.7c	Relate area to the operations of	Tile a rectangle to find its area; represent the	smma_lo_02031
	multiplication and addition.	area of the rectangle in two different ways (length	
		times width and the sum of the areas of two	
		Ismaller rectangles).	1 00000
[3.MD.C.7d	Recognize area as additive. Find	Find the area of a rectilinear figure in a context by	smma_lo_02032
	areas of rectilinear figures by	aecomposing it into two rectangles.	
	accomposing them into non-		
	overlapping rectangles and adding the		
	areas of the non-overlapping parts,		
	applying this technique to solve real		
	wona problems.		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 3, Topic 7	
3.OA.A.3	Use multiplication and division within 100 to solve word problems in	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
	situations involving equal groups, arrays, and measurement quantities,	Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
	e.g., by using drawings and equations	Identify the method to solve a division problem	smma_lo_01268
	to represent the problem	Identify the missing information needed to solve a	smma lo 01283
		multiplication problem in context; then solve the	Sillina_10_01203
		Make a picture to solve a partitive division	smma_lo_01564
		Make a picture to solve a quotitive division	smma_lo_01565
		Identify and solve an expression that represents	smma lo 01570
		a multiplication problem in context (model shown, products to 32).	3mma_io_01370
		Solve a multiplication problem in context (counting feedback, products 2 × 2 to 5 × 5).	smma_lo_01572
		Solve a multiplication problem in context (repeated addition feedback, products 2 x 2 to 5 x 5).	smma_lo_01578
		Solve a multiplication problem in context with extra information.	smma_lo_01589
		Identify and solve an expression that represents a multiplication problem in context (products $3 \times 4$ to $9 \times 9$ ).	smma_lo_01590
		Solve a problem using data in a table (twice, half, three times, or four times an amount).	smma_lo_01593
		Solve a one-step division problem (math facts $2 \times 2$ to $9 \times 9$ ).	smma_lo_01600
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	smma_lo_01605
		R: Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	smma_lo_01569
		R: Create arrays for a given product (products 6 to 30).	smma_lo_01859
3.OA.D.8	Solve two-step word problems using	Work backward to solve a two-step problem.	smma_lo_01288
	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	Find the missing information needed to solve a problem; then solve.	smma_lo_01293
		Solve a two-step multiplication and addition problem in context.	smma_lo_01633
		R: Solve for a, b, or c in $a + b + c = d$ (sums 10 to 19).	smma_lo_00335
	rounding. (This standard is limited to	R: Solve for d in $a + b + c = d$ (one-digit addends, sums 20 to 27).	smma_lo_00339
	and having whole-number answers; students should know how to perform	R: Identify the missing operation in a subtraction or addition number sentence (basic facts).	smma_lo_01031
	operations in the conventional order when there are no parentheses to	R: Identify the missing operation (sums 20 to 99, differences 10 to 70).	smma_lo_01055
	specify a particular order (Order of Operations).)	R: Identify the missing operation in a number sentence (all operations).	smma_lo_01074

Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.D.8	Solve two-step word problems using	R: Identify a number sentence that can be used	smma_lo_01254
	the four operations. Represent these	to solve an addition, a subtraction, or a	
	problems using equations with a letter	multiplication problem (one- or two-digit).	
	standing for the unknown quantity.	R: Identify a number sentence that could be used	smma_lo_01270
	Assess the reasonableness of	to solve a multiplication problem.	
	answers using mental computation	R: Identify extra information in a problem.	smma_lo_01272
	and estimation strategies including	R: Identify the missing information needed to	smma_lo_01274
	rounding. (This standard is limited to	solve a two-step problem; then solve the	
	problems posed with whole numbers	problem.	
	and having whole-number answers;	R: Identify an expression that can be used to	smma_lo_01275
	students should know how to perform	solve a problem (inverse operations).	
	operations in the conventional order		
	when there are no parentheses to		
	specify a particular order (Order of		
	Operations).)	Dead and interpret a harizantal pistagraph with a	amma la 00140
3.IVID.B.3	Draw a scaled picture graph and a	Read and interpret a nonzontal pictograph with a	smma_10_00140
	scaled bar graph to represent a data	Make a pictograph from a set of data	smma la 00146
	and two step "how many more" and	Compare the amounts of two rows in a	smma_10_00140
	"how many less" problems using	nictograph whose scale is 2, 5, or 10 items per	
	information presented in scaled har	nicture	
	graphs. For example, draw a bar	Compare the amounts of two rows in a	smma lo 01174
	graph in which each square in the bar	pictograph whose scale is 2, 5, or 10 items per	
	graph might represent 5 pets.	picture.	
	Set Set Free	Create a bar graph.	smma lo 01769
		Grade 3, Topic 8	
3.OA.D.9	Identify arithmetic patterns (including	Identify if the sum, difference, or product of two	smma_lo_01086
	patterns in the addition table or	numbers is even or odd.	
	multiplication table), and explain them		
	using properties of operations. 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.		L 04000
3.NBT.A.1	Use place value understanding to	Round a two-digit number to the nearest ten.	smma_lo_01028
	round whole numbers to the hearest	Round a three-digit number to the hearest	smma_io_01036
	10 of 100.	nunarea.	amma la 01052
		numbers (two digit addends, round to the nearest	smma_io_01052
		Round a two-digit or three-digit number to the	smma lo 01059
		nearest ten	sinina_io_01000
		Determine the reasonableness of a sum or	smma lo 01259
		difference (two- and three-digit numbers).	
		Estimate the sum by rounding to the nearest 10	smma lo 01615
		(two-digit addends).	
		Round two-digit numbers to the nearest ten.	smma_lo_01647
		Round a two-digit number to the nearest ten	smma_lo_01648
		(hundreds chart).	
		Round a two-digit number to the nearest ten.	smma_lo_01649
		Round a three-digit number to the nearest	smma_lo_01650
		hundred.	
		Round a three-digit number to the nearest	smma_lo_01651
		hundred.	

3.NBT.A.1   Use place value understanding to nound whole numbers to the nearest 10 or 100.   Round a three-digit number to the nearest 100 to 800.   smma_lo_01676     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.   Grade 3, Topic 9   smma_lo_00089     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.   Grade 3, Topic 9   smma_lo_00089     3.NBT.A.3   Multiples of 10 in the range 10-00   grade 3, Topic 10   smma_lo_000878     3.NBT.A.3   Multiples of 10 in the range 10-00   20 x 2 to 90 x 9, multiples of 10.   smma_lo_00876     20.4.0.8   Solve two-step word problems using the four operations. Represent these problems using quations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies include: the roise problem. Simma_lo_01283   smma_lo_01288     Solve two-step word problems using the four operations. Represent these problems using the four operations retrategies include: the missing information needed to solve a simma_lo_016063   smma_lo_0.01288     Solve two-step word problems using the four operations in the relates to specify a particular order (Order of 0).   Solve two-step multiplication and addition simma_lo_0.01283     Solve two-step multi	Standard	Standard Text	SM Skill Description	SM CATALOG
round whole numbers to the nearest 10 or 100. Inundred.	3.NBT.A.1	Use place value understanding to	Round a three-digit number to the nearest	smma_lo_01652
10 or 100. Estimate the difference (three-digit, differences smma_lo_01676   3.NBTA.2 Fluently add and subtract within 1000 Add two addends (a two-digit and a three-digit adend, sums 111 to 899, regrouping). smma_lo_00089   3.NBTA.2 Fluently add and subtract within 1000 Add two addends (a two-digit and a three-digit adend, sums 111 to 899, regrouping). smma_lo_00089   3.NBTA.2 Fluently add and subtract within 1000 Add two addends (a two-digit and a three-digit adend, sums 111 to 899, regrouping). smma_lo_00089   3.NBTA.3 Multiply one-digit whole numbers by pateween addition and subtraction. Grade 3, Topic 10 smma_lo_00878   3.NBTA.3 Multiply one-digit whole numbers by pated on proceed addition and subtraction. Grade 3, Topic 10 multiples of 10.   3.NBTA.3 Solve two-step word properties of operations. multiples of 10. multiples of 10. smma_lo_00878   3.NBTA.3 Solve two-step word properties of problems using the four operations. Represent these problems using quations with a letter standing for the unknown quantity. Assess the reasonableness of problem strategies including rouding. (This standard is limited to problem, strategies not should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).) Stove for a, b, or in a + b + c = d (ome-digit addends, smma_lo_01035   R: Identify the missing operation in a subtraction smma_lo_01254 scove a addition number sentence (basic facts). <t< td=""><td></td><td>round whole numbers to the nearest</td><td>hundred.</td><td></td></t<>		round whole numbers to the nearest	hundred.	
100 to 800).       3.NBTA.2     Fluently add and subtract within 1000 perations, and/or the relationship between addition and subtraction.     smma_lo_00089       3.NBTA.2     Fluently add and subtract within 1000 perations, and/or the relationship between addition and subtraction.     Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).     smma_lo_00089       3.NBTA.2     Fluently add and subtract within 1000 perations, and/or the relationship between addition and subtraction.     Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).     smma_lo_00089       3.NBTA.3     Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g. 9 × 80, 5 × 60) using strategies based on place value and properties of operations.     Multiply whole numbers (student choice, products 2 x 20 to 90 x g. multiples of 10).     smma_lo_00886       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 subtraction problem, context.     Solve a two-step multiplication and addition smma_lo_01283       3.OA.D.8.     Solve two droholensess to roblem in context.     Solve for a, b, or c in a + b + c = d (sums 10 to smma_lo_010335       students shung whole-number answers; students should know how to problem knometers.     smma_lo_01033       students y aparticular order (Order of Operations.)     Solve for a, b, or c in		10 or 100.	Estimate the difference (three-digit, differences	smma_lo_01676
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.   Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).   smma_lo_00089     3.NBT.A:3   Fluently add and subtraction.   Grade 3, Topic 9   smma_lo_00089     3.NBT.A:3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value, and properties of operations.   Grade 3, Topic 10   multiples of 10.   smma_lo_0085     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 problem strategies including rounding. (This standard is limited to problem strategies including rounding. (This standard is limited to problem strategies including rounding. (This standard is limited to polear allow of the rearen op parentheses to specify a particular order (Order of Operations).)   Scolve for a, b, or ci n a + b + c = d (sums 10 to smma_lo_01633     R: Edentify the missing operation in a subtraction.   R: Glentify the missing operation in a number sentence that can be used to solve a smma_lo_0.01274     R: Identify the missing operation in a number. R: Identify the missing operation, a subtraction, or a multiplication problem. R: Glentify an number sentence that can be used to solve a multiplication problem. R: Identify the missing operation, a subtraction, or a m			100 to 800).	
using strategies and algorithms based operations, and/or the relationship between addition and subtraction.   addend, sums 111 to 899, regrouping).     3.NBTA.2   Fluently add and subtract within 1000   Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).   smma_lo_00089     3.NBTA.3   Multiply one-digit whole numbers is multiples of 10 in the range 10–90 (e.g. 9 × 80, 5 × 60) using strategies based on place value, and properties of operations. and/or the relationship between addition and subtraction.   Crade 3, Topic 10     3.NBTA.3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g. 9 × 80, 5 × 60) using strategies based on place value and properties of operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of problems posed with whole numbers and having whole-number answers: students should know how to problem susing rounding. (This standard is limited to problems no parentleses to specify a particular order (Order of Operations.))   Solve to or a + b + c = d (sums 10 to smma_lo_01035 sums 20 to 27).   smma_lo_01035 sums 20 to 27).     R: Golve for in a + b + c = d (sums 10 to specify a particular order (Order of Operations).)   smma_lo_01074 sentence (all operation), a subtraction or addition problem.   smma_lo_01074 sentence (all operation), a subtraction or addition number sentence that can be used to solve a multiplication problem.   smma_lo_01074 sentence (all operation), R: Identify a number sentence that can be used to solve a multiplication problem.   smma_lo_01272 smma_lo_01274 sentence (all operation), R: Identify an expression that can be used to solve a	3.NBT.A.2	Fluently add and subtract within 1000	Add two addends (a two-digit and a three-digit	smma_lo_00089
on place value, properties of operations, and/or the relationship between addition and subtraction.   Grade 3, Topic 9     3.NBTA.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.   Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).   smma_lo_00089     3.NBTA.3   Multiply one-digit whole numbers of operations, and/or the relationship between addition and subtraction.   Grade 3, Topic 10   smma_lo_00878     3.NBTA.3   Multiply one-digit whole numbers of poperations.   Solve two-step word problems using the four operations. Represent these based on place value and properties of opothem, using mental computation and estimation strategies including rouding. (This standard is initide to problem sposed with whole numbers and having whole-numbers nerver; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)   Sime 20 to 27).   smma_lo_01035     R: Identify the missing operation in a subtraction or addition number sentence (all operations).   smma_lo_01027   smma_lo_01027     R: Identify the missing operation in a problem.   smma_lo_01027   smma_lo_01027   smma_lo_01027     Solve a worker of in a + b + c = d (sums 10 to solve a multiplication number sentence that coal be used to solve a multiplication roblem.   smma_lo_01027   smma_lo_01027     Solve a two-step roblem.   smma_lo		using strategies and algorithms based	addend, sums 111 to 899, regrouping).	
operations, and/or the relationship between addition and subtract within 1000 ang strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.   Grade 3, Topic 9     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.   Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).   smma_lo_00089     3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 < 60) using strategies based on place value and properties of operations. Rores set these problems using equations with a letter standing for the unknown quantity.   Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).   smma_lo_01288     3.OA.D.8   Solve two-step word problems using end estimations. Represent these problems using equations with a letter standing for the unknown quantity.   Work backward to solve a two-step problem. smma_lo_01283   smma_lo_01283     Assess the reasonableness of answers using mental computation 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).)   Solve for a, b, or c in a + b + c = d (one-digit addends, smma_lo_01031   smma_lo_01031     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01274   smma_lo_01274     R: Identify the missing operation in a problem. R: Identify the missing operati		on place value, properties of		
Detween addition and subtract within 1000 using strategies and algorithms based operations, and/or the relationship between addition and subtractor.     Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).     smma_lo_00089       3 NBTA.3     Multiply one-digit whole numbers of operations.     Grade 3, Topic 10     smma_lo_00878       3 NBTA.3     Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.     Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).     smma_lo_00878       3 OA.D.8     Solve two-step word problems using the four operations. Represent these standing for the unknown quantity. Assess the reasonableness of and swimation strategies including rounding. (This standard is limited to problems unset using mental computation and having whole-numbers and nanivary whole-numbers and nanivary whole-numbers and nanivary whole-numbers and nanivary whole-numbers and naving whole-numbers andictication specify a particular order (Order of Ope		operations, and/or the relationship		
Grade 3, Topic 9     3.NBTA.2   Fluently add and subtract within 1000.   Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).   smma_lo_00089     3.NBTA.3   Multiply one-digit whole numbers by multiples of 10 in the range 10-90 regrouping.   smma_lo_00878     3.NBTA.3   Multiply one-digit whole numbers of based on place value and properties of operations. Ropresent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimatic including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations.)   Solve two-step multiplication and addition smma_lo_01288     Field the missing operation is a parentheses of 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).)   Solve tor or in a + b + c = d (sums 10 to smma_lo_01031 or addition number sentence (basic facts).   smma_lo_01031 or addition number sentence (basic facts).   smma_lo_01031 or addition number sentence (all operations), a summa_lo_01074     R: Identify a number sentence that could be used to solve a multiplication problem.   scluterity framewore operations.   smma_lo_01272     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01272   smma_lo_01272     R: Identify a num		between addition and subtraction.		
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.   Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).   smma_lo_00089     3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   Multiply whole numbers (student choice, products 2 x 20 to 90 x 9, multiples of 10).   smma_lo_00878     3.OA.D.8   Solve two-step word problems using the four operations. Represent these problems using metal computation and estimation strategies including rounding. (This standard is limited to problem submers 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).)   Work backward to solve a two-step problem. smma_lo_01035 19.   smma_lo_01035 19.     R: Identify the missing operation in a subtraction or addition problems using operation in a subtraction or a diftion number sentence (lagoreation (sums 20 to 99, suma_lo_01031 or addition number sentence (lagoreation (sums 20 to 99, suma_lo_01074 sentence (all operations).)   smma_lo_01074 sentence (all operation), or a multiplication problem.   smma_lo_01272     R: Identify the missing information in a problem.   smma_lo_01274 solve a multiplication problem.   smma_lo_01274     Solve a multiplication problem.   smma_lo_01074 sentence (all operations).   smma_lo_01272			Grade 3, Topic 9	
using strategies and algorithms based opprations, and/or the relationship between addition and subtraction.   addend, sums 111 to 899, regrouping).     3.NBT.A.3   Multiply one-digit whole numbers of generations.   Grade 3, Topic 10     3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   Multiply whole numbers (student choice, products 2 × 2 to 90 x 9, multiples of 10).   smma_lo_00878     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 problem in context.   Find the missing information needed to solve a problem in context.   smma_lo_01603     R: Solve for a, b, or c in a + b + c = d (sums 10 to specify a particular order (Order of Operations).)   Scie or d in a + b + c = d (sums 10 to sums_20 to 27).   smma_lo_01033     R: Identify the missing operation in a subtraction specify a particular order (Order of Operations).)   R: Identify the missing operation in a number sentence (all operations), R: Identify the missing operation in a number sentence (all operations), R: Identify the missing operation in a number sentence (all operations), R: Identify the missing information needed to solve a multiplication problem, R: Identify the missing information needed to solve a nuoter sentence that can be used to solve a nuoter sentence that can be used to solve a nwo-step problem.   smma_lo_01272	3.NBT.A.2	Fluently add and subtract within 1000	Add two addends (a two-digit and a three-digit	smma_lo_00089
on place value, properties of operations, and/or the relationship between addition and subtraction.   Grade 3, Topic 10     3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of porations.   Multiply whole numbers (products 2 × 20 to 90 x) smma_lo_00885     3.OA.D.8   Solve two-step word problems using the four operations. Represent these standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problem, tisl slimited to problem soled having whole-number answers; students should know how to perform when there are no parentheses to specify a particular order (Order of Operations).)   Work backward to solve a two-step roblem. smma_lo_01033     R: Identify the missing operation in a subtraction operations.N.   Solve for a, b, or c in a + b + c = d (sums 10 to smma_lo_00339     R: Identify the missing operation in a subtraction operations.).   R: Identify the missing operation in a subtraction or a ddition number sentence (basic facts).   smma_lo_01055     R: Identify the missing operation in a number sentence that could be used to solve a multiplication problem.   smma_lo_01272     R: Identify the missing operation in a subtraction or a ddition, perations, nerverse and addition, a subtraction.   smma_lo_01274     R: Identify the missing operation in a number sentence that could be used to solve a multiplication problem.   smma_lo_01272     R: Identify the missing operation in a number sente		using strategies and algorithms based	addend, sums 111 to 899, regrouping).	
operations, and/or the relationship between addition and subtraction.   Grade 3, Topic 10     3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   Multiply whole numbers (products 2 × 20 to 90 x 9. multiples of 10).   smma_lo_00885     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-numbers and having whole-numbers students should know how to perform operations).)   Solve to a two-step multiplication and addition and estimation strategies including rounding. (This standard is limited to problem a newers; students should know how to perform operations).)   Solve of a a, b, or c in a + b + c = d (one-digit addents, smma_lo_01033   smma_lo_01033     R: Identify the missing operation in a subtraction operations).)   Solve for d in a + b + c = d (one-digit addents, smma_lo_01074   smma_lo_01074     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01074   smma_lo_01270     R: Identify the missing information neaded to solve a multiplication problem.   smma_lo_01270   smma_lo_01274     R: Identify the missing information in a number sentence (all operations).   smma_lo_01274   smma_lo_01276     R: Identify an expression that can be		on place value, properties of		
Job etween addition and subtraction.     Grade 3, Topic 10       3.NBT.A.3     Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.     Multiply whole numbers (student choice, products 2 x 20 to 90 x 9, multiples of 10).     smma_lo_00885       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 problem sposed with whole numbers and having whole-number answers; students should know how to perform operations.)     Work backward to solve a two-step problem. Find the missing information needed to solve a two-step multiplication and addition and estimation strategies including rounding. (This standard is limited to problem sposed with whole numbers and having whole-number answers; students should know how to perform operations.).)     Solve a two-step multiplication and addition solve a two-step multiplication in a subtraction operations).)     smma_lo_01035       R: Identify the missing operation in a subtraction operations).)     smma_lo_01074     smma_lo_01074       R: Identify the missing operation in a number sentence (all operations).     smma_lo_01274     smma_lo_01274       R: Identify the missing information in a problem. R: Identify the missing information in a problem. R: Identify the missing information in a problem. R: Identify an expression that can be used to solve a multiplication problem. R: Identify an expression that can be use		operations, and/or the relationship		
Grade 3, Topic 10     3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   Multiply whole numbers (student choice, products served to solve a 20 × 2 to 90 × 9, multiples of 10).   smma_lo_00885     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).)   Work backward to solve a two-step problem. Find the missing operation in a subtraction answers using mental computation and estimation strategies including rounding. (This standard is limited to problem sposed 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).)   Solve for d in a + b + c = d (one-digit addends, smma_lo_01030 R: Identify the missing operation in a number sentence (all operations).   smma_lo_01031 R: Identify the missing operation in a number sentence (all operations).     R: Identify the missing information needed to solve a a wo-step problem, inten solve the problem. R: Identify the missing information needed to solve a wo-step problem, inten solve the problem. R: Identify an expression that can be used to solve a multiplication problem. R: Identify the mission in a number sentence of 2 threa-didit that involves solve a problem (inverse operations). R: Solve a problem (inverse operations). R: Solve a		between addition and subtraction.		
3.NBT.A.3   Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   Multiply whole numbers (strategies of 10).   smma_lo_00878     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 (strategies not operations).   Work backward to solve a two-step problem.   smma_lo_01288     8. Solve to subje explore the second beams of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)   R: Identify the missing operation in a subtraction or addition number sentence (basic facts).   smma_lo_01031     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01274   smma_lo_01274     R: Identify a number sentence that can be used to solve a multiplication problem.   smma_lo_01274   smma_lo_01274     R: Identify the missing information in a problem.   smma_lo_01274   smma_lo_01274     R: Identify the missing information needed to solve a wo-step problem.   smma_lo_01276   smma_lo_01276     R: Identify the missing information neded to solve a mu			Grade 3, Topic 10	-
multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   20 × 2 to 90 × 9, multiples of 10).   smma_lo_00885     3.OA.D.8   Solve two-step word problems using the four operations. Represent these problems using quations with a left 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 number and having whole-number answers; students should know how to perform operations).)   Work backward to solve a two-step problem.   smma_lo_01288     R: Solve for a, b, or c in a + b + c = d (sums 10 to problems posed with whole number and having whole-number answers; students should know how to perform operations).)   Work backward to solve a two-step multiplication and addition module. The missing operation in a subtraction or addition number sentence (basic facts).   smma_lo_01033     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01055   smma_lo_01024     R: Identify a number sentence that can be used to solve a multiplication problem.   smma_lo_01274   smma_lo_01270     R: Identify the missing information naeded to solve a multiplication problem.   smma_lo_01274   smma_lo_01274     R: Identify the missing information naeded to solve a multiplication problem.   smma_lo_01274   smma_lo_01274     R: Identify the missing information naeded to solve a multiplication problem.   smma_lo_01272   smma_lo_01274	3.NBT.A.3	Multiply one-digit whole numbers by	Multiply whole numbers (student choice, products	smma_lo_00878
(e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.   Multiply whole numbers (products 2 × 20 to 90 x 9, multiples of 10).   smma_lo_00885     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).)   Work backward to solve a two-step problem. Find the missing information and addition 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).)   Solve a two-step multiplication and addition smma_lo_010335   smma_lo_00335     R: Identify the missing operation in a subtraction operations).)   smma_lo_01031   smma_lo_01031     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01074     R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem. R: Identify an umber sentence that can be used to solve a multiplication problem. R: Identify an umber sentence that can be used to solve a multiplication problem. R: Identify the missing information in a problem. R: Identify an umber sentence that can be used to solve a multiplication problem. R: Identify the missing information in a problem. R: Identify the missi		multiples of 10 in the range 10–90	20 x 2 to 90 x 9, multiples of 10).	
based on place value and properties of 9, multiples of 10).   9, multiples of 10).     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 problem is posed with 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).)   Work backward to solve a two-step problem. smma_lo_01288     R: Identify the missing operation in a subtraction or addition number sentence (last facts).   smma_lo_01033     R: Identify the missing operation is no number sentence (lator context.).   smma_lo_01055     R: Identify the missing operation is no number answers; students should know how to perform operations).)   smma_lo_01055     R: Identify the missing operation is na number answers; students of the conventional order when there are no parentheses to specify a particular order (Order of Operations).)   R: Identify the missing operation is na number sentence (last cats).     R: Identify the missing operation is na number sentence (lator operations).   smma_lo_01274     R: Identify a number sentence that can be used to solve a multiplication problem.   smma_lo_01272     R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01274     R: Identify an expression that can be used to solve a problem (inverse operations). </td <td></td> <td>(e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies</td> <td>Multiply whole numbers (products 2 x 20 to 90 x</td> <td>smma_lo_00885</td>		(e.g., $9 \times 80$ , $5 \times 60$ ) using strategies	Multiply whole numbers (products 2 x 20 to 90 x	smma_lo_00885
operations.   Grade 3, Topic 11     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).)   R: Solve for d in a + b + c = d (sums 10 to smma_lo_00335   smma_lo_00335     R: Identify the missing operation in a subtraction or addition number sentence (basic facts).   smma_lo_01055     R: Identify the missing operation is a subtraction or addition a subtraction, or a multiplication problem (sums 20 to 99, differences 10 to 70).   smma_lo_01074     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01254     R: Identify a term formation needed to solve a multiplication problem. R: Identify a number sentence that can be used to solve a multiplication problem. R: Identify a expression that can be used to solve a two-step problem; then solve the problem. R: Identify an expression that can be used to solve a problem (inverse operations). R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275		based on place value and properties of	9, multiples of 10).	
Grade 3, Topic 11     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).)   Work backward to solve a two-step problem.   smma_lo_01288     R: Solve for a, b, or c in a + b + c = d (sums 10 to problems posed with whole numbers and having whole-number answers; students should know how to perform operations).)   R: Solve for d in a + b + c = d (one-digit addends, sums 20 to 27).   smma_lo_01031     R: Identify the missing operation in a subtraction operations).)   smma_lo_01031   smma_lo_01034     R: Identify the missing operation in a subtraction specify a particular order (Order of Operations).)   smma_lo_01074   smma_lo_01074     R: Identify a number sentence (all operations).   R: Identify a number sentence that can be used to solve a multiplication problem.   smma_lo_01272     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01274     R: Identify the missing information in a problem.   smma_lo_01274     R: Identify the missing information in a problem.   smma_lo_01274     R: Identify an expression that can be used to solve a two-step problem; then solve the problem.   smma_lo_01275 <td< td=""><td></td><td>operations.</td><td></td><td></td></td<>		operations.		
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).)   Work backward to solve a two-step problem. Simma_lo_01238   smma_lo_01606     R: Identify the missing operation in a subtraction operations).)   Solve a two-step multiplication and addition smma_lo_01035   smma_lo_00335     R: Identify the missing operation in a subtraction or addition number sentence (basic facts).   smma_lo_01055     R: Identify the missing operation in a number sentence (all operations).)   smma_lo_01224     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01254     R: Identify a number sentence that can be used to solve a multiplication problem.   smma_lo_01270     R: Identify an expression that can be used to solve a multiplication in a problem.   smma_lo_01272     R: Identify the missing information needed to solve a multiplication in context that involves find the missing information needed to solve a problem.   smma_lo_01272     R: Identify an expression that can be used to solve a problem.   smma_lo_01272   smma_lo_01272     R: Identify an expression that can be used to solve a pro			Grade 3, Topic 11	
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).)Find the missing information needed to solve a problem; then solve.smma_lo_01620 smma_lo_01633R: Identify the missing operation in a subtraction or addition number sentence (basic facts). R: Identify the missing operation in a number sentence (all operations).)smma_lo_01031 smma_lo_01031R: Identify the missing operation in a number sentence (all operations).smma_lo_01074R: Identify the missing information needed to solve a multiplication problem. R: Identify a number sentence that can be used to solve a multiplication problem. R: Identify an subtraction, or a multiplication problem. R: Identify an untber sentence that could be used to solve a multiplication problem. R: Identify an untber sentence that could be used to solve a multiplication problem. R: Identify an subtraction, or a multiplication problem. R: Identify an expression that can be used to solve a two-step problem; then solve the problem. R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01272 smma_lo_01272 smma_lo_01274R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275 smma_lo_01275	3.OA.D.8	Solve two-step word problems using	Work backward to solve a two-step problem.	smma_lo_01288
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 problem sposed 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).)Solve a two-step multiplication and addition problem in context.smma_lo_01633 smma_lo_00335 19).R: Identify the missing operation in a subtraction or addition number sentence (basic facts). R: Identify the missing operation in a number sentence (all operations).smma_lo_01031 smma_lo_01031 or addition number sentence (basic facts).R: Identify the missing operation in a number sentence (all operations).smma_lo_01074 sentence (all operation), a subtraction, or a multiplication problem. R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem.smma_lo_01270 mma_lo_01272 mma_lo_01272 R: Identify a number sentence that can be used to solve a multiplication problem. R: Identify a number sentence that can be used to solve a multiplication problem. R: Identify a number sentence that could be used solve a two-step problem; then solve the problem. R: Identify an expression that can be used to solve a two-step problem; then solve the problem. R: Identify an expression that can be used to solve a problem in context that involves smma_lo_01274		the four operations. Represent these problems using equations with a letter	Find the missing information needed to solve a	smma_lo_01293
standing for the unknown quantify. 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).)Estimate the distance by rounding (d = rt). Solve a two-step multiplication and addition and addition and baving 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).)Estimate the distance by rounding (d = rt). Solve a two-step multiplication and addition and addition and addition and baving whole-number answers; students should know how to perform operations).solve a two-step multiplication in a subtraction or addition number sentence (basic facts).smma_lo_01033R: Identify the missing operation (sums 20 to 99, differences 10 to 70).R: Identify the missing operation in a number sentence (all operations).smma_lo_01074R: Identify a number sentence that can be used to solve an addition problem.smma_lo_01270R: Identify a number sentence that could be used to solve a multiplication problem.smma_lo_01272R: Identify the missing information in a problem.smma_lo_01274R: Identify an expression that can be used to solve a two-step problem; then solve the problem.smma_lo_01275R: Identify an expression that can be used to solve a problem in context that involves formation needed to solve a problem in context that involves formation number sentence			problem; then solve.	
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).)Solve a two-step multiplication and addition problem in context.smma_lo_01633R: Identify the missing operation in a subtraction or addition number sentence (basic facts).smma_lo_01031smma_lo_01031R: Identify the missing operation in a number sentence (all operations).)smma_lo_01055smma_lo_01074R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem.smma_lo_01274R: Identify a number sentence that could be used to solve a multiplication problem.smma_lo_01272R: Identify the missing information in a problem.smma_lo_01272R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Identify an expression that can be used to solve a problem in context that involves fording the difference of 2 threa-dirit numberssmma_lo_01275		standing for the unknown quantity.	Estimate the distance by rounding (d = rt).	smma_lo_01606
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).)R: Solve for d in a + b + c = d (one-digit addends, sums 20 to 27).smma_lo_00335R: Identify the missing operation in a subtraction or addition number sentence (basic facts).smma_lo_01031R: Identify the missing operation (sums 20 to 99, of addition, number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).smma_lo_01074R: Identify a number sentence that can be used to solve a multiplication problem.smma_lo_01270R: Identify a number sentence that can be used to solve a multiplication problem.smma_lo_01272R: Identify a number sentence that can be used to solve a multiplication problem.smma_lo_01272R: Identify a number sentence that can be used to solve a multiplication problem.smma_lo_01272R: Identify a number sentence that can be used to solve a problem (inverse operations).smma_lo_01272R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275		Assess the reasonableness of	Solve a two-step multiplication and addition	smma_lo_01633
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).)R: Solve for d in a + b + c = d (one-digit addends, sums 20 to 27).smma_lo_00339R: Identify the missing operation in a subtraction or addition number sentence (basic facts).smma_lo_01031R: Identify the missing operation (sums 20 to 99, of differences 10 to 70).smma_lo_01074R: Identify the missing operation in a number sentence (all operations).smma_lo_01074R: Identify a number sentence that can be used to solve an audition, a subtraction, or a multiplication problem (one- or two-digit).smma_lo_01270R: Identify the missing information needed to solve a two-step problem; then solve the problem.smma_lo_01272R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Identify an expression that can be used to solve a problem in context that involves finding the difference of 2 three-digit numberssmma_lo_01275		answers using mental computation	problem in context.	
rounding. (1 his 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).)R: Identify the missing operation in a subtraction or addition number sentence (basic facts).smma_lo_01031R: Identify the missing operation (sums 20 to 99, differences 10 to 70).R: Identify the missing operation in a number sentence (all operations).smma_lo_01074R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).smma_lo_01254R: Identify a number sentence that could be used to solve a multiplication problem.smma_lo_01270R: Identify extra information in a problem.smma_lo_01272R: Identify an umber sentence that could be used to solve a two-step problem; then solve the problem.smma_lo_01272R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275		and estimation strategies including	R: Solve for a, b, or c in $a + b + c = d$ (sums 10 to	smma_lo_00335
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).)R: Identify the missing operation in a subtraction or addition number sentence (basic facts).smma_lo_01031R: Identify the missing operation (sums 20 to 99, differences 10 to 70).smma_lo_01055smma_lo_01074R: Identify the missing operation in a number sentence (all operations).smma_lo_01074R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).smma_lo_01274R: Identify the missing information in a problem. R: Identify the missing information needed to solve a two-step problem; then solve the problem.smma_lo_01272 smma_lo_01272R: Identify the missing information needed to solve a two-step problem in context that involves finding the difference of 2 three-digit numberssmma_lo_01275		rounding. (This standard is limited to	19). De Gebeur fan deine ander en de George diette delande	
students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)   R: Identify the missing operation in a subtraction or addition number sentence (basic facts).   smma_lo_01031     R: Identify the missing operation in a number sentence (basic facts).   R: Identify the missing operation in a number sentence (basic facts).   smma_lo_01055     R: Identify the missing operation in a number sentence (all operations).   R: 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     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01270     R: Identify the missing information needed to solve a two-step problem.   smma_lo_01272     R: Identify the missing information needed to solve a two-step problem; then solve the problem.   smma_lo_01275     R: Identify an expression that can be used to solve a problem in context that involves (mumbers).   smma_lo_01275		problems posed with whole numbers	[R. Solve for d in a + b + c = d (one-digit addends, )	smma_io_00339
students should know now to berrothing is the conventional order when there are no parentheses to specify a particular order (Order of Operations).)   R: Identify the missing operation (sums 20 to 99, differences 10 to 70).   smma_lo_01055     R: Identify the missing operation in a number sentence (all operations).)   R: Identify the missing operation in a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).   smma_lo_01254     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01270     R: Identify the missing information needed to solve a two-step problem; then solve the problem.   smma_lo_01274     R: Identify an expression that can be used to solve a problem in context that involves finding the difference of 2 three-disit numbers   smma_lo_01275		and having whole-number answers,	Sullis 20 to 27).	amma la 01021
operations in the conventional order     when there are no parentheses to specify a particular order (Order of Operations).)   R: Identify the missing operation (sums 20 to 99, differences 10 to 70).   smma_lo_01055     R: Identify the missing operation in a number sentence (all operations).   smma_lo_01074     R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).   smma_lo_01270     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01270     R: Identify the missing information in a problem.   smma_lo_01272     R: Identify the missing information needed to solve a two-step problem; then solve the problem.   smma_lo_01274     R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275     R: Solve a problem (inverse operations).   smma_lo_01275     R: Solve a problem (inverse operations).   smma_lo_01275		siduents should know now to perform	A addition number contence (basic facts)	
while if there are no parentineses to specify a particular order (Order of Operations).)   R: Identify the missing operation in a number sentences 10 to 70).   smma_lo_01074     R: 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     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01270     R: Identify the missing information needed to solve a working information needed to solve a two-step problem; then solve the problem.   smma_lo_01274     R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275		when there are no parentheres to	Di addition number sentence (basic facts).	amma la 01055
Operations).)   Interences to to 70).   R: Identify the missing operation in a number sema_lo_01074     R: Identify the missing operations).   R: 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     R: Identify a number sentence that could be used to solve a multiplication problem.   smma_lo_01270     R: Identify extra information in a problem.   smma_lo_01272     R: Identify the missing information needed to solve a two-step problem; then solve the problem.   smma_lo_01274     R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275     R: Identify an expression that can be used to solve a problem in context that involves first on the difference of 2 three-digit numbers   smma_lo_01610		specify a particular order (Order of Operations).)	differences 10 to 70)	
Operations).)   R: identify intermissing operation in a number sentence (all operations).   Simma_lo_01254     R: identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).   Simma_lo_01270     R: identify a number sentence that could be used to solve a multiplication problem.   Simma_lo_01270     R: identify extra information in a problem.   Simma_lo_01272     R: identify the missing information needed to solve a two-step problem; then solve the problem.   Simma_lo_01274     R: identify an expression that can be used to solve a problem (inverse operations).   Simma_lo_01275     R: Solve a problem in context that involves finding the difference of 2 three-digit numbers   Simma_lo_01610			B: Identify the missing operation in a number	smma la 01074
R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).smma_lo_01254R: Identify a number sentence that could be used to solve a multiplication problem.smma_lo_01270R: Identify extra information in a problem.smma_lo_01272R: Identify the missing information needed to solve a two-step problem; then solve the problem.smma_lo_01274R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Solve a problem in context that involves finding the difference of 2 three-digit numberssmma_lo_01610			sentence (all operations)	siiiiia_i0_01074
International controlInternation of a multiplication problem (one- or two-digit).R: Identify a number sentence that could be used to solve a multiplication problem.Image: smma_lo_01270R: Identify extra information in a problem.Image: smma_lo_01272R: Identify the missing information needed to solve a two-step problem; then solve the problem.Image: smma_lo_01274R: Identify an expression that can be used to solve a problem (inverse operations).Image: smma_lo_01275R: Solve a problem in context that involves finding the difference of 2 three-digit numbersImage: smma_lo_01610			R: Identify a number sentence that can be used	smma lo 01254
multiplication problem (one- or two-digit).     R: Identify a number sentence that could be used to solve a multiplication problem.     R: Identify extra information in a problem.     R: Identify the missing information needed to solve a two-step problem; then solve the problem.     R: Identify an expression that can be used to solve a problem (inverse operations).     R: Solve a problem in context that involves finding the difference of 2 three-digit numbers			to solve an addition a subtraction or a	
R: Identify a number sentence that could be used to solve a multiplication problem.smma_lo_01270R: Identify extra information in a problem.smma_lo_01272R: Identify the missing information needed to solve a two-step problem; then solve the problem.smma_lo_01274R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Solve a problem in context that involves finding the difference of 2 three-digit numberssmma_lo_01610			multiplication problem (one- or two-digit)	
R: Identify a number sentence that could be used isnima_io_01270     R: Identify extra information in a problem.     R: Identify the missing information needed to solve a two-step problem; then solve the problem.     R: Identify an expression that can be used to solve a problem (inverse operations).     R: Solve a problem in context that involves finding the difference of 2 three-digit numbers			R: Identify a number sentence that could be used	smma lo 01270
R: Identify extra information in a problem.smma_lo_01272R: Identify the missing information needed to solve a two-step problem; then solve the problem.smma_lo_01274R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Solve a problem in context that involves finding the difference of 2 three-digit numberssmma_lo_01610		to solve a multiplication problem		
R: Identify the missing information in a problem.shima_lo_01272R: Identify the missing information needed to solve a two-step problem; then solve the problem.smma_lo_01274R: Identify an expression that can be used to solve a problem (inverse operations).smma_lo_01275R: Solve a problem in context that involves finding the difference of 2 three-digit numberssmma_lo_01610			R: Identify extra information in a problem	smma lo 01272
solve a two-step problem; then solve the problem.   simma_lo_01274     R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275     R: Solve a problem in context that involves finding the difference of 2 three-digit numbers   smma_lo_01610			R: Identify the missing information needed to	smma_lo_01272
problem.   problem.     R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275     R: Solve a problem in context that involves   smma_lo_01610     finding the difference of 2 three-digit numbers   smma_lo_01610			solve a two-step problem: then solve the	
R: Identify an expression that can be used to solve a problem (inverse operations).   smma_lo_01275     R: Solve a problem in context that involves finding the difference of 2 three-digit numbers   smma_lo_01610			Inrohlem	
solve a problem (inverse operations).   simma_l0_01273     R: Solve a problem in context that involves   smma_l0_01610     finding the difference of 2 three-digit numbers   smma_l0_01610			R: Identify an expression that can be used to	smma lo 01275
R: Solve a problem (inverse operations). Rinding the difference of 2 three_digit numbers			solve a problem (inverse operations)	
finding the difference of 2 three-digit numbers			R: Solve a problem in context that involves	smma lo 01610
			If inding the difference of 2 three-digit numbers	

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 3, Topic 12	-
3.NF.A.1	Understand a fraction 1/b as the	Identify the set of shapes that represents a	smma_lo_00406
	quantity formed by 1 part when a	fraction (halves, thirds, fourths).	
	whole is partitioned into b equal parts;	Identify the figure showing a fractional part	smma_lo_00409
	understand a fraction a/b as the	shaded (halves, thirds, fourths).	
	quantity formed by a parts of size 1/b.	Identify the fraction representing a shaded region	smma_lo_00410
		(halves, thirds, fourths).	
		Identify the figure showing the fraction of a set	smma_lo_00413
		shaded (halves, thirds, fourths).	
		Identify the fraction representing shaded items in	smma_lo_00414
		a set (halves, thirds, fourths).	
		Identify a fractional portion of a set (halves,	smma_lo_00415
		thirds, fourths).	
		Identify the figure showing a fraction of a region	smma_lo_00420
		shaded (halves to eighths).	
		Identify a fraction representing the shaded part	smma_lo_00421
		(halves to eighths).	L 00.400
		Enter the fraction representing the shaded	smma_lo_00422
		amount (naives to eighths).	L 00404
		Solve a problem by finding the fractional amount	smma_10_00424
		of a set (naives to eighths).	
		Identity a tractional portion of a set (naives to	smma_10_00425
		eignths).	amma la 02024
			smma_10_02034
		P: Count the fractional parts and total number of	smma lo 00403
		narts in a region (halves thirds fourths)	sinina_i0_00403
		R: Match the word name of a fraction to a fraction	smma lo 00411
		(halves thirds fourths)	
		R: Count the fractional parts and total number of	smma lo 00412
		parts in a set (halves, thirds, fourths).	
		R: Match the word name of the fraction to the	smma lo 00416
		fraction (halves to eighths).	
		R: Count shaded parts and the total number of	smma_lo_00419
		parts (halves to eighths).	
		R: Count the shaded and total number of	smma_lo_00423
		elements in a set (halves to eighths).	
3.NF.A.2a	Represent a fraction 1/b on a number		
	line diagram by defining the interval		
	from 0 to 1 as the whole and		
	partitioning it into b equal parts.		
	Recognize that each part has size 1/b		
	and that the endpoint of the part based		
	at U locates the number 1/b on the		
	number line.	Enter the missing fraction on a number line	amma la 00420
3.NF.A.20	Represent a fraction a/b on a number	Liner the missing fraction on a number line	smma_10_00430
	1/b from 0. Decognize that the		
	resulting interval has size a/h and that		
	its and point locates the number a/b and		
	the number line		
	the number line.		

Standard	Standard Text	SM Skill Description	SM CATALOG
3.NF.A.3c	Express whole numbers as fractions,	Find a fraction equal to 1 (halves to eighths).	smma_lo_00427
	and recognize fractions that are	Using a model, rewrite a whole number as a	smma_lo_00443
	equivalent to whole numbers.	fraction (halves to eighths).	
	Examples: Express 3 in the form 3 =		
	3/1; recognize that $6/1 = 6$ ; locate $4/4$		
	and 1 at the same point of a number		
	line diagram.		
3.MD.B.4	Generate measurement data by	Measure the length of a bar to the nearest 1/4	smma_lo_00822
	measuring lengths using rulers marked	inch or 0.5 cm.	
	with halves and fourths of an inch.		
	Show the data by making a line plot,		
	where the horizontal scale is marked		
	off in appropriate units—whole		
	numbers, halves, or quarters.		
3.G.A.2	Partition shapes into parts with equal	Identify a model that represents a fraction	smma_lo_00404
	areas. Express the area of each part	(halves, thirds, fourths).	
	as a unit fraction of the whole. For	Identify a fraction that represents a model	smma_lo_00405
	example, partition a shape into 4 parts	(halves, thirds, fourths).	
	with equal area, and describe the area	Draw one to two segments to divide a figure into	smma_lo_00640
	of each part as 1/4 of the area of the	two to four congruent parts.	
	shape.	Partition shapes into equal parts.	smma_lo_02000
		Identify the model that is divided into equal parts	smma_lo_00400
		(2 to 8 parts).	1 00.400
		Count the number of equal parts in a fractional	smma_10_00402
		model (2 to 8 parts).	ommo la 00447
		Ite sighthe)	smma_i0_00417
		Grade 3. Tonic 13	
3 NE A 3a	I Inderstand two fractions as equivalent	Model equivalent fractions: identify equivalent	smma lo 02035
0.111.7.00	(equal) if they are the same size, or	fractions on a number line	sinina_10_02000
	the same point on a number line		
3 NEA 3b	Recognize and generate simple	Determine if a fraction can be simplified: simplify	smma lo 00452
	equivalent fractions e.g. $1/2 = 2/4$ 4/6	if possible (simplified fractions 1/2 to 3/4)	
	= 2/3. Explain why the fractions are	Identify two equivalent fractions for 1/2.	smma lo 01708
	equivalent, e.g., by using a visual		
	fraction model.		
3.NF.A.3c	Express whole numbers as fractions,	Find a fraction equal to 1 (halves to eighths).	smma lo 00427
	and recognize fractions that are	Using a model, rewrite a whole number as a	smma_lo_00443
	equivalent to whole numbers.	fraction (halves to eighths).	
	Examples: Express 3 in the form 3 =		
	3/1; recognize that $6/1 = 6$ ; locate $4/4$		
	and 1 at the same point of a number		
	line diagram.		
3.NF.A.3d	Compare two fractions with the same	Using a number line, compare fractions (like	smma_lo_00434
	numerator or the same denominator	denominators, halves to sixteenths).	
	by reasoning about their size.	Using models, compare fractions (unlike	smma_lo_00435
	Recognize that comparisons are valid	denominators, numerators equal to one, halves to	
	only when the two fractions refer to the	sixteenths).	
	same whole. Record the results of	Compare fractions (like denominators, thirds to	smma_lo_00447
	comparisons with the symbols $>$ , =, or	sixteenths).	
	<, and justify the conclusions, e.g., by		
	using a visual fraction model.		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 3, Topic 14	
3.MD.A.1	Tell and write time to the nearest	Find the elapsed time (differences from 1 to 6	smma_lo_00142
	minute and measure time intervals in	hours, does not cross 12 o'clock).	
	minutes. Solve word problems	Find the time one to five hours before or after a	smma_lo_00153
	involving addition and subtraction of	given time (not crossing 12 o'clock).	
	time intervals in minutes, e.g., by	Compare the difference of two times to a given	smma_lo_00155
	representing the problem on a number	time (1 to 24 hours, across 12 o'clock).	
	line diagram.	Find the time one to five hours before or after a	smma_lo_00162
		given time (across 12 o'clock).	
		Find the time one to twelve hours and ten to fifty-	smma_lo_00175
		five minutes from a starting time.	
		Determine elapsed time (1 to 6 hours, start and	smma_lo_00731
		end times on the hour, can cross 12 o'clock).	
		Find the elapsed time (1 1/2 to 6 1/2 hours, start	smma_lo_00770
		times and end times on the hour or half-hour, can	
		cross 12 o'clock).	
		Show time to the minute using digital and analog	smma_lo_00771
		clocks.	
		Show time 1 to 11 hours and 5 to 55 minutes	smma_lo_00775
		before or after the time shown (analog and digital	
		clocks).	
		Find the time 5 to 50 minutes after the time	smma_lo_00798
		shown (analog clock).	
		Solve a problem by identifying the time 1 to 2	smma_lo_01547
		hours after a given time (not crossing 12 o'clock).	
		Set the digital clock to match the time on the	smma_lo_01670
		analog clock to the exact minute.	
		Show time 1 to 11 hours and 5 to 55 minutes	smma_lo_02155
		before or after the time shown (analog and digital	
		clocks).	
3.MD.A.2	Measure and estimate liquid volumes	Add units of capacity (pints, sums 2 to 6).	smma_lo_00764
	and masses of objects using standard	Read weights from a chart; choose two weights	smma_lo_01301
	units of grams (g), kilograms (kg), and	that equal a given total (sums to 1,500).	
	liters (I). Add, subtract, multiply, or	Select the appropriate standard unit of	smma_lo_00729
	divide to solve one-step word	measurement for length, capacity, and weight	
	problems involving masses or volumes	(customary).	
	that are given in the same units, e.g.,	Add nonstandard units of capacity (sums 2 to 8).	smma_lo_00739
	by using drawings (such as a beaker	Subtract nonstandard units of capacity	smma_lo_00742
	with a measurement scale) to	(differences 0 to 3).	1 00754
	represent the problem.	Find the capacity of a container (3 to 10	smma_10_00754
		nonstandard units).	
		Select the appropriate standard unit of	smma_10_00767
		measurement for length, capacity, and weight	
		(metric).	
		Identity the reasonable weight of an object	smma_10_00787
		(ounces, pounds, and tons).	
		Choose the appropriate customary units of liquid	smma_10_01674
		Grade 2. Tenio 15.	
2 MD C 5h	Recognize area as an attribute of		
13.1VID.C.3D	plane figures and understand concents		
	of area measurement. A plane figure		
	which can be covered without gaps or		
	which can be covered without gaps of		
	beve an area of n aquare units		
	mave an area of n square units.		

Standard	Standard Text	SM Skill Description	SM CATALOG
3.G.A.1	Understand that shapes in different	Identify the quadrilaterals in a set of figures.	smma_lo_00615
	categories (e.g., rhombuses,	Identify parallelograms, rhombuses, and	smma_lo_00620
	rectangles, and others) may share	trapezoids.	
	attributes (e.g., having four sides), and	Identify the quadrilaterals that are trapezoids or	smma_lo_00659
	that the shared attributes can define a	rhombuses.	
	larger category (e.g., quadrilaterals).		
	Recognize rhombuses, rectangles,		
	and squares as examples of		
	quadrilaterals, and draw examples of		
	quadrilaterals that do not belong to		
	any of these subcategories.		
		Grade 3, Topic 16	
3.MD.C.7b	Multiply side lengths to find areas of	Find the area of a rectangle (36 to 144 customary	smma_lo_00173
	rectangles with whole-number side	or metric square units).	
	lengths in the context of solving real	Identify rectangles that have equal areas, but	smma_lo_00823
	world and mathematical problems, and	different dimensions.	
	represent whole-number products as	Multiply side lengths to find the area of a	smma_lo_02030
	rectangular areas in mathematical	rectangle in a real-world context; use area to	
	reasoning	represent a whole-number product by arranging	
		tiles in a rectangle.	
3.MD.D.8	Solve real world and mathematical	Find the perimeter of a rectangle (24 to 48	smma_lo_00169
	problems involving perimeters of	customary or metric units).	
	polygons, including finding the	Given the length of one side of a rectangle,	smma_lo_00788
	perimeter given the side lengths,	measure another side, and then find the	
	finding an unknown side length, and	perimeter.	
	exhibiting rectangles with the same	Given the lengths of all sides, find the perimeter	smma_lo_00821
	perimeter and different areas or with	of a rectangle.	L 000.40
	the same area and different	Given a perimeter, mark equilateral polygons with	smma_lo_00849
	perimeters.	the same side measures.	1 00050
		Identify examples of relationships between area	smma_10_00850
		and perimeter.	amma la 00700
		R: Count to find the perimeter (3 to 9	smma_io_00708
		D: Identify the shape with the greater perimeter (2)	amma la 00724
		to 11 ponstandard units)	sinina_i0_007.34
		D: Find the perimeter of a figure (3 to 10	smma lo 00757
		nonstandard units)	
		P: Identify the expression for the perimeter of a	smma lo 00818
	Grade	3 Sten Up to Grade 4	
4 NBTA 1	Recognize that in a multi-digit whole	Identify the value of a given digit in a four-digit	smma lo 01062
	number, a digit in one place represents	number.	
	ten times what it represents in the		
	place to its right. For example.		
	recognize that $700 \div 70 = 10$ by		
	applying concepts of place value and		
	division.		
4.NBT.A.2	Read and write multi-digit whole	Identify the expanded notation of a four-digit	smma_lo_01038
	numbers using base-ten numerals.	number.	
	number names, and expanded form.	Compare numbers (1,000 to 9,999).	smma_lo_01039
	Compare two multi-digit numbers	Order four numbers from least to greatest (1,000	smma_lo_01040
	based on meanings of the digits in	to 9,999).	
	each place, using >, =, and < symbols	Identify a word name for a four-, five- or six-digit	smma_lo_01043
	to record the results of comparisons.	numbers.	

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.A.2	Read and write multi-digit whole	Identify a number with a given digit in the ones to	smma_lo_01045
	numbers using base-ten numerals, number names, and expanded form.	hundred thousands place.	
		Identify the expanded notation of a five- or six-	smma_lo_01046
	Compare two multi-digit numbers	digit number.	
	based on meanings of the digits in	Find a number equal to 1 to 9 thousands, 0 to 9	smma_lo_01051
	each place, using >, =, and < symbols	hundreds, 0 to 9 tens, and 0 to 9 ones.	
	to record the results of comparisons.	Identify a number with a given digit in the	smma_lo_01064
		thousands to hundred millions place.	
		Enter the number for a word name (1000 to 9999).	smma_lo_01065
		Enter a number in a place-value chart (10,000 to 999,999).	smma_lo_01070
		Identify a number that is one or two greater than	smma_lo_01072
		Enter each individual digit in a place-value chart	smma lo 01075
		for a five- to nine-digit number given the name of	·······
		Identify the number when given the word name	smma_lo_01076
		(10,000 to 999,999).	L 04000
		Identify the digits in the period (hundreds,	smma_lo_01083
		thousands, millions, and billions).	amma la 01007
		Express a number in expanded notation or	smma_io_01097
		Order five numbers from least to greatest (three	smma lo 01710
		to six-digit numbers).	
		Compare two whole numbers (three to seven-	smma lo 01711
		digit numbers).	
		R: Show a four-digit number with base-ten	smma_lo_01032
		blocks.	
4.NBT.B.5	Multiply a whole number of up to four	Multiply a two-digit number by a one-digit number	smma_lo_00869
	digits by a one-digit whole number,	(products 10 x 1 to 12 x 4).	
	and multiply two two-digit numbers,	Multiply whole numbers (student choice, products	smma_lo_00870
	using strategies based on place value	10 x 2 to 15 x 5).	L 00074
	Illustrate and explain the calculation by	12).	smma_lo_00871
	using equations, rectangular arrays, and/or area models.	Multiply whole numbers (student choice, products $16 \times 2$ to $19 \times 5$ ).	smma_lo_00872
		Multiply whole numbers (student choice, products $10 \times 6$ to $15 \times 9$ )	smma_lo_00874
		Multiply whole numbers (products 2 x 12 to 12 x	smma lo 00875
		12).	
		Multiply whole numbers (student choice, products	smma_lo_00876
		16 X 6 to 19 X 9). Multiply whole pumbers (student sheiss, products	amma la 00000
		21 x 2 to $99 \times 9$ ).	smma_10_00880
		Multiply whole numbers (student choice, products	smma_lo_00882
		$100 \times 210$ 990 $\times$ 9, Multiples of TU).	smma la 00001
		10 x 10 to 15 x 90, multiples of 10).	511111a_10_00004
		Multiply whole numbers (student choice, products	smma lo 00886
		101 x 2 to 999 x 9).	
		Multiply whole numbers (products 20 x 20 to 90 x	smma_lo_00889
		90, multiples of 10).	

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number.	Multiply whole numbers (student choice, products 1000 x 2 to 9999 x 9).	smma_lo_00892
	and multiply two two-digit numbers, using strategies based on place value and the properties of operations.	Find the missing factor (products $20 \times 20$ to $90 \times 90$ multiples of $10$ )	smma_lo_00893
		Multiply whole numbers (products $13 \times 1$ to $19 \times 5$ )	smma_lo_00894
	using equations, rectangular arrays, and/or area models.	Multiply whole numbers (products $12 \times 6$ to $19 \times 9$ ).	smma_lo_00896
		Multiply whole numbers (student choice, products $11 \times 11$ to $15 \times 99$ ).	smma_lo_00899
		Multiply whole numbers (student choice, products $16 \times 11$ to $19 \times 99$ ).	smma_lo_00901
		Estimate the product by rounding the second factor.	smma_lo_01603
		Identify equivalent arrays with different factors (two-digit factors).	smma_lo_01733
		Use an area model to solve a multiplication problem (two-digit factors).	smma_lo_01734
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in which remainders must be interpreted. 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.		
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00290
	dividends and one-digit divisors, using strategies based on place value, the	Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00292
	properties of operations, and/or the relationship between multiplication and	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00294
	division. Illustrate and explain the calculation by using equations.	Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00295
	rectangular arrays, and/or area models.	Divide using the long division algorithm (three- digit dividend, one-digit divisor, no remainder).	smma_lo_00296
		Divide using the long division algorithm (three- digit dividend, one-digit divisor, remainder).	smma_lo_00297
		Divide using the long division algorithm (three- digit dividend, one-digit divisor, remainder).	smma_lo_00298
		Divide using the long division algorithm (four-digit dividend, one-digit divisor, remainder).	smma_lo_00300
		Find the quotient of b divided by a (combinations $6 \times 13$ to $9 \times 19$ ).	smma_lo_00312
		R: Estimate the quotient to the nearest ten (three- digit dividends, one-digit divisors).	smma_lo_00314
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating	Using models, add fractions, no simplifying (like denominators, thirds to eighths).	smma_lo_00441
	parts referring to the same whole.	Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	smma_lo_00442
		Identify the difference when a fraction is subtracted from 1 (fourths to twelfths).	smma_lo_00445

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NF.B.3a	Understand addition and subtraction of	Add fractions with like denominators (no	smma_lo_01709
	fractions as joining and separating	simplifying).	
	parts referring to the same whole.		
4.NF.B.3b	Decompose a fraction into a sum of	Rewrite a fraction as a mixed number (halves to	smma_lo_00449
	fractions with the same denominator in	eighths).	
	more than one way, recording each	Determine addition expressions that are	smma_lo_02146
	decomposition by an equation. Justify	equivalent to a given fraction.	
	decompositions, e.g., by using a visual		
	fraction model. Examples: 3/8 = 1/8 +		
	1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 +		
	1 + 1/8 = 8/8 + 8/8 + 1/8.		
4.MD.C.5	Recognize angles as geometric	R: Match the labeled angles to the correct angle	smma_lo_00617
	shapes that are formed wherever two	notation.	
	rays share a common endpoint, and		
	understand concepts of angle		
	measurement:		
4.G.A.1	Draw points, lines, line segments,	Identify line segments in three- and four-sided	smma_lo_00579
	rays, angles (right, acute, obtuse), and	figures.	1 00000
	perpendicular and parallel lines.	Identify right, acute, and obtuse angles in	smma_10_00630
	Identify these in two-dimensional	polygons.	
	figures.	Draw parallel, perpendicular, or intersecting lines	smma_10_00638
		On a grid.	amma la 00620
		accompany the pairs of parallel line segments in a	siiiiia_i0_00039
		Draw a line segment using a ruler (to 1/4 inch	smma lo 00800
		and 0.5 cm).	sinina_i0_00000
		R: Predict whether or not lines will intersect.	smma_lo_00598
		R: Identify line segments.	smma_lo_00605
		R: Identify parallel and perpendicular streets on a	smma_lo_00619
		map.	
		R: Determine whether an angle is larger than,	smma_lo_00624
		smaller than, or the same size as a right angle.	
		R: Identify the set of vertices on a grid can be	smma_lo_00625
		connected to form a figure (triangle, quadrilateral,	
		rectangle, or square).	
	Decempize engles es geometris	R: Identify an angle as acute, right, or obtuse.	smma_10_00628
4.MD.C.5a	Recognize angles as geometric		
	rave share a common endpoint and		
	understand concents of angle		
	measurement: An angle is measured		
	with reference to a circle with its center		
	at the common endpoint of the rays		
	by considering the fraction of the		
	circular arc between the points where		
	the two rays intersect the circle. An		
	angle that turns through 1/360 of a		
	circle is called a "one-degree angle."		
	and can be used to measure angles.		

Standard	Standard Text	SM Skill Description	SM CATALOG
	- -	Grade 4, Topic 1	•
4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents	Identify the value of a given digit in a four-digit number.	smma_lo_01062
	ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by		
	applying concepts of place value and division.		
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals,	Identify the expanded notation of a four-digit number.	smma_lo_01038
	number names, and expanded form.	Compare numbers (1,000 to 9,999).	smma_lo_01039
	Compare two multi-digit numbers based on meanings of the digits in	Order four numbers from least to greatest (1,000 to 9,999).	smma_lo_01040
	each place, using >, =, and < symbols to record the results of comparisons.	Identify a word name for a four-, five- or six-digit numbers.	smma_lo_01043
		Identify a number with a given digit in the ones to hundred thousands place.	smma_lo_01045
		Identify the expanded notation of a five- or six- digit number.	smma_lo_01046
		Find a number equal to 1 to 9 thousands, 0 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	smma_lo_01051
		Identify a number with a given digit in the thousands to hundred millions place.	smma_lo_01064
		Enter the number for a word name (1000 to 9999).	smma_lo_01065
		Enter a number in a place-value chart (10,000 to 999,999).	smma_lo_01070
		Enter each individual digit in a place-value chart for a five- to nine-digit number given the name of the number.	smma_lo_01075
		Identify the number when given the word name (10,000 to 999,999).	smma_lo_01076
		Express a number in expanded notation or determine the number from an expanded notation.	smma_lo_01097
		Compare two whole numbers (three to seven- digit numbers).	smma_lo_01711
		R: Show a four-digit number with base-ten blocks.	smma_lo_01032
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any	Estimate the sum by rounding to the nearest hundred (three-digit addends).	smma_lo_01621
	place.	R: Identify the multiple of 5 that is closest to a given number.	smma_lo_01005
		R: Identify the multiple of 5 that is closer to a number (25 to 94).	smma_lo_01006

Standard	Standard Text	SM Skill Description	SM CATALOG
	• •	Grade 4, Topic 2	-
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in	Use a picture to solve an addition problem with three addends.	smma_lo_01286
		Solve an addition problem using data in a table (sums 100 to 198).	smma_lo_01595
	which remainders must be interpreted.	Identify the best estimate for a sum using data in a table (three- and four-digit addends)	smma_lo_01620
	equations with a letter standing for the	Estimate the sum by rounding to the nearest	smma_lo_01675
	unknown quantity. Assess the	D: Chasse a method to solve a two step problem	amma la 01290
	mental computation and estimation	R. Choose a method to solve a two-step problem.	
	strategies including rounding	A definity the expression that gives the best	silina_i0_01500
		context (two digit numbers)	
		R: Identify the most reasonable quantity for a	smma lo 01586
		context (order of magnitude differs)	3mma_10_01300
		R <sup>·</sup> Estimate the difference of 2 four-digit numbers	smma lo 01614
		to the nearest thousand.	
4.NBT.B.4	Fluently add and subtract multi-digit	Add two addends (student choice, a three-digit	smma lo 00099
	whole numbers using the standard	and a four-digit addends, sums 1111 to 10998,	
	algorithm.	regrouping in all places).	
	5	Add two addends (student choice, four-digit	smma lo 00100
		addends, sums 2111 to 19998, regrouping in all	
		places).	
		Use logical reasoning to complete an addition	smma_lo_01261
		puzzle with two three-digit addends.	
		Subtract a three-digit number from a four-digit	smma_lo_01493
		number (regrouping from the tens place).	
		Subtract a three-digit number from a four-digit	smma_lo_01494
		number (regrouping from the tens and thousands	
		places).	1 01405
		Subtract a three-digit number from a four-digit	smma_10_01495
		Subtract a three digit number from a four digit	smma lo 01/106
		number (regrouping from the tens and hundreds	silina_10_01490
		places).	
		Subtract a three-digit number from a four-digit	smma_lo_01497
		number (regrouping from the tens and hundreds	
		places).	
		Find the difference of two whole numbers	smma_lo_01498
		(student choice, four-digit numbers, regrouping	
		from tens and nundreds places).	amma la 01400
		Subtract a three-digit humber from a four-digit	smma_10_01499
		hundreds, and thousands places)	
		Subtract a three-digit number from a four-digit	smma lo 01500
		number (student choice, rearouping from tens	
		hundreds, and thousands places).	
		Find the difference of two whole numbers	smma lo 01501
		(student choice, four-digit numbers, regrouping	
		from tens and thousands places).	
		Subtract across zero (student choice, four-digit	smma_lo_01502
		minuends with a 0 in the tens place, regrouping	
		from the tens, hundreds, and thousands places).	

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.4	Fluently add and subtract multi-digit	Subtract across zero (student choice, four-digit	smma_lo_01503
	whole numbers using the standard	minuends with a 0 in the tens place, regrouping	
	algorithm.	from the tens, hundreds, and thousands places).	
		Find the difference of two whole numbers	smma_lo_01504
		(student choice, four-digit numbers, regrouping	
		from tens, hundreds, and thousands places).	
		Grade 4, Topic 3	
4.0A.A.3	Solve multistep word problems posed	Make a picture to solve a multistep addition and	smma_lo_01592
	with whole numbers and having whole-	multiplication problem in context.	
	number answers using the four	R: Choose a method to solve a two-step problem.	smma_lo_01289
	operations, including problems in	R: Identify the most reasonable quantity for a	smma_lo_01586
	which remainders must be interpreted.	context (order of magnitude differs).	1 04004
	Represent these problems using	R: Solve a multiplication problem in context (one-,	smma_lo_01604
	equations with a letter standing for the	two-, and three-digit factors).	
	unknown quantity. Assess the		
	reasonableness of answers using		
	mental computation and estimation		
	strategies including rounding.	Multiply a two digit pumber by a ana digit pumber	amma la 00060
4.NB1.B.5	digite by a one digit whole number	(producto 10 x 1 to 12 x 4)	smma_io_00869
	and multiply two two digit numbers	(products 10 x 1 to 12 x 4).	amma la 00970
	and multiply two two-digit numbers,	$10 \times 2$ to $15 \times 5$	
	and the properties of operations	Multiply whole numbers (student choice, products)	smma lo 00872
	Illustrate and explain the calculation by	$16 \times 2$ to $19 \times 5$ )	
	using equations rectangular arrays	Multiply whole numbers (student choice, products	smma lo 00874
	and/or area models	$10 \times 6$ to $15 \times 9$ )	
		Multiply whole numbers (student choice, products	smma lo 00876
		16 x 6 to 19 x 9).	
		Multiply whole numbers (student choice, products	smma lo 00880
		21 x 2 to 99 x 9).	
		Multiply whole numbers (student choice, products	smma_lo_00882
		100 x 2 to 990 x 9, multiples of 10).	
		Multiply whole numbers (student choice, products	smma_lo_00886
		101 x 2 to 999 x 9).	
		Multiply whole numbers (student choice, products	smma_lo_00892
		1000 x 2 to 9999 x 9).	
		Multiply whole numbers (products 13 x 1 to 19 x	smma_lo_00894
		5).	L 00000
		Multiply whole numbers (products 12 x 6 to 19 x	smma_lo_00896
		(9).	
		Estimate the product by rounding the second	smma_10_01603
		Grade 4. Topic 4	
4 0 4 3	Solve multisten word problems posed	R: Choose a method to solve a two-step problem	smma lo 01280
	with whole numbers and having whole-	R: Identify the most reasonable quantity for a	smma_lo_01209
	number answers using the four	context (order of magnitude differs)	
	operations, including problems in	R: Solve a multiplication problem in context (one-	smma lo 01604
	which remainders must be interpreted.	two-, and three-digit factors).	
	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.		

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number,	Multiply whole numbers (products 2 x 12 to 12 x 12).	smma_lo_00875
	and multiply two two-digit numbers, using strategies based on place value	Multiply whole numbers (student choice, products $10 \times 10$ to $15 \times 90$ , multiples of 10).	smma_lo_00884
	and the properties of operations. Illustrate and explain the calculation by	Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00889
	using equations, rectangular arrays, and/or area models.	Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00893
		Multiply whole numbers (student choice, products 11 x 11 to 15 x 99).	smma_lo_00899
		Multiply whole numbers (student choice, products 16 x 11 to 19 x 99).	smma_lo_00901
		Estimate the product by rounding the second factor.	smma_lo_01603
		Identify equivalent arrays with different factors (two-digit factors).	smma_lo_01733
		Use an area model to solve a multiplication problem (two-digit factors).	smma_lo_01734
		Grade 4, Topic 5	
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-	Identify a reasonable answer for a division problem.	smma_lo_00246
	number answers using the four operations, including problems in which remainders must be interpreted.	Solve a division problem in context by rounding the quotient to the next whole number (model shown).	smma_lo_01573
	Represent these problems using	Solve a division problem in context (remainder).	smma_lo_01616
	equations with a letter standing for the unknown quantity. Assess the	Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
	reasonableness of answers using mental computation and estimation	Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	smma_lo_01663
	strategies including rounding.	R: Choose a method to solve a two-step problem.	smma_lo_01289
		R: Identify the most reasonable quantity for a context (order of magnitude differs).	smma_lo_01586
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00290
	dividends and one-digit divisors, using strategies based on place value, the	Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00292
	properties of operations, and/or the relationship between multiplication and	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00294
	division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00295
		Divide using the long division algorithm (three- digit dividend, one-digit divisor, no remainder).	smma_lo_00296
		Divide using the long division algorithm (three- digit dividend, one-digit divisor, remainder).	smma_lo_00297
		Divide using the long division algorithm (three- digit dividend, one-digit divisor, remainder).	smma_lo_00298
		Divide using the long division algorithm (four-digit dividend, one-digit divisor, remainder).	smma_lo_00300
		R: Estimate the quotient to the nearest ten (three- digit dividends, one-digit divisors).	smma_lo_00314

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 4, Topic 6	
4.0A.A.1	Interpret a multiplication equation as a	Translate a verbal statement of a multiplicative	smma_lo_02008
	comparison, e.g., interpret $35 = 5 \times 7$	comparison into a multiplication equation.	
	as a statement that 35 is 5 times as	Interpret a multiplication equation by writing a	smma_lo_02025
	many as 7 and 7 times as many as 5.	comparison statement.	
	Represent verbal statements of		
	multiplicative comparisons as		
	multiplication equations.		
4.0A.A.2	Multiply or divide to solve word	Use a model to represents a word problem	smma_lo_02009
	problems involving multiplicative	involving multiplicative comparison. Then, use an	
	comparison, e.g., by using drawings	equation to represent the solution to the word	
	and equations with a symbol for the	problem.	
	unknown number to represent the		
	problem, distinguishing multiplicative		
	comparison from additive comparison.		
4.0A.A.3	Solve multistep word problems posed	Identify a reasonable answer for a division	smma_lo_00246
	with whole numbers and having whole-	problem.	1 0/500
	number answers using the four	Make a picture to solve a multistep addition and	smma_lo_01592
	operations, including problems in	multiplication problem in context.	L 04505
	which remainders must be interpreted.	Solve an addition problem using data in a table	smma_10_01595
	Represent these problems using	(sums 100 to 198).	
	equations with a letter standing for the	Solve a division problem in context (remainder).	smma_10_01616
	unknown quantity. Assess the	Interpret the quotient and remainder of a division	smma_10_01617
	reasonableness of answers using	problem in context (three-digit dividends).	amma la 01620
	mental computation and estimation	Identify the best estimate for a sum using data in	smma_10_01620
	strategies including rounding.	A table (three- and four-digit addends).	amma la 01662
		Inchiem (6, 7, 10, or 12 objects)	smma_i0_01003
		Di Chassa a method to solve a two stop problem	amma la 01290
		R. Choose a method to solve a two-step problem.	sillina_10_01269
		R. Determine the number of calories in multiple	sinina_i0_01555
		P: Identify the expression that gives the best	smma lo 01566
		estimate for an addition or subtraction problem in	sinina_i0_01500
		context (two-digit numbers)	
		R. Estimate the sum or difference in a money	smma lo 01580
		problem by rounding to the nearest 10 (two-digit	3mma_10_01000
		sums and differences)	
		R. Identify the most reasonable quantity for a	smma lo 01586
		context (order of magnitude differs).	
		R: Solve a multiplication problem in context (one-	smma lo 01604
		two-, and three-digit factors).	
4.NBT.B.5	Multiply a whole number of up to four	Multiply a two-digit number by a one-digit number	smma lo 00869
	digits by a one-digit whole number.	(products 10 x 1 to 12 x 4).	
	and multiply two two-digit numbers,	Multiply whole numbers (student choice, products	smma lo 00870
	using strategies based on place value	10 x 2 to 15 x 5).	
	and the properties of operations.	Multiply whole numbers (products 10 x 2 to 12 x	smma_lo_00871
	Illustrate and explain the calculation by	12).	
	using equations, rectangular arrays,	Multiply whole numbers (student choice, products	smma_lo_00872
	and/or area models.	16 x 2 to 19 x 5).	
		Multiply whole numbers (student choice, products	smma_lo_00874
		10 x 6 to 15 x 9).	
		Multiply whole numbers (products 2 x 12 to 12 x	smma_lo_00875
		12).	
		Multiply whole numbers (student choice, products	smma_lo_00876
		16 x 6 to 19 x 9).	

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.5	Multiply a whole number of up to four	Multiply whole numbers (student choice, products	smma_lo_00880
	digits by a one-digit whole number,	21 x 2 to 99 x 9).	
	and multiply two two-digit numbers,	Multiply whole numbers (student choice, products	smma_lo_00882
	using strategies based on place value	100 x 2 to 990 x 9, multiples of 10).	
	and the properties of operations.	Multiply whole numbers (student choice, products	smma_lo_00884
	Illustrate and explain the calculation by	10 x 10 to 15 x 90, multiples of 10).	
	using equations, rectangular arrays,	Multiply whole numbers (student choice, products	smma_lo_00886
	and/or area models.	101 x 2 to 999 x 9).	
		Multiply whole numbers (products 20 x 20 to 90 x	smma_lo_00889
		90, multiples of 10).	
		Multiply whole numbers (student choice, products	smma_lo_00892
		1000 x 2 to 9999 x 9).	
		Find the missing factor (products 20 x 20 to 90 x	smma_lo_00893
		90, multiples of 10).	
		Multiply whole numbers (products 13 x 1 to 19 x	smma_lo_00894
		5).	
		Multiply whole numbers (products 12 x 6 to 19 x	smma_lo_00896
		9).	
		Multiply whole numbers (student choice, products	smma_lo_00899
		11 x 11 to 15 x 99).	
		Multiply whole numbers (student choice, products	smma_lo_00901
		16 x 11 to 19 x 99).	L 04000
		Estimate the product by rounding the second	smma_lo_01603
		factor.	
		Identify equivalent arrays with different factors	smma_10_01733
		(two-digit factors).	
		Use an area model to solve a multiplication	smma_10_01734
	Find whole number subtinute and	problem (two-digit factors).	amma la 00200
4.NB1.B.0	remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and	Divide using the long division algorithm (one-digit	smma_io_00290
		Divide using the long division elevatithm (one divit	amma la 00202
		Divide using the long division algorithm (one-digit	smma_io_00292
		Divide using the long division electithm (one digit.	amma la 00204
		divisor, no remainder)	smma_10_00294
		Divide using the long division electithm (one digit	amma la 00205
		divisor remainder)	sinina_i0_00295
	rectangular arrays, and/or area	Divide using the long division algorithm (three	smma la 00206
	modole	digit dividend, one digit divisor, no remainder)	sinina_i0_00290
	models.	Divide using the long division algorithm (three	smma lo 00207
		digit dividend one-digit divisor remainder)	3mma_10_00297
		Divide using the long division algorithm (three	smma lo 00208
		digit dividend one-digit divisor remainder)	3mma_10_00280
		Divide using the long division algorithm (four digit	smma lo 00300
		dividend one-diait divisor remainder)	
		R: Estimate the quotient to the nearest ten (three.	smma lo 00314
		digit dividends one-digit divisors)	
		digit dividends, one-digit divisors).	sinina_10_00314

Standard	Standard Text	SM Skill Description	SM CATALOG
	•	Grade 4, Topic 7	•
4.OA.B.4	Find all factor pairs for a whole	Identify the number that is divisible by a given	smma_lo_01066
	number in the range 1-100. Recognize	factor (numbers 2 to 81, factors 2 to 9).	
	that a whole number is a multiple of	Identify numbers that are multiples of a given	smma_lo_01069
	each of its factors. Determine whether	number.	
	a given whole number in the range 1-	Identify the complete set of factors for a number	smma_lo_01071
	100 is a multiple of a given one-digit	(2 to 25).	
	number. Determine whether a given	Find the factors of a number and determine if the	smma_lo_01073
	whole number in the range 1-100 is	number is prime or composite (3 to 30).	
	prime or composite.	Identify prime and composite numbers (one- or	smma_lo_01105
		two-digit).	L 04407
		Determine three factors of a given number.	smma_lo_01107
		Identify sets of prime and composite numbers.	smma_10_01119
		R: Identify which numbers are divisible by	smma_10_01101
		another number (divisors 2 to 10).	
4.NB1.B.5	Multiply a whole number of up to four	(producto 10 x 1 to 12 x 4)	smma_10_00869
	and multiply two two digit numbers	(products 10 x 1 to 12 x 4).	amma la 00970
	and multiply two two-digit numbers,	10 x 2 to 15 x 5)	
	and the properties of operations	Multiply whole numbers (products 10 x 2 to 12 x	smma la 00871
	Illustrate and explain the calculation by		
	using equations rectangular arrays	Multiply whole numbers (student choice, products)	smma lo 00872
	and/or area models	$16 \times 2$ to $19 \times 5$ )	3mma_10_00072
		Multiply whole numbers (student choice, products	smma lo 00874
		$10 \times 6$ to $15 \times 9$ )	
		Multiply whole numbers (products 2 x 12 to 12 x	smma lo 00875
		12).	
		Multiply whole numbers (student choice, products	smma lo 00876
		16 x 6 to 19 x 9).	
		Multiply whole numbers (student choice, products	smma_lo_00880
		21 x 2 to 99 x 9).	
		Multiply whole numbers (student choice, products	smma_lo_00884
		10 x 10 to 15 x 90, multiples of 10).	
		Multiply whole numbers (products 13 x 1 to 19 x	smma_lo_00894
		5).	1 00000
		Multiply whole numbers (products 12 x 6 to 19 x	smma_10_00896
		9). Estimate the product by rounding the second	amma la 01602
		factor	
		Identify equivalent arrays with different factors	smma lo 01733
		(two-digit factors)	
		Use an area model to solve a multiplication	smma lo 01734
		problem (two-digit factors).	
		Grade 4. Topic 8	
4.NF.A.1	Explain why a fraction a/b is equivalent	Find the missing numerator or denominator in an	smma_lo_00451
	to a fraction $(n \times a)/(n \times b)$ by using	equivalent fraction (simplified fractions 1/2 to 3/4).	
	visual fraction models, with attention to	Find the missing numerator or denominator in an	smma_lo_00453
	how the number and size of the parts	equivalent fraction (simplified fractions 1/2 to 7/8).	
	differ even though the two fractions	Determine if a fraction can be simplified; simplify	smma_lo_00454
	themselves are the same size. Use	if possible (simplified fractions 1/2 to 7/8).	
	this principle to recognize and	Write a fraction in simplest form (simplified	smma_lo_00455
	generate equivalent fractions.	tractions 1/2 to 7/8).	1 00/50
		Determine it a traction can be simplified; simplify	smma_lo_00456
		It possible (simplified fractions 1/2 to 7/8).	

Standard Stand	lard Text	SM Skill Description	SM CATALOG
4.NF.A.1 Expla	in why a fraction a/b is equivalent	Find an equivalent fraction of a simplified fraction	smma_lo_00457
to a fr	action (n × a)/(n × b) by using	(simplified fractions 1/2 to 8/9).	
visual	fraction models, with attention to	Find three equivalent fractions (simplified	smma_lo_00458
how t	he number and size of the parts	fractions 1/2 to 8/9).	
differ	even though the two fractions	Identify the figures with the equivalent fractional	smma_lo_00483
thems	selves are the same size. Use	parts shaded.	
this p	rinciple to recognize and	Generate a table of equivalent fractions for a	smma_lo_01791
gener	ate equivalent fractions.	fraction in simplest form.	
		Generate a table of equivalent fractions for a	smma_lo_01792
		fraction not in simplest form.	
		Identify the fraction equivalent to the given	smma_lo_01793
		fraction.	
4.NF.A.2 Comp	pare two fractions with different	Use a model to compare two fractions (halves to	smma_lo_00429
nume	rators and different	eighths, unlike denominators).	L 00.400
denor	minators, e.g., by creating	Compare fractions to 1 on the number line	smma_lo_00432
comm	ion denominators or numerators,	(naives to eighths).	
or by	comparing to a benchmark	Using models, compare fractions (unlike	smma_10_00436
fractio	on such as 1/2. Recognize that	denominators, naives to sixteenths).	amma la 00407
comp	arisons are valid only when the	fidentify the fraction that is greater than a given	smma_10_00437
	actions refer to the same whole.	Inaction (unlike denominators, naives to eignins).	amma la 00429
Reco	In the results of comparisons with $a_{1} > -a_{2} < a_{2}$	denominatora, balvas te sightha)	smma_10_00436
Symu		Order three fractions from least to greatest	smma la 00440
fractic	n model	(unlike denominators, balves to twelfths)	sinina_i0_00440
I actio	in model.	Compare fractions to 1 (balves to sixteenths)	smma lo 00448
		Compare fractions (unlike denominators)	smma_lo_00440
		Identify the greatest or least fraction in a problem	smma_lo_00402
		(unlike denominators)	
		Compare fractions (unlike denominators).	smma lo 00495
		Grade 4. Topic 9	
4.NF.B.3a Unde	rstand addition and subtraction of	Using models, add fractions, no simplifying (like	smma lo 00441
fractio	ons as joining and separating	denominators, thirds to eighths).	
parts	referring to the same whole.	Using models, subtract fractions, no simplifying	smma_lo_00442
	-	(like denominators, halves to eighths).	
		Identify the difference when a fraction is	smma_lo_00445
		subtracted from 1 (fourths to twelfths).	
		Add fractions with like denominators (no	smma_lo_01709
		simplifying).	
4.NF.B.3b Deco	mpose a fraction into a sum of	Rewrite a fraction as a mixed number (halves to	smma_lo_00449
fractio	ons with the same denominator in	eighths).	
more	than one way, recording each	Determine addition expressions that are	smma_lo_02146
decor	nposition by an equation. Justify	equivalent to a given fraction.	
decor	npositions, e.g., by using a visual		
Tractio	on model. Examples: $3/8 = 1/8 +$		
	$1/\delta$ ; $3/\delta = 1/\delta + 2/\delta$ ; $2/1/\delta = 1 + 1/\delta = 0/\delta + 0/\delta + 1/\delta$		
	$0 = 0/0 \pm 0/0 \pm 1/\delta$ .	Add mixed numbers: no simplifying (like	smma lo 00460
	enominators e.g. by replacing	denominators thirds to twelfths)	
	mixed number with an equivalent	Subtract mixed numbers: no simplifying (like	smma lo 00461
fractic	and/or by using properties of	denominators thirds to twelfthe)	
Inaction	tions and the relationship	Add mixed numbers: simplify if necessary (like	smma lo 00463
botwo			
	en addition and subtraction.	denominators, halves to sixteenths).	
Detwe	en addition and subtraction.	denominators, halves to sixteenths). Subtract mixed numbers: simplify if necessary	smma lo 00485

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NF.B.3c	Add and subtract mixed numbers with	Add mixed numbers within a context; simplify if	smma_lo_00480
	like denominators, e.g., by replacing	necessary (like denominators).	
	each mixed number with an equivalent	Subtract mixed numbers in context; simplify if	smma_lo_00481
	fraction, and/or by using properties of	necessary (like denominators).	
	operations and the relationship	Add mixed numbers with like denominators in	smma_lo_01624
	between addition and subtraction.	context; simplify if necessary.	
		R: Using a model, rewrite a mixed number as a	smma lo 00446
		fraction (halves to eighths).	
		R: Rewrite a mixed number as a fraction (fifths to	smma lo 00450
		ninths).	
4.NF.B.3d	Solve word problems involving	Add mixed numbers with like denominators in	smma_lo_01624
	addition and subtraction of fractions	context; simplify if necessary.	
	referring to the same whole and	Use a model and an equation to solve word	smma lo 02004
	having like denominators, e.g., by	problems involving the addition of fractions with	
	using visual fraction models and	like denominators.	
	equations to represent the problem.	Use a model and an equation to solve word	smma lo 02016
		problems involving the subtraction of fractions	
		with like denominators.	
		Grade 4, Topic 10	
4.NF.B.3d	Solve word problems involving	Use a model and an equation to solve word	smma lo 02004
	addition and subtraction of fractions	problems involving the addition of fractions with	
	referring to the same whole and	like denominators.	
	having like denominators, e.g., by	Use a model and an equation to solve word	smma lo 02016
	using visual fraction models and	problems involving the subtraction of fractions	
	equations to represent the problem.	with like denominators.	
4.NF.B.4a	Understand a fraction a/b as a multiple	Use fraction models to relate a fraction to a whole	smma_lo_02005
	of 1/b. For example, use a visual	number times a unit fraction. Then, write an	
	fraction model to represent 5/4 as the	equation for this relationship.	
	product 5 $\times$ (1/4), recording the		
	conclusion by the equation $5/4 = 5 \times$		
	(1/4).		
4.NF.B.4b	Understand a multiple of a/b as a	Use fraction models to rewrite the product of a	smma_lo_02006
	multiple of 1/b, and use this	whole number and a fraction as the product of a	
	understanding to multiply a fraction by	whole number and a unit fraction. Then, find the	
	a whole number. For example, use a	product.	
	visual fraction model to express 3 ×		
	(2/5) as 6 × $(1/5)$ , recognizing this		
	product as 6/5. (In general, n × (a/b) =		
	(n × a)/b.)		
4.NF.B.4c	Solve word problems involving		
	multiplication of a fraction by a whole		
	number, e.g., by using visual fraction		
	models and equations to represent the		
	problem. For example, if each person		
	at a party will eat 3/8 of a pound of		
	roast beef, and there will be 5 people		
	at the party, how many pounds of roast		
	beef will be needed? Between what		
	two whole numbers does your answer		
	lie?		

Standard	Standard Text	SM Skill Description	SM CATALOG
4.MD.A.2	Use the four operations to solve word	Find a fraction of an hour in minutes (1/4, 1/3,	smma_lo_00817
	problems involving distances, intervals	1/2, 2/3, or 3/4 hour).	
	of time, liquid volumes, masses of	Convert units of time (seconds, minutes, hours,	smma_lo_00837
	objects, and money, including	days, weeks, months, and years).	
	problems involving simple fractions or	Solve an addition problem in context (3 three-digit	smma_lo_01597
	decimals, and problems that require	addends, regrouping).	
	expressing measurements given in a	Given the ending time and the elapsed time, find	smma_lo_01613
	larger unit in terms of a smaller unit.	the starting time.	
	Represent measurement quantities		
	using diagrams such as number line		
	diagrams that feature a measurement		
	scale.		
		Grade 4, Topic 11	00455
4.NF.A.1	Explain why a fraction a/b is equivalent	Write a fraction in simplest form (simplified	smma_lo_00455
	to a fraction (n × a)/(n × b) by using	fractions 1/2 to 7/8).	
	visual fraction models, with attention to	Determine if a fraction can be simplified; simplify	smma_10_00456
	now the number and size of the parts	if possible (simplified fractions 1/2 to 7/8).	00457
	differ even though the two fractions	Find an equivalent fraction of a simplified fraction	smma_10_00457
	themselves are the same size. Use	(simplified fractions 1/2 to 8/9).	
	this principle to recognize and	Generate a table of equivalent fractions for a	smma_10_01791
	generate equivalent fractions.	fraction in simplest form.	amana la 01700
		Generate a table of equivalent fractions for a	smma_io_01792
		Inaction not in simplest form.	amma la 01702
		freetien	smma_io_01793
	Solvo word problems involving	Ilaction.	smma la 02004
4.INF.D.30	addition and subtraction of fractions	use a model and an equation to solve word	SIIIIIa_10_02004
	referring to the same whole and	like denominators	
	having like denominators e.g. by	Use a model and an equation to solve word	smma lo 02016
	using visual fraction models and	problems involving the subtraction of fractions	sinina_10_02010
	equations to represent the problem	with like denominators	
	Make a line plot to display a data set	R: Choose a title for a line plot and label the	smma lo 01643
	of measurements in fractions of a unit	units	
	$(1/2 \ 1/4 \ 1/8)$ Solve problems	dinto.	
	involving addition and subtraction of		
	fractions by using information		
	presented in line plots. For example		
	from a line plot find and interpret the		
	difference in length between the		
	longest and shortest specimens in an		
	insect collection.		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 4, Topic 12	
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)	Express a fraction with denominator 10 as an equivalent fraction with denominator 100. Then, add that fraction to another fraction with denominator 100.	smma_lo_02007
4.NF.C.6	Use decimal notation for fractions with	Match a fraction to a decimal (tenths, 0.1 to 0.9).	smma_lo_00184
	denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on	Determine the fraction and decimal that represent a model (base-ten blocks, tenths, 0.1 to 0.9). Enter a decimal number for a mixed number	smma_lo_00185 smma_lo_00187
	a number line diagram.	(tenths, 1.1 to 9.9). Find the missing decimal number on a number	smma_lo_00188
		Enter the decimal equivalent for a mixed number (hundredths, 0.10 to 9.99).	smma_lo_00205
		Determine the equivalent fraction for a decimal (the denominator is a factor of 100).	smma_lo_00259
		R: Mark the point on a number line that represents a decimal number (0.1 to 0.9).	smma_lo_00186
4.NF.C.7	Compare two decimals to hundredths	Compare decimal numbers (0.1 to 9.9).	smma_lo_00191
	by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	Order three decimal numbers (tenths to hundredths).	smma_lo_00218
		R: Compare two decimal numbers (10.01 to 99.99).	smma_lo_00216
4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a	Identify the most reasonable answer to a division problem involving money.	smma_lo_01279
		Make a picture to find the change received from a purchase (change back from \$1.00).	smma_lo_01583
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	smma_lo_01585
	larger unit in terms of a smaller unit. Represent measurement quantities	Estimate the total cost of four items by rounding to the nearest dollar (sums to \$15.00).	smma_lo_01591
	using diagrams such as number line diagrams that feature a measurement	Find the change from one dollar (item costs 55 to 99 cents).	smma_lo_01598
	scale.	Solve a decimal subtraction problem in context (tenths, regrouping).	smma_lo_01599
		Solve a problem in context that involves adding three amounts expressed as dollars and cents.	smma_lo_01608
		Find the change from one dollar for two to four items (each 10, 15, or 20 cents).	smma_lo_01609
		Determine the number of dollar bills needed to buy three to five items.	smma_lo_01623

Standard	Standard Text	SM Skill Description	SM CATALOG
4.MD.A.2	Use the four operations to solve word	Estimate the difference by rounding to the	smma_lo_01669
	problems involving distances, intervals	nearest dollar (minuends \$5.00 to \$20.00,	
	of time, liquid volumes, masses of	subtrahends \$3.00 to \$15.00).	
	objects, and money, including	R: Solve an addition problem by finding the total	smma_lo_00181
	problems involving simple fractions or	cost of two items (prices expressed as decimals,	
	decimals, and problems that require	total < \$0.50, no regrouping).	
	expressing measurements given in a	R: Identify the fraction of a dollar a coin is worth	smma_lo_00809
	larger unit in terms of a smaller unit.	(penny to half-dollar).	
	Represent measurement quantities	R: Identify the most reasonable answer to a	smma_lo_01278
	using diagrams such as number line	multiplication problem involving money.	
	diagrams that feature a measurement		
	scale.		
		Grade 4, Topic 13	
4.NBT.B.4	Fluently add and subtract multi-digit	Add two addends (student choice, three-digit	smma_lo_00077
	whole numbers using the standard	addends, sums 1000 to 1899, regrouping).	
	algorithm.	Add two addends (student choice, three-digit	smma_lo_00091
		addends, sums 1010 to 1898, regrouping).	
		Add two addends (student choice, three-digit	smma_lo_00093
		addends, sums 1000 to 1989, regrouping).	
		Add two addends (student choice, three-digit	smma_lo_00096
		addends, sums 1000 to 1998, regrouping in all	
		places).	
		Add three addends (student choice, a two-digit	smma_lo_00097
		and 2 three-digit addends, sums 211 to 2097,	
		regrouping in all places).	
		Add three addends (student choice, three-digit	smma_lo_00098
		addends, sums 311 to 2997, regrouping in all	
		places).	
		Add two addends (student choice, a three-digit	smma_lo_00099
		and a four-digit addends, sums 1111 to 10998,	
		regrouping in all places).	
		Add two addends (student choice, four-digit	smma_lo_00100
		addends, sums 2111 to 19998, regrouping in all	
		places).	
		Use logical reasoning to complete an addition	smma_lo_01261
		puzzle with two three-digit addends.	
		Subtract a three-digit number from a four-digit	smma_lo_01493
		number (regrouping from the tens place).	
		Subtract a three-digit number from a four-digit	smma_lo_01494
		number (regrouping from the tens and thousands	
		places).	
		Subtract a three-digit number from a four-digit	smma_lo_01495
		number (regrouping from the tens and thousands	
		places).	
		Subtract a three-digit number from a four-digit	smma_lo_01496
		number (regrouping from the tens and hundreds	
		places).	
		Subtract a three-digit number from a four-digit	smma_lo_01497
		number (regrouping from the tens and hundreds	
		places).	
		Find the difference of two whole numbers	smma_lo_01498
		(student choice, four-digit numbers, regrouping	
		from tens and hundreds places).	

Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.4	Fluently add and subtract multi-digit	Subtract a three-digit number from a four-digit	smma_lo_01499
	whole numbers using the standard	number (student choice, regrouping from tens,	
	algorithm.	hundreds, and thousands places).	
		Subtract a three-digit number from a four-digit	smma_lo_01500
		number (student choice, regrouping from tens,	
		hundreds, and thousands places).	
		Find the difference of two whole numbers	smma_lo_01501
		(student choice, four-digit numbers, regrouping	
		from tens and thousands places).	amma la 01502
		subtract across zero (student choice, rour-uigit	sinina_io_01502
		from the tens, hundreds, and thousands places)	
		Subtract across zero (student choice four-digit	smma lo 01503
		minuends with a 0 in the tens place, regrouping	
		from the tens, hundreds, and thousands places).	
		Find the difference of two whole numbers	smma lo 01504
		(student choice, four-digit numbers, regrouping	
		from tens, hundreds, and thousands places).	
4.NBT.B.5	Multiply a whole number of up to four	Multiply a two-digit number by a one-digit number	smma_lo_00869
	digits by a one-digit whole number,	(products 10 x 1 to 12 x 4).	
	and multiply two two-digit numbers,	Multiply whole numbers (student choice, products	smma_lo_00870
	using strategies based on place value	10 x 2 to 15 x 5).	
	and the properties of operations.	Multiply whole numbers (products 10 x 2 to 12 x	smma_lo_00871
	Illustrate and explain the calculation by	12).	
	using equations, rectangular arrays,	Invitibility whole numbers (student choice, products	smma_10_00872
		10 X 2 (0 19 X 5). Multiply whole numbers (student choice, products)	smma lo 00874
		$10 \times 6 \text{ to } 15 \times 9$	sinina_i0_00074
		Multiply whole numbers (products 2 x 12 to 12 x	smma lo 00875
		12).	
		Multiply whole numbers (student choice, products	smma lo 00876
		16 x 6 to 19 x 9).	
		Multiply whole numbers (student choice, products	smma_lo_00880
		21 x 2 to 99 x 9).	
		Multiply whole numbers (student choice, products	smma_lo_00882
		100 x 2 to 990 x 9, multiples of 10).	
		Multiply whole numbers (student choice, products	smma_lo_00884
		10 x 10 to 15 x 90, multiples of 10).	amma la 00996
		101 x 2 to 000 x 0)	sinina_i0_00000
		Multiply whole numbers (products $20 \times 20$ to $90 \times 10^{-10}$	smma lo 00889
		90 multiples of 10)	3mma_10_00000
		Multiply whole numbers (student choice, products	smma lo 00892
		1000 x 2 to 9999 x 9).	
		Find the missing factor (products 20 x 20 to 90 x	smma lo 00893
		90, multiples of 10).	
		Multiply whole numbers (products 13 x 1 to 19 x	smma_lo_00894
		5).	
		Multiply whole numbers (products 12 x 6 to 19 x	smma_lo_00896
		(9).	
		Infuitiply whole numbers (student choice, products	smma_lo_00899
		111 X 11 10 15 X 99). Multiply whole pumbers (student choice, products)	emma la 00001
		16 x 11 to 10 x 00)	
		ו א א א א א א א א א א א א א א א א א א א	
Standard	Standard Text	SM Skill Description	SM CATALOG
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4.NBT.B.5	Multiply a whole number of up to four	Use an area model to solve a multiplication	smma_lo_01734
	digits by a one-digit whole number,	problem (two-digit factors).	
	and multiply two two-digit numbers,		
	using strategies based on place value		
	and the properties of operations.		
	Illustrate and explain the calculation by		
	using equations, rectangular arrays,		
	and/or area models.		
4.NF.B.3d	Solve word problems involving	Use a model and an equation to solve word	smma_lo_02004
	addition and subtraction of fractions	problems involving the addition of fractions with	
	referring to the same whole and	like denominators.	
	having like denominators, e.g., by	Use a model and an equation to solve word	smma_lo_02016
	using visual fraction models and	problems involving the subtraction of fractions	
	equations to represent the problem.	with like denominators.	
4.NF.B.4C	Solve word problems involving		
	multiplication of a fraction by a whole		
	number, e.g., by using visual fraction		
	problem For example, if each person		
	at a party will eat 3/8 of a pound of		
	roast beef, and there will be 5 people		
	at the party, how many pounds of roast		
	beef will be needed? Between what		
	two whole numbers does your answer		
	lie?		
4.MD.A.1	Know relative sizes of measurement	Compare unlike customary units of length	smma lo 00792
	units within one system of units	(inches, feet, and yards).	
	including km, m, cm; kg, g; lb, oz.; l,	Identify the reasonable customary capacity of an	smma_lo_00794
	ml; hr, min, sec. Within a single system	object (cups, pints, quarts, and gallons).	
	of measurement, express	Compare unlike customary units of capacity	smma_lo_00799
	measurements in a larger unit in terms	(cups, pints, quarts, and gallons).	
	of a smaller unit. Record measurement	Identify the reasonable length, width, or height of	smma_lo_00803
	equivalents in a two column table. For	an object (millimeters, centimeters, and meters).	
	example, know that 1 ft is 12 times as	Identify the reasonable mass for an object (grams	smma_lo_00807
	long as 1 in. Express the length of a 4	and kilograms).	1 00044
	ft snake as 48 in. Generate a	Identify the reasonable capacity of an object	smma_10_00811
	conversion table for feet and inches	(milliliters and liters).	amma la 00000
	listing the number pairs $(1, 12)$ , $(2, 24)$ ,	Compare unlike metric units and identify the	smma_io_00820
	(3, 30),	correct statement (mm, cm, m, km, mL, L, mg, g,	
		Ny). Convert hours to minutes	smma lo 01672
		Identify distances or objects that would be	smma_lo_01072
		measured in cm m or km	
		Identify the appropriate unit of measure (I_kI_g	smma lo 01704
		ka. m. km).	
		Identify the appropriate unit of weight.	smma lo 01730
		Choose the appropriate unit of capacity (ounce.	smma lo 01864
		cup, pint, quart, and gallon).	

Standard	Standard Text	SM Skill Description	SM CATALOG
4.MD.A.2	Use the four operations to solve word	Find the perimeter of a polygon (decimal	smma_lo_00805
	problems involving distances, intervals	numbers, metric units).	
	of time, liquid volumes, masses of	Solve an addition problem in context (3 three-digit	smma_lo_01597
	objects, and money, including	addends, regrouping).	
	problems involving simple fractions or	Solve a decimal subtraction problem in context	smma_lo_01599
	decimals, and problems that require	(tenths, regrouping).	
	expressing measurements given in a	R: Express yards and feet as an equivalent	smma_lo_00166
	larger unit in terms of a smaller unit.	number of feet, or feet and inches as an	
	Represent measurement quantities	equivalent number of inches.	
	using diagrams such as number line		
	diagrams that feature a measurement		
	scale.		L 00040
4.MD.A.3	Apply the area and perimeter formulas	Find the area of a rectangle using a formula.	smma_lo_00810
	for rectangles in real world and		
	mathematical problems. For example,		
	aiven the cross of the fleering and the		
	longth by viewing the area formula as		
	a multiplication equation with an		
	unknown factor		
		Grade 4. Topic 14	
4.0A.C.5	Generate a number or shape pattern	Look for a pattern to solve a problem.	smma lo 01276
	that follows a given rule. Identify	Extend a geometric pattern.	smma lo 01691
	apparent features of the pattern that	R: Extend a 1-2-1-2 pattern of pictures.	smma lo 00519
	were not explicit in the rule itself. For	R: Extend a 1-2-1-2 pattern of geometric figures.	smma_lo_00520
	example, given the rule "Add 3" and	R: Extend a 1-1-2-2 pattern of pictures.	smma_lo_00521
	the starting number 1, generate terms	R: Extend a 1-1-2-2 pattern of geometric figures.	smma_lo_00522
	in the resulting sequence and observe	R: Match patterns of geometric figures.	smma_lo_00539
	that the terms appear to alternate	R: Extend a 1-2-2 pattern of pictures.	smma_lo_00556
	between odd and even numbers.	R: Extend a 1-1-2 or 1-2-2 pattern of congruent	smma_lo_00558
	Explain informally why the numbers	shapes.	
	will continue to alternate in this way.	R: Extend a 1-2-3 pattern of similar figures.	smma_lo_00560
		R: Extend a 1-2-3 pattern of geometric figures.	smma_lo_00585
		R: Identify the missing geometric figure in a 1-2-1-	smma_10_00591
		2 pattern. Di Identify the missing nicture in e 1 2 2 1 2 2	amma la 00607
	l I	R. Identity the missing picture in a 1-2-3-1-2-3	smma_io_00007
		Patient. P: Count by 2's 3's or 10's (11 to 200 not	smma lo 01056
		multiples of $2, 3, 10$	sinina_10_01030
		R: Count by 5's 6's or 7's (through 70)	smma lo 01058
		R <sup>:</sup> Count by 8's or 9's (up to 90)	smma_lo_01061
		R: Describe the relationship between two sets of	smma lo 01653
		numbers in a relation or function using	
		multiplication, addition, or subtraction.	
		R: Describe the relationship between two sets of	smma_lo_01654
		numbers in a relation or function using	
		subtraction (minuends 30 to 50, subtrahends 2 to	
		5).	
		R: Describe the relationship between two sets of	smma_lo_01655
		numbers in a relation or function using	
1		multiplication (factors 2 - 5).	

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 4, Topic 15	
4.MD.C.5a	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and		
	understand concepts of angle measurement: An angle is measured		
	with reference to a circle with its center		
	at the common endpoint of the rays,		
	circular arc between the points where		
	the two rays intersect the circle. An		
	angle that turns through 1/360 of a		
	circle is called a "one-degree angle,"		
	and can be used to measure angles.		
4.MD.C.5b	Recognize angles as geometric		
	shapes that are formed wherever two		
	rays share a common endpoint, and		
	understand concepts of angle		
	through n one degree angles is said to		
	have an angle measure of n degrees		
4.MD.C.6	Measure angles in whole-number	Given the measure of an angle (initial side at 0	smma lo 00631
	degrees using a protractor. Sketch	degrees, measure 10 to 180 degrees).	
	angles of specified measure.	Use a protractor to measure an angle.	smma_lo_00636
		Measure an angle using the appropriate	smma_lo_00646
		protractor.	
		Measure complementary or supplementary	smma_lo_00661
		angles and find the sum of the angle measures.	amma la 00000
		Measure angles in degrees using a protractor.	smma_lo_00663
		or quadrilateral; then find the sum of all the	sinina_10_00030
		angles in the figure.	
		R: Select the appropriate protractor to measure	smma_lo_00644
		R. Identify the better estimate for an angle	smma lo 00657
		measure.	
4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into	Use a protractor to measure an angle in a triangle or quadrilateral; then find the sum of all the	smma_lo_00650
	measure of the whole is the sum of the	angles in the figure.	
	angle measures of the parts. Solve		
	find unknown angles on a diagram in		
	real world and mathematical problems		
	e.g., by using an equation with a		
	symbol for the unknown angle		
	measure.		
4.G.A.1	Draw points, lines, line segments,	Identify line segments in three- and four-sided	smma_lo_00579
	nerpendicular and parallel lines	Ilyuitts.	smma lo 00630
	Identify these in two-dimensional	polygons.	5a_i0_00000
	figures.	Draw a line segment using a ruler (to 1/4 inch	smma_lo_00800
		and 0.5 cm).	
		R: Identify line segments.	smma_lo_00605

Standard	Standard Text	SM Skill Description	SM CATALOG
4.G.A.1	Draw points, lines, line segments,	R: Determine whether an angle is larger than,	smma_lo_00624
	rays, angles (right, acute, obtuse), and	smaller than, or the same size as a right angle.	
	perpendicular and parallel lines.	R: Identify the set of vertices on a grid can be	smma_lo_00625
	Identify these in two-dimensional	connected to form a figure (triangle, quadrilateral,	
	figures.	rectangle, or square).	
		R: Identify an angle as acute, right, or obtuse.	smma_lo_00628
		Grade 4, Topic 16	
4.G.A.1	Draw points, lines, line segments,	Identify line segments in three- and four-sided	smma_lo_00579
	rays, angles (right, acute, obtuse), and	figures.	
	perpendicular and parallel lines.	Identify right, acute, and obtuse angles in	smma_lo_00630
	Identify these in two-dimensional	polygons.	
	figures.	Draw parallel, perpendicular, or intersecting lines	smma_lo_00638
		on a grid.	
		Identify the pairs of parallel line segments in a	smma_lo_00639
		geometric drawing.	
		Draw a line segment using a ruler (to 1/4 inch	smma_lo_00800
		and 0.5 cm).	
		R: Predict whether or not lines will intersect.	smma_10_00598
		R: Identify line segments.	smma_10_00605
		R: Identity parallel and perpendicular streets on a	smma_io_00619
		IIIap. D: Determine whether an angle is larger than	amma la 00624
		R. Determine whether an angle is larger than,	sinina_10_00024
		B: Identify the set of vertices on a grid can be	smma lo 00625
		connected to form a figure (triangle, guadrilateral	3mma_10_00023
		rectangle or square)	
		R: Identify an angle as acute right or obtuse	smma lo 00628
4.G.A.2	Classify two-dimensional figures	In a set of quadrilaterals, identify all the	smma lo 00621
	based on the presence or absence of	parallelograms.	
	parallel or perpendicular lines, or the	Identify acute, obtuse, and right triangles.	smma_lo_00655
	presence or absence of angles of a	Classify and sort two-dimensional geometric	smma_lo_01728
	specified size. Recognize right	figures by properties and attributes.	
	triangles as a category, and identify	Identify all triangles of a particular class (acute,	smma_lo_01774
	right triangles.	right, or obtuse).	
4.G.A.3	Recognize a line of symmetry for a two-	Identify the vertical line of symmetry.	smma_lo_00595
	Dimensional figure as a line across the	Identify the horizontal line of symmetry.	smma_lo_00597
	figure such that the figure can be	Draw a vertical or horizontal line of symmetry.	smma_lo_00608
	folded along the line into matching	Identify lines that are lines of symmetry.	smma_lo_00623
	and draw lines of symmetry	Complete a symmetrical drawing.	smma_10_00647
	and draw lines of symmetry.	Identify the lines of synthetry in an object.	smma_10_01099
		symmetry	sinina_i0_01773
	Grade	A Step In to Grade 5	
5 NBT A 3a	Read and write decimals to	Match the word name with the decimal number	smma lo 00204
	thousandths using base-ten numerals.	(0.10  to  9.99).	
	number names, and expanded form.	Match a decimal number to an equivalent fraction	smma lo 00224
	e.g., 347.392 = 3 × 100 + 4 × 10 + 7 ×	(tenths to thousandths).	
	1 + 3 × (1/10) + 9 × (1/100) + 2 ×	Match a decimal number to its word name (to	smma_lo_00227
	(1/1000).	thousandths).	
		Identify the place value of a digit in a decimal	smma_lo_00241
		number (tenths to ten thousandths).	
		Enter a decimal number in a place-value chart	smma_lo_01089
		(tenths to thousandths).	
		R: Identify the decimal number with a 0 to 9 in the	smma_lo_00202
		tenths or hundredths place.	

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.A.3a	Read and write decimals to	R: Match a decimal number to a model	smma_lo_00242
	thousandths using base-ten numerals,	(thousandths).	
	number names, and expanded form,		
	e.g., 347.392 = 3 × 100 + 4 × 10 + 7 ×		
	1 + 3 × (1/10) + 9 × (1/100) + 2 ×		
	(1/1000).	-	
5.NBT.A.	Compare two decimals to thousandths	Compare decimal numbers (to thousandths).	smma_lo_00225
	based on meanings of the digits in	Order three decimals from least to greatest (to	smma_10_00236
	each place, using >, =, and < symbols	[thousandins].	amma la 00254
	to record the results of comparisons.	the inequality	smma_i0_00254
		Identify a list of decimal numbers ordered from	smma lo 01103
		least to greatest	sinina_io_orroo
5.NBT.B.7	Add, subtract, multiply, and divide	Subtract metric length or weight measurements	smma lo 00159
	decimals to hundredths, using	expressed as decimals (to tenths, difference 1.2	
	concrete models or drawings and	to 8.9, regrouping).	
	strategies based on place value,	Add decimals using addition facts (sums 0.02-	smma lo 00206
	properties of operations, and/or the	0.99).	
	relationship between addition and	Subtract decimals numbers (minuends and	smma_lo_00207
	subtraction; relate the strategy to a	subtrahends 0.01 to 9.99).	
	written method and explain the	Subtract money amounts (sums less than \$17.00,	smma_lo_00208
	reasoning used.	regrouping).	
		Add or subtract decimals using mental math	smma_lo_00210
		(sums less than 1.00, with or without regrouping).	
		Align the decimal numbers in a vertical addition	smma_10_00211
		Align the desimal numbers in a vertical	amma la 00212
		Subtraction problem: then solve (hundredths	sinina_10_00212
		rearouping)	
		Subtract money amounts (sums less than \$50.00	smma lo 00214
		regrouping).	
		Add decimals numbers using mental math (sums	smma lo 00217
		1.0 to 99.8, regrouping).	
		Find the missing factor and quotient in two	smma_lo_00219
		related number sentences (products 0.2 x 2 to	
		0.9 x 5).	
		Find the missing decimal number on a number	smma_lo_00220
		line; then count by multiples of tenths to find the	
		product.	1 00001
		Multiply a decimal and a whole number displayed	smma_10_00221
		Nultiply two desimple or multiply a desimal by a	amma la 00222
		whole number (tenths to hundredths)	sinina_10_00223
		Multiply decimals displayed horizontally $(0.2 \times 0.6)$	smma lo 00232
		to $0.9 \times 0.12$ )	3mma_10_00202
		Multiply decimals by 10. 100. or 1000.	smma lo 00235
		Divide a decimal by a decimal (horizontal	smma lo 00237
		division; dividends to tenths).	
		Divide a decimal by a whole number.	smma_lo_00239
		Determine the missing factor in the multiplication	smma_lo_00240
		number sentence (decimals, to ten-thousandths).	
		Divide decimals (0.3 x 0.3 to 0.9 x 0.09).	smma_lo_00245
		Divide decimals (0 x 2 to 2 x 5).	smma_lo_00251
		Multiply a whole number or a decimal by 0.1,	smma_lo_00252
		[0.01, or 0.001.	

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.B.7	Add, subtract, multiply, and divide	Find the missing decimal number in a pattern.	smma_lo_00253
	decimals to hundredths, using	Divide a decimal by 0.1, 0.01, or 0.001.	smma_lo_00263
	concrete models or drawings and	Divide a decimal by 0.1, 0.01, or 0.001 (dividends	smma_lo_00267
	strategies based on place value,	0.001 to 0.999).	
	properties of operations, and/or the	Find the perimeter of a polygon (decimal	smma_lo_00790
	relationship between addition and	numbers, metric units).	
	subtraction; relate the strategy to a	Measure the amount of rainfall for the week; then	smma lo 01327
	written method and explain the	complete the chart and determine the total	
	reasoning used.	amount of rainfall for the month.	
	, C	Find the number of dollar bills needed to buy two	smma lo 01629
		to four items (each \$1.79 to \$3.99 each).	
		Identify the rule for an iterative pattern.	smma lo 01840
		R: Add two decimal numbers (tenths, sums 1.0 to	smma lo 00192
		2.0. rearoupina).	· · _ · _ · · · ·
		R: Add two decimal numbers using mental math	smma lo 00193
		(sums 1.1 to 9.9, no regrouping).	
		R: Subtract decimal numbers using mental math	smma lo 00195
		(minuends and subtrahends 0.1 to 9.9 no	
		R: Add two decimal numbers using mental math	smma lo 00196
		(sums 10.1 to 99.9, no regrouping)	5mma_10_00100
		R: Subtract decimal numbers using mental math	smma lo 00197
		(minuends and subtrahends 10.1 to 00.0 no	sinina_i0_00197
		rearouping)	
		R: Subtract decimal numbers (minuends 2.0 to	smma lo 00198
		10.9 subtrabends 0.1 to 0.9 regrouping)	sinina_i0_00190
		P: Add decimal numbers (sums less than 10.0	smma lo 00100
		rearouping)	siiiiia_i0_00199
		P: Add two decimal numbers (sums 1.0 to 98.9	smma lo 00201
		rearouping)	sililla_10_00201
		P: Subtract decimal numbers (minuends and	smma lo 00203
		subtrabands 0.1 to 00.0, with or without	silina_10_00203
		regrouping)	
		P: Identify the location of the decimal point of the	smma la 00222
		In a second seco	siiiiia_i0_00222
		bundrodths)	
		D: Identify the best estimate of a sum difference	smma la 00231
		In product	silina_10_00231
		D: Identify the best estimate for a quotient	smma la 00238
		(desimal divided by a whole number)	siiiiia_i0_00236
		(declinal divided by a whole number).	omma la 00250
		R. Identity the probable error in a multiplication	silina_10_00250
	Add and subtrast fractions with unlike	Calculation with decimals.	amma la 00464
13.NF.A. I	Add and subtract fractions with unlike	Subtract a fraction from 1, simplify (fraives to	smma_10_00464
	numbers) by replacing given fractions	Sixteentins).	amma la 00465
	with equivalent fractions in such a way	Idenominators)	SIIIIIa_10_00403
	as to produce an equivalent such a Way	Subtract fractions: no simplifying (uplike	emma la 00466
	difference of frections with like	Joubilact fractions, no simplifying (unlike	SIIIIIa_10_00400
	denominatoro. For example, 2/2 + 5/4	Add fractions: no simplifying (uplike	amma la 00467
	= 8/42 + 45/42 = 22/42 (in second	Add tractions, no simplifying (unlike	smma_10_00467
	-0/12 + 10/12 = 23/12. (In general,	uenominators).	amma la 00400
	a/b + c/a = (aa + bc)/ba.)	Subilact fractions; no simplifying (unlike	smma_io_00468
		uenominators).	
		Add tractions; simplify it necessary (unlike	smma_10_00471
		jaenominators).	

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.A.1	Add and subtract fractions with unlike	Subtract fractions; simplify if necessary (unlike	smma_lo_00472
	denominators (including mixed	Add fractional simplify if accessory (unlike	amma la 00470
	numbers) by replacing given fractions	Add fractions; simplify if necessary (unlike	smma_10_00473
	as to produce an equivalent sum or	Subtract fractions: simplify if necessary (unlike	smma lo 00474
	difference of fractions with like	denominators).	
	denominators. For example, 2/3 + 5/4	Add mixed numbers; simplify if necessary (like	smma_lo_00484
	= 8/12 + 15/12 = 23/12. (In general,	denominators).	
	a/b + c/d = (ad + bc)/bd.)	Determine the equivalent fractions using the least common denominator of two given fractions.	smma_lo_00494
		Add mixed numbers; simplify if necessary (unlike	smma lo 00499
		denominators).	
		Subtract mixed numbers; simplify if necessary	smma_lo_00500
		(unlike denominators).	L 0050 (
		Add mixed numbers; simplify if necessary (unlike	smma_lo_00504
		Subtract mixed numbers: simplify if necessary	smma lo 00505
		(unlike denominators).	
		Add mixed numbers within a context; simplify if	smma_lo_00509
		necessary (unlike denominators).	
		Subtract mixed numbers within a context; simplify	smma_lo_00510
		if necessary (unlike denominators).	
		Add two fractional parts of whole numbers in context.	smma_lo_01640
5.NF.A.2	Solve word problems involving	Estimate the sum, product, or quotient in	smma_lo_01095
	addition and subtraction of fractions	problems with fractions.	
	referring to the same whole, including	Subtract two fractions from a whole within a	smma_lo_01634
	cases of unlike denominators, e.g., by	context.	
	using visual fraction models of	Use addition to find an equivalent fraction for 1/2.	smma_10_01706
	Use benchmark fractions and number		
	sense of fractions to estimate mentally		
	and assess the reasonableness of		
	answers. For example, recognize an		
	incorrect result $2/5 + 1/2 = 3/7$ , by		
	observing that 3/7 < 1/2.		
5.NF.B.4a	Interpret the product (a/b) × q as a	Model multiplication of a whole number by a	smma_lo_02048
	parts of a partition of q into b equal	fraction; complete an equation to show the	
	parts, equivalently, as the result of a sequence of operations $a \times a \div b$ . For	modeled by this equation	
	example use a visual fraction model	Model the multiplication of two fractions:	smma lo 02054
	to show $(2/3) \times 4 = 8/3$ , and create a	complete an equation to show the product:	omma_10_02001
	story context for this equation. Do the	interpret a real-world context that can be modeled	
	same with (2/3) × (4/5) = 8/15. (In	by this equation.	
	general, (a/b) × (c/d) = ac/bd.)		
5.NF.B.7b	Interpret division of a whole number by	Divide a whole number by a fraction; simplify if	smma_lo_01787
	a unit fraction, and compute such	necessary.	
	quotients. For example, create a story		
	$\int \frac{1}{2} \cos(2\theta + \frac{1}{2}) + \frac{1}{2} \sin(2\theta +$		
	Use the relationship between		
	multiplication and division to explain		
	that $4 \div (1/5) = 20$ because $20 \times (1/5)$		
	= 4.		

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.B.7c	Solve real world problems involving	Use models to solve real-world problems	smma_lo_02053
	division of unit fractions by non-zero	involving division of unit fractions by nonzero	
	whole numbers and division of whole	whole numbers and division of whole numbers by	
	numbers by unit fractions, e.g., by	unit fractions.	
	using visual fraction models and	Use models to solve real-world problems	smma_lo_02156
	equations to represent the problem.	involving division of unit fractions by nonzero	
	For example, how much chocolate will	whole numbers.	
	each person get if 3 people share 1/2		
	Ib of chocolate equally? How many 1/3-		
	cup servings are in 2 cups of raisins?		
5.MD.C.3a	Recognize volume as an attribute of	Identify a unit cube and what attribute it is used to	smma_lo_02041
	solid figures and understand concepts	measure.	
	of volume measurement. A cube with		
	side length 1 unit, called a "unit cube,"		
	is said to have "one cubic unit" of		
	volume, and can be used to measure		
	volume.		
5.MD.C.3b	Recognize volume as an attribute of	Find the volume of a prism by packing the prism	smma_lo_02042
	solid figures and understand concepts	with unit cubes.	
	of volume measurement. A solid figure		
	which can be packed without gaps or		
	overlaps using n unit cubes is said to		
	nave a volume of n cubic units.	Find the volume of a restangular solid by	amma la 00820
15.1VID.C.4	subes using cubic cm, cubic in, cubic	counting cubes	sinina_i0_00629
	ft and improvised units	Find the volume of a rectangular solid by	smma lo 00833
		counting cubes	3mma_10_00000
		Grade 5 Topic 1	
5 NBTA 1	Recognize that in a multi-digit number	Identify the place and the value of a digit in a	smma lo 02045
	a digit in one place represents 10	number: for that value, identify the number 10	
	times as much as it represents in the	times as much and the number 1/10 as much.	
	place to its right and 1/10 of what it		
	represents in the place to its left.		
5.NBT.A.2	Explain patterns in the number of	Explain patterns in the number of zeros of the	smma_lo_02046
	zeros of the product when multiplying	product and in the placement of the decimal point	
	a number by powers of 10, and explain	when multiplying a number by powers of ten.	
	patterns in the placement of the		
	decimal point when a decimal is	R: Multiply whole numbers (multiples of 10 or	smma_lo_00911
	multiplied or divided by a power of 10.	100).	
	Use whole-number exponents to		
	denote powers of 10.		
5.NBT.A.3a	Read and write decimals to	Match the word name with the decimal number	smma_lo_00204
	thousandths using base-ten numerals,	(0.10 to 9.99).	
	number names, and expanded form,	Match a decimal number to an equivalent fraction	smma_lo_00224
	e.g., 347.392 = 3 × 100 + 4 × 10 + 7 ×	(tenths to thousandths).	
	1 + 3 × (1/10) + 9 × (1/100) + 2 ×	Match a decimal number to its word name (to	smma_lo_00227
	(1/1000).	thousandths).	
		Identify the place value of a digit in a decimal	smma_lo_00241
		Enter a desimal number in a place value short	amma la 01000
		tenter a decimal number in a piace-value char	511111a_10_01089
		$\mathbf{R}$ : Identify the decimal number with a 0 to 0 in the	smma lo 00202
		tenths or hundredths place	
		R: Match a decimal number to a model	smma lo 00242
		(thousandths).	

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.A.3b	Compare two decimals to thousandths	Compare decimal numbers (to thousandths).	smma_lo_00225
	based on meanings of the digits in	Order three decimals from least to greatest (to	smma_lo_00236
	each place, using >, =, and < symbols	thousandths).	
	to record the results of comparisons.	Identify the symbol (< or >) needed to complete	smma_lo_00254
		the inequality.	
		Identify a list of decimal numbers ordered from	smma_lo_01103
		least to greatest.	
5.NBT.A.4	Use place value understanding to	Round a decimal to the nearest tenth, hundredth,	smma_lo_00230
	round decimals to any place.	or whole number.	
		Grade 5, Topic 2	L 00000
5.NBT.A.4	Use place value understanding to	Round a decimal to the nearest tenth, hundredth,	smma_10_00230
	round decimals to any place.	or whole number.	amma la 00206
5.NB1.B.7	Add, Subtract, multiply, and divide		smma_io_00206
	apparete modele er drewinge and	0.99). Subtract desimals numbers (minuends and	amma la 00207
	strategies based on place value	Subtrabande 0.01 to 0.00)	sinina_i0_00207
	properties of operations, and/or the	Subtract money amounts (sums less than \$17.00	smma lo 00208
	relationship between addition and		sinina_10_00200
	subtraction: relate the strategy to a	Add or subtract decimals using mental math	smma lo 00210
	written method and explain the	(sums less than 1.00, with or without regrouping)	
	reasoning used	Align the decimal numbers in a vertical addition	smma lo 00211
		problem: then solve (hundredths, rearouping).	
		Align the decimal numbers in a vertical	smma lo 00212
		subtraction problem; then solve (hundredths,	
		regrouping).	
		Subtract money amounts (sums less than \$50.00,	smma_lo_00214
		regrouping).	
		Add decimals numbers using mental math (sums	smma_lo_00217
		1.0 to 99.8, regrouping).	
		Find the missing factor and quotient in two	smma_lo_00219
		related number sentences (products 0.2 x 2 to	
		0.9 x 5).	
		Find the missing decimal number on a number	smma_lo_00220
		line; then count by multiples of tenths to find the	
		product.	amma la 00050
		Find the missing decimal number in a pattern.	smma_10_00253
		to four items (each \$1.70 to \$2.00 each)	smma_i0_01629
		P: Add two decimal numbers (tenths, sums 1.0 to	smma lo 00102
		2.0 regrouping)	sinina_10_00192
		R: Add two decimal numbers using mental math	smma lo 00193
		(sums 1 1 to 9.9 no regrouping)	
		R: Subtract decimal numbers using mental math	smma lo 00195
		(minuends and subtrahends 0.1 to 9.9, no	
		regrouping).	
		R: Add two decimal numbers using mental math	smma lo 00196
		(sums 10.1 to 99.9, no regrouping).	
		R: Subtract decimal numbers using mental math	smma_lo_00197
		(minuends and subtrahends 10.1 to 99.9, no	
		regrouping).	
		R: Subtract decimal numbers (minuends 2.0 to	smma_lo_00198
		9.9, subtrahends 0.1 to 0.9, regrouping).	
		R: Add decimal numbers (sums less than 10.0,	smma_lo_00199
		regrouping).	

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.B.7	Add, subtract, multiply, and divide	R: Add two decimal numbers (sums 1.0 to 98.9,	smma_lo_00201
	decimals to hundredths, using	regrouping).	
	concrete models or drawings and	R: Subtract decimal numbers (minuends and	smma_lo_00203
	strategies based on place value,	subtrahends 0.1 to 99.9, with or without	
	properties of operations, and/or the	regrouping).	
	relationship between addition and	R: Identify the best estimate of a sum, difference,	smma_lo_00231
	subtraction; relate the strategy to a	or product.	
	written method and explain the		
	reasoning used.		
		Grade 5, Topic 3	
5.NBT.A.2	Explain patterns in the number of	R: Multiply whole numbers (multiples of 10 or	smma_lo_00911
	zeros of the product when multiplying	100).	
	a number by powers of 10, and explain		
	patterns in the placement of the		
	decimal point when a decimal is		
	multiplied or divided by a power of 10.		
	Use whole-number exponents to		
	denote powers of 10.		1 00000
5.NB1.B.5	Fluently multiply multi-digit whole	Infultiply whole numbers (products 10,000 x 2 to	smma_10_00900
	numbers using the standard algorithm.	(99,999 X 9).	
		Induitiply whole numbers (student choice, products	smma_io_00902
		100 x 20 to 990 x 90, multiples of 10).	amma la 00002
		Infutiply whole numbers (student choice, products	smma_10_00903
		ZIXII (0.99 X.99). Multiply whole pumbers (student sheiss, products)	amma la 00001
		101 x 20 to 000 x 00, multiples of 10)	smma_10_00904
		Multiply whole pumbers (student spaise, products)	amma la 00005
		$100 \times 21$ to $000 \times 00$ multiples of $10$	
		Multiply (student choice, products 1000 x 20 to	smma lo 00006
		$10000 \times 20$ to $100000 \times 20$ to $100000 \times 20$ to $100000000$	sinina_i0_00900
		Multiply whole numbers (student choice, products	smma lo 00907
		$101 \times 21$ to 999 x 99)	
		Multiply by a multiple of 10 (student choice.	smma lo 00908
		$10.000 \times 20$ to $99.999 \times 90$ ).	
		Multiply whole numbers (student choice, products	smma lo 00909
		1000 × 21 to 9999 × 99).	
		Multiply whole numbers (student choice, 10,000 ×	smma lo 00910
		21 to 99,999 × 99).	
		Estimate the product of two numbers (factors 101	smma_lo_00912
		to 949).	
		Multiply one- to five-digit whole numbers by	smma_lo_01078
		powers of ten (10 to 100,000).	
		Estimate the product by rounding each factor.	smma_lo_01622
		R: Estimate the product of three factors (1,000 to	smma_lo_01099
		350,000).	
		Grade 5, Topic 4	
5.NBT.A.2	Explain patterns in the number of	Explain patterns in the number of zeros of the	smma_lo_02046
	zeros of the product when multiplying	product and in the placement of the decimal point	
	a number by powers of 10, and explain	when multiplying a number by powers of ten.	
	patterns in the placement of the	R: Multiply whole numbers (multiples of 10 or	smma_lo_00911
	decimal point when a decimal is	100).	
	multiplied or divided by a power of 10.		
	Use whole-number exponents to		
	denote powers of 10.		

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.B.7	Add, subtract, multiply, and divide	Find the missing decimal number on a number	smma_lo_00220
	decimals to hundredths, using	line; then count by multiples of tenths to find the	
	concrete models or drawings and	product.	
	strategies based on place value,	Multiply a decimal and a whole number displayed	smma_lo_00221
	properties of operations, and/or the	horizontally (0.02 x 2 to 0.09 x 5).	
	relationship between addition and	Multiply two decimals or multiply a decimal by a	smma_lo_00223
	subtraction; relate the strategy to a	whole number (tenths to hundredths).	
	written method and explain the	Multiply decimals displayed horizontally (0.2 x 0.6	smma_lo_00232
	reasoning used.	to 0.9 x 0.12).	
		Multiply decimals by 10, 100, or 1000.	smma_lo_00235
		Determine the missing factor in the multiplication	smma_10_00240
		number sentence (decimals, to ten-thousandths).	amma la 00050
		Multiply a whole number or a decimal by 0.1,	smma_10_00252
		U.U.I, OF U.UUT.	amma la 00700
		Find the perimeter of a polygon (decimal	
		P: Identify the location of the decimal point of the	smma lo 00222
		noduct of two decimals (factors, tenths to	sinina_10_00222
		hundredths)	
		R: Identify the best estimate of a sum_difference	smma lo 00231
		or product	
		R: Identify the probable error in a multiplication	smma lo 00250
		calculation with decimals.	
	Į	Grade 5, Topic 5	
5.NBT.B.6	Find whole-number quotients of whole	Divide (combinations 2 x 20 to 5 x 90).	smma_lo_00291
	numbers with up to four-digit dividends	Divide (combinations 6 x 20 to 9 x 90).	smma_lo_00293
	and two-digit divisors, using strategies	Multiply multiples of 10 using mental math (20 x	smma_lo_00299
	based on place value, the properties of	20 to 90 x 90).	
	operations, and/or the relationship	Find the missing dividend or divisor	smma_lo_00303
	between multiplication and division.	(combinations $20 \times 20$ to $90 \times 90$ ).	
	Illustrate and explain the calculation by	R: Choose the best estimate for a long division	smma_lo_00315
	using equations, rectangular arrays,	problem (three-digit dividends, two-digit divisors).	L 04400
	and/or area models.	R: Estimate the sum, difference, product or	smma_lo_01109
		quotient to solve a problem in context (round to	
		(the hearest thousand).	
5 NBT A 2	Explain patterns in the number of	Explain patterns in the number of zeros of the	smma lo 02046
J.NDT.A.2	zeros of the product when multiplying	product and in the placement of the decimal point	sinina_10_02040
	a number by powers of 10 and explain	when multiplying a number by powers of ten	
	patterns in the placement of the		
	decimal point when a decimal is		
	multiplied or divided by a power of 10.		
	Use whole-number exponents to		
	denote powers of 10.		
5.NBT.B.7	Add, subtract, multiply, and divide	Find the missing factor and quotient in two	smma_lo_00219
	decimals to hundredths, using	related number sentences (products 0.2 x 2 to	
	concrete models or drawings and	0.9 x 5).	
	strategies based on place value,	Divide a decimal by a decimal (horizontal	smma_lo_00237
	properties of operations, and/or the	division; dividends to tenths).	
	relationship between addition and	Divide a decimal by a whole number.	smma_lo_00239
	subtraction; relate the strategy to a	Determine the missing factor in the multiplication	smma_lo_00240
	written method and explain the	number sentence (decimals, to ten-thousandths).	
	reasoning used.	Divide decimals (0.3 x 0.3 to 0.9 x 0.09).	smma_lo_00245
		Divide decimals (0 x 2 to 2 x 5).	smma_lo_00251

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.B.7	Add, subtract, multiply, and divide	Multiply a whole number or a decimal by 0.1,	smma_lo_00252
	decimals to hundredths, using	0.01, or 0.001.	
	concrete models or drawings and	Find the missing decimal number in a pattern.	smma_lo_00253
	strategies based on place value,	Divide a decimal by 0.1, 0.01, or 0.001.	smma_lo_00263
	properties of operations, and/or the	Divide a decimal by 0.1, 0.01, or 0.001 (dividends	smma_lo_00267
	relationship between addition and	0.001 to 0.999).	
	subtraction; relate the strategy to a	Identify the rule for an iterative pattern.	smma_lo_01840
	written method and explain the	R: Identify the best estimate for a quotient	smma_lo_00238
	reasoning used.	(decimal divided by a whole number).	
		R: Identify the probable error in a multiplication	smma_lo_00250
		calculation with decimals.	
		Grade 5, Topic 7	
5.NF.A.1	Add and subtract fractions with unlike	Subtract a fraction from 1; simplify (halves to	smma_lo_00464
	denominators (including mixed	sixteenths).	
	numbers) by replacing given fractions	Add fractions; no simplifying (unlike	smma_lo_00465
	with equivalent fractions in such a way	denominators).	
	as to produce an equivalent sum or	Subtract fractions; no simplifying (unlike	smma_lo_00466
	difference of fractions with like	denominators).	
	denominators. For example, 2/3 + 5/4	Add fractions; no simplifying (unlike	smma_lo_00467
	= 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	denominators).	
		Subtract fractions; no simplifying (unlike	smma_lo_00468
		denominators).	
		Add fractions; simplify if necessary (unlike	smma_lo_00471
		denominators).	
		Subtract fractions; simplify if necessary (unlike	smma_lo_00472
		denominators).	
		Add fractions; simplify if necessary (unlike	smma_lo_00473
		denominators).	
		Subtract fractions; simplify if necessary (unlike	smma_lo_00474
		denominators).	
		Add mixed numbers; simplify if necessary (like	smma_lo_00484
		denominators).	
		Determine the equivalent fractions using the least	smma_lo_00494
		common denominator of two given fractions.	
		Add mixed numbers; simplify if necessary (unlike	smma_lo_00499
		denominators).	
		Subtract mixed numbers; simplify if necessary	smma_lo_00500
		(unlike denominators).	
		Add mixed numbers; simplify if necessary (unlike	smma_lo_00504
		denominators).	
		Subtract mixed numbers; simplify if necessary	smma_lo_00505
		(unlike denominators).	
		Add mixed numbers within a context; simplify if	smma_lo_00509
		necessary (unlike denominators).	
		Subtract mixed numbers within a context; simplify	smma_lo_00510
		IT necessary (unlike denominators).	
		Add two fractional parts of whole numbers in	smma_lo_01640
		context.	

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.A.2	Solve word problems involving	Estimate the sum, product, or quotient in	smma_lo_01095
	addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by	problems with fractions.	
		Subtract two fractions from a whole within a	smma_lo_01634
		context.	
	using visual fraction models or	Use addition to find an equivalent fraction for 1/2.	smma_lo_01706
	equations to represent the problem.	Estimate the difference of two fractions.	smma_lo_01707
	Use benchmark fractions and number		
	sense of fractions to estimate mentally		
	and assess the reasonableness of		
	answers. For example, recognize an incorrect result $2/5 + 1/2 = 2/7$ by		
	1100110011001100011000100000000000000		
	005erVirig  11at  3/7 < 1/2.	Grade E. Topic 8	
5 NEB 4a	Interpret the product (a/b) x g as a	Model multiplication of a whole number by a	smma lo 02048
15.111.D.4a	narts of a partition of a into b equal	fraction: complete an equation to show the	
	parts equivalently as the result of a	product: interpret a real-world context that can be	
	sequence of operations $a \times a \div b$ For	modeled by this equation	
	example, use a visual fraction model	Model the multiplication of two fractions:	smma lo 02054
	to show $(2/3) \times 4 = 8/3$ , and create a	complete an equation to show the product:	
	story context for this equation. Do the	interpret a real-world context that can be modeled	
	same with (2/3) × (4/5) = 8/15. (In	by this equation.	
	general, $(a/b) \times (c/d) = ac/bd.)$		
5.NF.B.4b	Find the area of a rectangle with	Find the area of a rectangle with fractional side	smma_lo_02049
	fractional side lengths by tiling it with	lengths in two ways: by multiplying its side	
	unit squares of the appropriate unit	lengths and by tiling it with smaller rectangles.	
	fraction side lengths, and show that		
	the area is the same as would be		
	found by multiplying the side lengths.		
	Multiply fractional side lengths to find		
	areas of rectangles, and represent		
	fraction products as rectangular areas.		1 00050
5.NF.B.5a	Interpret multiplication as scaling	Determine whether multiplying a number by a	smma_lo_02050
	(resizing) by: Comparing the size of a	factor results in scaling the number up or down.	
	product to the size of one factor on the		
	basis of the size of the other factor,		
	multiplication		
5 NEB 5h	Interpret multiplication as scaling	Determine whether multiplying a number by a	smma lo 02051
0.141.0.00	(resizing) by: Explaining why	factor results in scaling the number up or down	3mma_10_02001
	multiplying a given number by a		
	fraction greater than 1 results in a		
	product greater than the given number		
	(recognizing multiplication by whole		
	numbers greater than 1 as a familiar		
	case); explaining why multiplying a		
	given number by a fraction less than 1		
	results in a product smaller than the		
	given number; and relating the		
	principle of fraction equivalence a/b =		
	$(n \times a)/(n \times b)$ to the effect of multiplying		
	a/b by 1.		

Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.B.6	Solve real world problems involving	R: Multiply mixed numbers; simplify if necessary.	smma_lo_00501
	multiplication of fractions and mixed		
	numbers, e.g., by using visual fraction		
	models or equations to represent the		
	problem.		
	Internet - for the second distance of the	Grade 5, Topic 9	00047
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator $(a/b = a)$	rational quotient: then express the word problem	smma_10_02047
	$\dot{a}$ $b$ Solve word problems involving	with an equation	
	division of whole numbers leading to		
	answers in the form of fractions or		
	mixed numbers, e.g., by using visual		
	fraction models or equations to		
	represent the problem. For example,		
	interpret 3/4 as the result of dividing 3		
	by 4, noting that 3/4 multiplied by 4		
	equals 3, and that when 3 wholes are		
	shared equally among 4 people each		
	person has a share of size 3/4. If 9		
	people want to share a 50-pound sack		
	of rice equally by weight, now many		
	poullus of fice should each person		
	numbers does your answer lie?		
5.NF.B.7a	Interpret division of a unit fraction by a	Model the division of a unit fraction by a nonzero	smma lo 02052
	non-zero whole number, and compute	whole number, and compute the quotient.	
	such quotients. For example, create a		
	story contextfor $(1/3) \div 4$ , and use a		
	visual fraction model to show the		
	quotient.		
	Use the relationship between		
	multiplication and division to explain $(1/12)$		
	that $(1/3) \div 4 = 1/12$ because $(1/12) \times 1/12 = 1/12$		
5 NEB 7h	4 - 1/5.	Divide a whole number by a fraction: simplify if	smma lo 01787
0.NI .D.70	a unit fraction and compute such	Inecessary	
	quotients. For example, create a story		
	context for $4 \div (1/5)$ , and use a visual		
	fraction model to show the quotient.		
	Use the relationship between		
	multiplication and division to explain		
	that $4 \div (1/5) = 20$ because $20 \times (1/5)$		
	= 4.		
5.NF.B.7C	Solve real world problems involving	Use models to solve real-world problems	smma_10_02053
	division of unit fractions by non-zero	Involving division of unit fractions by nonzero	
	numbers by unit fractions e.g. by	unit fractions	
	using visual fraction models and	Use models to solve real-world problems	smma lo 02156
	equations to represent the problem	involving division of unit fractions by nonzero	
	For example, how much chocolate will	whole numbers.	
	each person get if 3 people share 1/2		
	Ib of chocolate equally? How many 1/3-		
	cup servings are in 2 cups of raisins?		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 5, Topic 10	-
5.MD.C.3a	Recognize volume as an attribute of	Identify a unit cube and what attribute it is used to	smma_lo_02041
	solid figures and understand concepts	measure.	
	of volume measurement. A cube with		
	side length 1 unit, called a "unit cube,"		
	is said to have "one cubic unit" of		
	volume, and can be used to measure		
	volume.		
5.MD.C.3b	Recognize volume as an attribute of	Find the volume of a prism by packing the prism	smma lo 02042
	solid figures and understand concepts	with unit cubes.	
	of volume measurement. A solid figure		
	which can be packed without gaps or		
	overlaps using n unit cubes is said to		
	have a volume of n cubic units.		
5.MD.C.4	Measure volumes by counting unit	Find the volume of a rectangular solid by	smma_lo_00829
	cubes, using cubic cm, cubic in, cubic	counting cubes.	
	ft, and improvised units.	Find the volume of a rectangular solid by	smma_lo_00833
		counting cubes.	
5.MD.C.5a	Find the volume of a right rectangular	Find the volume of a prism by packing the prism	smma_lo_02042
	prism with whole-number side lengths	with unit cubes.	
	by packing it with unit cubes, and		
	show that the volume is the same as		
	would be found by multiplying the		
	edge lengths, equivalently by		
	multiplying the height by the area of		
	the base. Represent threefold whole-		
	number products as volumes, e.g., to		
	represent the associative property of		
	multiplication.		
5.MD.C.5b	Interpret multiplication as scaling	Determine the volume of a box given the height,	smma_lo_00174
	(resizing) by: Explaining why	width, and length (60 to 480 customary or metric	
	multiplying a given number by a	cubic units).	
	fraction greater than 1 results in a	Compute the volume of right rectangular prisms	smma_lo_02043
	product greater than the given number	using formulas.	
	(recognizing multiplication by whole		
	numbers greater than 1 as a familiar		
	case); explaining why multiplying a		
	given number by a fraction less than 1		
	results in a product smaller than the		
	given number; and relating the		
	principle of fraction equivalence a/b =		
	(n×a)/(n×b) to the effect of multiplying		
	a/b by 1.		
5.MD.C.5c	Recognize volume as additive. Find	Find the volume of a three-dimensional figure by	smma_lo_02044
	volumes of solid figures composed of	decomposing that figure into two right rectangular	
	two non-overlapping right rectangular	prisms and then adding those prisms' volumes.	
	prisms by adding the volumes of the		
	non-overlapping parts, applying this		
	technique to solve real world		
	problems.		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 5, Topic 11	
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain	R: Multiply whole numbers (multiples of 10 or 100).	smma_lo_00911
	patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to		
	denote powers of 10.		
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiply whole numbers (products 10,000 x 2 to 99,999 x 9).	smma_lo_00900
		Multiply whole numbers (student choice, products 100 x 20 to 990 x 90, multiples of 10).	smma_lo_00902
		Multiply whole numbers (student choice, products 21 x 11 to 99 x 99).	smma_lo_00903
		Multiply whole numbers (student choice, products 101 x 20 to 999 x 90, multiples of 10).	smma_lo_00904
		Multiply whole numbers (student choice, products 100 x 21 to 990 x 90, multiples of 10).	smma_lo_00905
		Multiply (student choice, products 1000 × 20 to 9999 × 90, multiples of 10).	smma_lo_00906
		Multiply whole numbers (student choice, products 101 x 21 to 999 x 99).	smma_lo_00907
		Multiply by a multiple of 10 (student choice, 10,000 × 20 to 99,999 × 90).	smma_lo_00908
		Multiply whole numbers (student choice, products 1000 × 21 to 9999 × 99).	smma_lo_00909
		Multiply whole numbers (student choice, 10,000 × 21 to 99,999 × 99).	smma_lo_00910
		Estimate the product of two numbers (factors 101 to 949).	smma_lo_00912
		Multiply one- to five-digit whole numbers by powers of ten (10 to 100,000).	smma_lo_01078
		Estimate the product by rounding each factor.	smma_lo_01622
		R: Estimate the product of three factors (1,000 to 350,000).	smma_lo_01099
5.NBT.B.6	Find whole-number quotients of whole	Divide (combinations 2 x 20 to 5 x 90).	smma_lo_00291
	numbers with up to four-digit dividends	Divide (combinations 6 x 20 to 9 x 90).	smma_lo_00293
	and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	20 to 90 x 90).	smma_lo_00299
		Find the missing dividend or divisor (combinations 20 × 20 to 90 × 90).	smma_lo_00303
		R: Estimate the sum, difference, product or quotient to solve a problem in context (round to the nearest thousand).	smma_lo_01109
5.MD.A.1	Convert among different-sized standard measurement units within a	Add metric measurements with unlike units and express the sum in terms of the smaller unit.	smma_lo_00168
	given measurement system (e.g., convert 5 cm to 0.05 m), and use	Add metric measurements with unlike units and express the sum in terms of the larger unit.	smma_lo_00172
	these conversions in solving multi- step, real world problems.	Convert customary units of length (inches, feet, and yards).	smma_lo_00791
		Convert customary units of capacity (cups, pints, quarts, and gallons).	smma_lo_00796
		Convert between customary units of weight (ounces and pounds).	smma_lo_00797

Standard	Standard Text	SM Skill Description	SM CATALOG
5.MD.A.1	Convert among different-sized	Compare unlike customary units of weight and	smma_lo_00801
	standard measurement units within a	identify the correct statement (ounces and	
	given measurement system (e.g.,	pounds).	
	convert 5 cm to 0.05 m), and use	Convert metric units of length (mm, cm, m, and	smma_lo_00814
	these conversions in solving multi-	km; whole numbers).	
	step, real world problems.		
	•••••	Grade 5, Topic 12	
5.NF.A.2	Solve word problems involving	Estimate the sum, product, or quotient in	smma_lo_01095
	addition and subtraction of fractions	problems with fractions.	
	referring to the same whole, including	Subtract two fractions from a whole within a	smma_lo_01634
	cases of unlike denominators, e.g., by	context.	
	using visual fraction models or	Use addition to find an equivalent fraction for 1/2.	smma_lo_01706
	equations to represent the problem.		
	Use benchmark fractions and number		
	sense of fractions to estimate mentally		
	and assess the reasonableness of		
	answers. For example, recognize an		
	incorrect result $2/5 + 1/2 = 3/7$ , by		
	observing that 3/7 < 1/2.		
5.NF.B.6	Solve real world problems involving	R: Multiply mixed numbers; simplify if necessary.	smma_lo_00501
	multiplication of fractions and mixed		
	numbers, e.g., by using visual fraction		
	models or equations to represent the		
	problem.		
5.MD.B.2	Make a line plot to display a data set		
	of measurements in fractions of a unit		
	(1/2, 1/4, 1/8). Use operations on		
	fractions for this grade to solve		
	problems involving information		
	presented in line plots. For example,		
	given different measurements of liquid		
	In identical beakers, find the amount of		
	liquid each beaker would contain if the		
	total amount in all the beakers were		
	Tredistributed equally.	Crada E. Tania 12	
5 04 4 1	I lee parentheses brackets or braces	Evaluate an expression using the order of	smma lo 01001
5.0A.A.1	Use parentineses, brackets, or braces		
	evaluate expressions with these		
	evaluate expressions with these		
50442	Write simple expressions that record		
0.07.7.2	calculations with numbers, and		
	interpret numerical expressions		
	without evaluating them. For example		
	express the calculation "add 8 and 7		
	then multiply by $2^{\circ}$ as $2 \times (8 + 7)$		
	Recognize that $3 \times (18932 + 921)$ is		
	three times as large as $18932 + 921$		
	without having to calculate the		
	indicated sum or product.		

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 5, Topic 14	
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the	Identify a point on a grid given an ordered pair, or identify the ordered pair for a point shown on the grid.	smma_lo_01057
	intersection of the lines (the origin)	Find the coordinates for a point on a grid.	smma_lo_01077
	arranged to coincide with the 0 on	Identify a point on a coordinate grid given the	smma_lo_01092
	each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis	ordered pair.	
	and x-coordinate, y-axis and y-		
5.G.A.2	Represent real world and mathematical problems by graphing	Identify a point on a coordinate grid given the ordered pair.	smma_lo_01092
	points in the first quadrant of the coordinate plane, and interpret	Find the amount of increase or decrease between two points in a line graph.	smma_lo_01178
	coordinate values of points in the	Read and interpret a line graph.	smma lo 01206
	context of the situation.	Graph a point on a coordinate grid (Quadrant I).	smma_lo_01735
		Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01808
		R: Identify a point on a grid given an ordered pair, or identify the ordered pair for a point shown on the grid.	smma_lo_01057
		R: Find the coordinates for a point on a grid.	smma_lo_01077
		R: Create a line graph using data from a table.	smma_lo_01697
		R: Create a line graph.	smma_lo_01771
		Grade 5, Topic 15	
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.		
5.G.A.2	Represent real world and	Identify a point on a coordinate grid given the	smma_lo_01092
	points in the first quadrant of the	Find the amount of increase or decrease between	smma_lo_01178
	coordinate values of points in the context of the situation.	Read and interpret a line graph.	smma_lo_01206

Standard	Standard Text	SM Skill Description	SM CATALOG
5.G.A.2	Represent real world and	Interpret a line graph with time and temperature	smma lo 01324
	mathematical problems by graphing	data, and add a point to line graph.	
	points in the first quadrant of the	Graph a point on a coordinate grid (Quadrant I).	smma lo 01735
	coordinate plane, and interpret	Graph a set of ordered pairs from a table on a	smma lo 01808
	coordinate values of points in the	coordinate plane (Quadrant I).	
	context of the situation.	R: Identify a point on a grid given an ordered pair,	smma lo 01057
		or identify the ordered pair for a point shown on	
		the grid.	
		R: Find the coordinates for a point on a grid.	smma_lo_01077
		R: Create a line graph using data from a table.	smma lo 01697
		R: Create a line graph.	smma_lo_01771
		Grade 5, Topic 16	
5.G.B.3	Understand that attributes belonging to		
	a category of two-dimensional figures		
	also belong to all subcategories of that		
	category. For example, all rectangles		
	have four right angles and squares are		
	rectangles, so all squares have four		
	right angles.		
5.G.B.4	Classify two-dimensional figures in a	Identify the regular polygons.	smma_lo_00651
	hierarchy based on properties.	Identify the true statement about a relationship	smma_lo_00656
		among quadrilaterals.	
		Identify equilateral, isosceles, and scalene	smma_lo_00658
		triangles.	
	Grade	5, Step Up to Grade 6	
6.NS.C.5	Understand that positive and negative	Read the temperature on a thermometer to	smma_lo_00804
	numbers are used together to describe	nearest degree (-10 to 10 degrees).	
	quantities having opposite directions	Read and interpret data in a table to determine	smma_lo_01314
	or values (e.g., temperature	the time it would take for skin to freeze.	
	above/below zero, elevation	Read and interpret data in a table to determine	smma_lo_01315
	above/below sea level, credits/debits,	the time it would take for skin to freeze.	
	positive/negative electric charge); use	Use positive and negative numbers together to	smma_lo_02066
	positive and negative numbers to	represent quantities having opposite directions or	
	represent quantities in real-world	values.	
	contexts, explaining the meaning of 0	R: Evaluate -( $a + b$ ), where $9 < a < 19$ , $1 < b < 9$ .	smma_lo_00127
	in each situation.	R: Read a thermometer to the nearest 10	smma_lo_00768
		degrees (Fahrenheit).	
6.NS.C.6a	Recognize opposite signs of numbers	Evaluate the expression -(-a), where a has values	smma_lo_01518
	as indicating locations on opposite	1 to 99.	
	sides of 0 on the number line;		
	recognize that the opposite of the		
	opposite of a number is the number		
	itself, e.g., $-(-3) = 3$ , and that 0 is its		
	own opposite.		
6.NS.C.7a	Interpret statements of inequality as	Complete statements of order for rational	smma_lo_02110
	statements about the relative position	numbers in real-world contexts.	
	of two numbers on a number line	R: Compare hundredths to multiples of $\frac{1}{4}$ .	smma_lo_00209
	diagram. For example, interpret -3 > -7		
	as a statement that -3 is located to the		
	right of -7 on a number line oriented		
	from left to right.		

Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.C.7b	Write, interpret, and explain	Compare rational numbers in real-world contexts.	smma_lo_02109
	statements of order for rational	Complete statements of order for rational	smma_lo_02110
	numbers in real-world contexts. For	numbers in real-world contexts.	
	example, write $-3^{\circ}C > -7^{\circ}C$ to express		
	the fact that –3°C is warmer than		
	–7°C.		
6.NS.C.60	Understand signs of numbers in	Given two points, describe now the points are	smma_10_02108
	ordered pairs as indicating locations in	related: reflected across the x-axis, reflected	
	recognize that when two ordered pairs	across the y-axis, of reflected across both axes.	
	differ only by signs, the locations of the		
	points are related by reflections across		
	one or both axes.		
6.NS.C.6c	Find and position integers and other	Locate the missing integer on a number line (-3 to	smma lo 00101
	rational numbers on a horizontal or	-12).	
	vertical number line diagram; find and	Graph a set of ordered pairs from a table on a	smma_lo_01809
	position pairs of integers and other	coordinate plane (Quadrant I).	
	rational numbers on a coordinate	Graph a set of ordered pairs from a table on a	smma_lo_01810
	plane.	coordinate plane.	
	I lo de verte e el the service en tot e vertice e e el		
0.RP.A.1	Understand the concept of a ratio and	Mrite a ratio in three different forms	smma_lo_01712
	relationship between two quantities		sinina_i0_01625
	For example "The ratio of wings to		
	beaks in the bird house at the zoo was		
	2:1, because for every 2 wings there		
	was 1 beak." "For every vote		
	candidate A received, candidate C		
	received nearly three votes."		
6.RP.A.2	Understand the concept of a unit rate	Identify two unit rates for a given word problem.	smma_lo_02114
	a/b associated with a ratio a:b with b $\neq$		
	0, and use rate language in the		
	context of a ratio relationship. For		
	eups of flour to 4 oups of sugar so		
	there is 3/4 cup of flour for each cup of		
	sugar " "We paid \$75 for 15		
	hamburgers, which is a rate of \$5 per		
	hamburger."		
6.RP.A.3c	Find a percent of a quantity as a rate	Find a percent of a money amount (\$0.80 to	smma_lo_00270
	per 100 (e.g., 30% of a quantity means	\$10.80).	
	30/100 times the quantity); solve	Find a percent of a number (the percent is	smma_lo_00275
	problems involving finding the whole,	greater than or equal to 100).	
	given a part and the percent.	Find the percent given the whole and the part.	smma_lo_00276
		Determine the percent (100 total items)	sililia_10_00277
		Express a fraction as a percent (denominator is	smma_lo_01713
		R: Identify equivalent representations of	smma lo 01114
		numbers.	

Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.A.1	Interpret and compute quotients of	Divide fractions; simplify if necessary.	smma_lo_00487
	fractions, and solve word problems	Divide a fraction by a mixed number; simplify if	smma_lo_00491
	involving division of fractions by	necessary.	
	fractions, e.g., by using visual fraction	Divide a whole number by a fraction.	smma_lo_00492
	models and equations to represent the	Divide a mixed number by a whole number;	smma_lo_00502
	problem. For example, create a story	simplify if necessary.	
	context for (2/3) ÷ (3/4) and use a	Divide fractions; simplify.	smma_lo_00512
	visual fraction model to show the	Divide a mixed number by a fraction; simplify if	smma_lo_01788
	quotient; use the relationship between	necessary.	
	multiplication and division to explain	Divide a mixed number by a fraction; simplify if	smma_lo_01789
	that $(2/3) \div (3/4) = (8/9)$ because 3/4 of	necessary.	
	8/9 is $2/3$ . (In general (a/b) ÷ (c/d) =	Divide a mixed number by a mixed number;	smma_lo_01790
	ad/bc.) How much chocolate will each	simplify if necessary.	
	person get if 3 people share 1/2 lb of		
	chocolate equally? How many 3/4-cup		
	servings are in 2/3 of a cup of yogurt?		
	How wide is a rectangular strip of land		
	Find the area of right triangles, other	P: Multiply mixed numbers to determine the area	smma la 00508
0.0.7.1	triangles special quadrilaterals and	of a rectangle or triangle: simplify if pecessary	sinina_i0_00506
	nolygons by composing into rectangles		
	or decomposing into triangles and		
	other shapes: apply these techniques		
	in the context of solving real-world and		
	mathematical problems		
		Grade 6, Topic 1	
6.EE.A.1	Write and evaluate numerical	Give the value of a number (1 to 10) raised to a	smma lo 01098
	expressions involving whole-number	power (1 to 5).	
	exponents.	Match expressions with repeated factors to	smma_lo_01100
		numbers in exponential form to create equations.	
6.EE.A.2a	Write expressions that record	Identify the expression that is a translation of the	smma_lo_01759
	operations with numbers and with	written phrase.	
	letters standing for numbers. For	Write expressions that record operations with	smma_lo_02056
	example, express the calculation	numbers and variables.	
	"Subtract y from 5" as 5 – y.		
6.EE.A.2b	Identify parts of an expression using	Identify parts of an expression using	smma_lo_02057
	mathematical terms (sum, term,	mathematical terms (sum, term, product, factor,	
	product, factor, quotient, coefficient);	quotient, coefficient).	
	view one or more parts of an		
	expression as a single entity. For		
	example, describe the expression 2 (8		
	(2, 1, 7) as a product of two factors; view		
	(8 + 7) as both a single entity and a		
	sum of two terms.		

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific	Given the value for the variable, evaluate an	smma_lo_01683
	values of their variables. Include	addition expression (sums 4 to 12).	
	expressions that arise from formulas	Evaluate an expression with variables using	smma_lo_01685
	used in real-world problems. Perform	substitution and a value chart (addition, sums to	
	arithmetic operations, including those	18).	
	involving whole number exponents, in	Evaluate the expression mx + c or mx - c.	smma_lo_01739
	the conventional order when there are	Evaluate an expression within a context	smma_lo_01740
	no parentheses to specify a particular	(multiplication).	
	order (Order of Operations). For	Generate a table of values given a one-step rule.	smma_lo_01755
	example, use the formulas $V = s^3$		
	and A = 6s <sup>2</sup> to find the volume and		
	surface area of a cube with sides of		
	length s = $1/2$ .		
6.EE.A.3	Apply the properties of operations to	Identify an equivalent expression for a x (b + c)	smma_lo_00129
	generate equivalent expressions. For	with variables.	
	example, apply the distributive	Apply the properties of operations to generate	smma_lo_02059
	property to the expression $3(2 + x)$ to	equivalent expressions.	L 04000
	produce the equivalent expression 6 +	R: Use the commutative and associative	smma_lo_01090
	3x; apply the distributive property to	properties of addition to find the missing number.	
	the expression 24x + 18y to produce		
	the equivalent expression 6 $(4x + 3y);$		
	apply properties of operations to y + y		
	+ y to produce the equivalent		
	Identify when two expressions are	Chappe all expressions that are equivalent to a	amma la 02060
0.22.4.4	equivalent (i.e., when the two		sinina_i0_02000
	every signal for the same number		
	regardless of which value is		
	substituted into them). For example		
	the expressions $y + y + y$ and $3y$ are		
	equivalent because they name the		
	same number regardless of which		
	number v stands for.		
6.EE.B.6	Use variables to represent numbers	Write an expression to represent a real-world	smma lo 02062
	and write expressions when solving a	problem, using variables to represent numbers.	
	real-world or mathematical problem:	p	
	understand that a variable can		
	represent an unknown number, or,		
	depending on the purpose at hand,		
	any number in a specified set.		
	· · · · · · · · · · · · · · · · · · ·	Grade 6, Topic 2	
6.EE.A.4	Identify when two expressions are	Choose all expressions that are equivalent to a	smma_lo_02060
	equivalent (i.e., when the two	given expression.	
	expressions name the same number		
	regardless of which value is		
	substituted into them). For example,		
	the expressions y + y + y and 3y are		
	equivalent because they name the		
	same number regardless of which		
	number y stands for.		

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.B.5	Understand solving an equation or	Use substitution to determine whether a given	smma_lo_02061
	inequality as a process of answering a	number in a specified set makes an equation or	
	question: which values from a	inequality true.	
	specified set, if any, make the equation		
	or inequality true? Use substitution to		
	determine whether a given number in		
	a specified set makes an equation or		
	lifequality frue.	Write an expression to represent a real world	smma lo 02062
0.22.0.0	and write expressions when solving a	problem using variables to represent numbers	siiiiia_i0_02002
	real-world or mathematical problem.		
	understand that a variable can		
	represent an unknown number, or,		
	depending on the purpose at hand,		
	any number in a specified set.		
6.EE.B.7	Solve real-world and mathematical	Solve for a or c in a/b + c/b = d/b (sums 2/3 to	smma_lo_00356
	problems by writing and solving	11/12).	
	equations of the form $x + p = q$ and $px$	Solve for a or b in a x b = c (products $6 \times 2$ to $9 \times 10^{-10}$	smma_lo_00357
	= q for cases in which p, q, and x are	12).	
	all nonnegative rational numbers.	Solve for a or b in a $\div$ b = c (combinations 2 $\div$ 10	smma_io_00359
		$10.5 \div 12$ ). Solve for a or h in a $\div$ h $=$ c (combinations 6 $\div$ 10)	smma lo 00361
		$10^{\circ}$ $(0^{\circ}$ $10^{\circ}$ $1$	sinina_i0_00301
		Solve for a or b in a x b = x (products $2 \times 10$ to $12$ )	smma lo 00363
		Solve for a or b in $a \div b = c$ (combinations $6 \div 20$	smma lo 00365
		to 9 ÷ 90, multiples of 10).	
		Solve for a or b in a x b = x (products $2 \times 20$ to $12$	smma_lo_00366
		x 90, multiples of 10).	
		Solve for a or b in $a + b = c$ (decimals to tenths,	smma_lo_00367
		no regrouping).	
		Solve for a or b in $a - b = c$ (decimals to tenths,	smma_10_00368
		Solve for a or h in a x h = c (products from 0.2 x)	smma lo 00369
		$10.6 \text{ to } 0.9 \times 0.9$	siiiina_i0_00009
		Solve for a or b in a $\div$ b = c (combinations 0.6 ×	smma lo 00370
		0.6 to 0.9 × 0.9).	
		Solve for a, b, or c in a $\times$ b/c = d/e (combinations	smma_lo_00371
		to 12 × 12).	
		Solve for a or b in $a + b = c$ (decimals to	smma_lo_00373
		hundredths).	
		Solve for a or b in $a - b = c$ (decimals to	smma_lo_00374
		nunareatins, regrouping). Solve for a or h in a x h $=$ a (producto from 0.02 x)	amma la 00276
		$13 \text{ to } 0.09 \times 0.19$	siiiiia_i0_00370
		Solve for x in ax = c in steps (products $4 \times 4$ to $9$	smma lo 00380
		x 10).	
		Complete the steps to solve for a in $a \div b = c$	smma_lo_00381
		(combinations $4 \times 4$ to $9 \times 10$ ).	
		Identify related multiplication and division number	smma_lo_01080
		sentences that can be used to solve a problem.	
		Solve a one-step equation (multiplication).	smma_lo_01690
		Solve a one-step equation (division).	smma_lo_01692
		Solve a one-step equation in context (addition,	smma_io_01743
		rwo-aigit whole numbers).	

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.B.7	Solve real-world and mathematical	Solve a one-step equation in context (subtraction,	smma_lo_01744
	problems by writing and solving	two-digit whole numbers).	
	equations of the form $x + p = q$ and px	Solve a one-step equation in context (division,	smma lo 01745
	= g for cases in which p, g, and x are	two-digit whole numbers).	
	all nonnegative rational numbers.	Solve a one-step equation in context (division.	smma lo 01747
		two-digit whole numbers).	
		Solve one-step equations (multiplication.	smma lo 01795
		fractions).	
		Solve one-step equations (addition and	smma lo 01796
		subtraction fractions)	
		Solve a one-step equation (multiplication	smma lo 01797
		decimals)	
		Solve for a b or c in a x $b/c = d/e$ (combinations).	smma lo 01708
		$15017 = 101 a$ , b, of c in a $\sim 5/c = 0/e$ (combinations	sinina_i0_017.90
		Solvo a one stop equation with desimals in	smma lo 01700
		solve a one-step equation with decimals in	
		Solve a one stop equation (fractions	ommo lo 01947
		Solve a one-step equation (fractions,	sinina_i0_01047
		multiplication and division).	amma la 01060
		Solve a one-step equations (fractions, addition	smma_io_01868
		land subtraction).	L 04040
		R: Identify the one-step equation that is a	smma_10_01813
		translation of the written phrase within a context.	L 0000 (
6.EE.B.8	Write an inequality of the form $x > c$ or	Write an inequality of the form $x > c$ or $x < c$ to	smma_lo_02064
	x < c to represent a constraint or	represent a constraint in a real-world problem.	
	condition in a real-world or	Write an inequality of the form $x > c$ or $x < c$ to	smma_lo_02065
	mathematical problem. Recognize that	represent a constraint in a real-world problem.	
	inequalities of the form $x > c$ or $x < c$	Then represent the solution on a number line.	
	have infinitely many solutions;		
	represent solutions of such inequalities		
	on number line diagrams.		
	•	Grade 6, Topic 3	
6.NS.C.5	Understand that positive and negative	Read the temperature on a thermometer to	smma_lo_00804
	numbers are used together to describe	nearest degree (-10 to 10 degrees).	
	quantities having opposite directions	Read and interpret data in a table to determine	smma_lo_01314
	or values (e.g., temperature	the time it would take for skin to freeze.	
	above/below zero, elevation	Read and interpret data in a table to determine	smma_lo_01315
	above/below sea level, credits/debits,	the time it would take for skin to freeze.	
	positive/negative electric charge); use	Use positive and negative numbers together to	smma_lo_02066
	positive and negative numbers to	represent quantities having opposite directions or	
	represent quantities in real-world	values.	
	contexts, explaining the meaning of 0	R: Evaluate -(a + b), where 9 < a < 19, 1 < b < 9.	smma_lo_00127
	in each situation.	R: Read a thermometer to the nearest 10	smma_lo_00768
		degrees (Fahrenheit).	
6.NS.C.6	Understand a rational number as a		
	point on the number line. Extend		
	number line diagrams and coordinate		
	axes familiar from previous grades to		
	represent points on the line and in the		
	plane with negative number		
	coordinates.		

<sup>&</sup>quot;R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.C.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.	Evaluate the expression -(-a), where a has values 1 to 99.	smma_lo_01518
6.NS.C.6C	rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-12).	smma_I0_00101
6.NS.C.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.	Complete statements of order for rational numbers in real-world contexts. R: Compare hundredths to multiples of 1/4.	smma_lo_02110 smma_lo_00209
6.NS.C.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$ .	Compare rational numbers in real-world contexts. Complete statements of order for rational numbers in real-world contexts.	smma_lo_02109 smma_lo_02110
6.NS.C.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of $-30$ dollars, write $ -30  = 30$ to describe the size of the debt in dollars.	Identify absolute value as a distance from zero on a number line. Evaluate the absolute value of a number.	smma_lo_01823 smma_lo_01824
6.NS.C.7d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	Compare the absolute values of positive and negative quantities in a real-world situation.	smma_lo_02111
		Grade 6, Topic 4	
6.NS.C.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Given two points, describe how the points are related: reflected across the x-axis, reflected across the y-axis, or reflected across both axes.	smma_lo_02108
6.NS.C.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and	Locate the missing integer on a number line (-3 to -12). Graph a set of ordered pairs from a table on a	smma_lo_00101 smma_lo_01809
	rational numbers on a coordinate plane.	Graph a set of ordered pairs from a table on a coordinate plane.	smma_lo_01810

Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.C.8	Solve real-world and mathematical	Graph points on a coordinate plane based on a	smma_lo_02112
	problems by graphing points in all four	real-world context.	
	quadrants of the coordinate plane.	Find distances between points with the same first	smma_lo_02113
	Include use of coordinates and	coordinate or the same second coordinate by	
	absolute value to find distances	using coordinates and absolute value.	
	between points with the same first		
	coordinate or the same second		
	coordinate.		
6.G.A.3	Find the area of right triangles, other		
	triangles, special quadrilaterals, and		
	polygons by composing into rectangles		
	or decomposing into triangles and		
	other shapes; apply these techniques		
	in the context of solving real-world and		
	mathematical problems.		
		Grade 6, Topic 5	L 00004
6.EE.B.5	Understand solving an equation or	Use substitution to determine whether a given	smma_10_02061
	inequality as a process of answering a	number in a specified set makes an equation or	
	question: which values from a	inequality true.	
	specified set, if any, make the equation		
	or inequality true? Use substitution to		
	determine whether a given number in		
	a specified set makes an equation of		
	Lise variables to represent two	Identify an expression to describe the pattern	smma lo 017/1
0.22.0.9	quantities in a real-world problem that	dependently all expression to describe the pattern	sinina_i0_01741
	change in relationship to one another.	Complete a table given a two-step rule (single-	smma lo 01750
	write an equation to express one	digit whole numbers)	
	quantity, thought of as the dependent	Complete a table given a two-step rule (whole	smma lo 01751
	variable, in terms of the other quantity,	numbers).	
	thought of as the independent	Generate a table of values given a two-step rule.	smma lo 01756
	variable. Analyze the relationship	R: Complete an input/output table given a two-	smma lo 01758
	between the dependent and	step rule; then plot the ordered pairs on	
	independent variables using graphs	coordinate grid.	
	and tables, and relate these to the	R: Make a table and a graph when given a rule in	smma_lo_02139
	equation. For example, in a problem	the form $y = ax$ or $y = x + a$ .	
	involving motion at a constant speed,		
	list and graph ordered pairs of		
	distances and times, and write the		
	equation d = 65t to represent the		
	relationship between distance and		
	time.		
		Grade 6, Topic 6	
6.NS.B.2	Fluently divide multi-digit numbers	Divide using the long division algorithm (three-	smma_lo_00304
	using the standard algorithm.	aigit number, two-digit divisor, remainder).	
		Extend an iterative pattern.	smma_10_01/54
		K: Esumate the quotient in a long division	smma_io_00301
		problem (intee-aigit aividena, two-aigit aivisor,	
		remanuer).	

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	E.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas	Evaluate an expression within a context	smma_lo_01740
		(multiplication).	
		Generate a table of values given a one-step rule.	smma_lo_01755
	used in real-world problems. Perform		
	arithmetic operations, including those		
	involving whole number exponents, in		
	the conventional order when there are		
	no parentheses to specify a particular		
	order (Order of Operations). For		
	example, use the formulas $V = S^3$		
	and $A = 05^{\circ}2$ to find the volume and		
	Surface area of a cube with sides of length $s = 1/2$		
	Solve real-world and mathematical	Solve for a or h in $a \div h = c$ (combinations 0.6 x	smma lo 00370
	problems by writing and solving	$\begin{bmatrix} 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 \end{bmatrix}$	3iiiiia_i0_00070
	equations of the form $x + p = q$ and $px$	Complete the steps to solve for a in $a \div b = c$	smma lo 00381
	$= \alpha$ for cases in which p, q, and x are	(combinations $4 \times 4$ to $9 \times 10$ ).	
	all nonnegative rational numbers.	Identify related multiplication and division number	smma lo 01080
		sentences that can be used to solve a problem.	
		Solve a one-step equation in context (division,	smma lo 01745
		two-digit whole numbers).	
		Solve a one-step equation in context (division,	smma_lo_01747
		two-digit whole numbers).	
		Solve a one-step equation (fractions,	smma_lo_01847
		multiplication and division).	
		Solve a one-step equations (fractions, addition	smma_lo_01868
		and subtraction).	L 04040
		R: Identify the one-step equation that is a	smma_lo_01813
		translation of the written phrase within a context.	
	Eluently divide multi digit numbere	Grade 6, Topic 7	amma la 00204
0.103.0.2	Fidentity divide multi-digit numbers	digit number two digit divisor remainder)	smma_10_00304
		Extend an iterative pattern	smma lo 01754
		R: Estimate the quotient in a long division	smma_lo_01734
		problem (three-digit dividend, two-digit divisor	3mma_10_00001
		remainder)	
6.NS.B.3	Fluently add, subtract, multiply, and	Align the decimal numbers for a vertical addition	smma lo 00226
	divide multi-digit decimals using the	problem; then solve (to thousandths).	
	standard algorithm for each operation.	Align the decimal numbers for a vertical	smma_lo_00228
		subtraction problem; then solve (to thousandths).	
		Align the decimal numbers in a vertical	smma_lo_00233
		subtraction problem; then solve (decimals to	
		thousandths).	
		Multiply decimals (to thousandths x hundredths).	smma_lo_00234
		Subtract decimals with regrouping (to ten-	smma_lo_00243
		thousandths).	
		Inviuitiply decimals (to ten-thousandths x ten-	smma_10_00244
		Inousandins). Move the desimal point in the divisor and	amma la 00247
		dividend in a long division problem	siiiiia_10_00247
		Divide a decimal by a whole number	smma lo 00248
		Move the decimal point in the divisor and	smma_lo_00240
		dividend in a long division problem; then find the	5a_10_002+0
		auotient.	

Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the	Find a decimal number that is either greater than	smma_lo_01118
		or less than two decimal numbers.	
	standard algorithm for each operation.	Add the decimal numbers provided on a data	smma_lo_01785
		table.	
		Subtract the decimal numbers provided on a data table.	smma_lo_01786
6.EE.A.2a	Write expressions that record operations with numbers and with	Identify the expression that is a translation of the written phrase.	smma_lo_01759
	letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	Write expressions that record operations with numbers and variables.	smma_lo_02056
6.EE.A.2c	A.2c Evaluate expressions at specific values of their variables. Include	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
	expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those	Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
	involving whole number exponents, in	Evaluate the expression mx + c or mx - c.	smma_lo_01739
	the conventional order when there are	Evaluate an expression within a context	smma_lo_01740
	no parentheses to specify a particular	(multiplication).	
	order (Order of Operations). For example, use the formulas V = $s^3$ and A = $6s^2$ to find the volume and surface area of a cube with sides of longth $s = 1/2$	Generate a table of values given a one-step rule.	smma_lo_01755
6.EE.B.7	Solve real-world and mathematical	Solve for a or b in $a + b = c$ (decimals to tenths,	smma_lo_00367
	equations of the form $x + p = q$ and $px$	Solve for a or b in a - b = c (decimals to tenths	smma lo 00368
	= a for cases in which p. a. and x are	regrouping).	
all nonnegative rational numbers.	all nonnegative rational numbers.	Solve for a or b in a x b = c (products from $0.2 \times 0.6$ to $0.9 \times 0.9$ ).	smma_lo_00369
		Solve for a or b in a $\div$ b = c (combinations 0.6 × 0.6 to 0.9 × 0.9).	smma_lo_00370
		Solve for a or b in a + b = c (decimals to hundredths).	smma_lo_00373
		Solve for a or b in a - b = c (decimals to hundredths, regrouping).	smma_lo_00374
		Solve for a or b in a x b = c (products from $0.02 \times 0.13$ to $0.09 \times 0.19$ ).	smma_lo_00376
		Identify related multiplication and division number sentences that can be used to solve a problem.	smma_lo_01080
		Solve a one-step equation (multiplication).	smma_lo_01690
		Solve a one-step equation in context (addition, two-digit whole numbers).	smma_lo_01743
		Solve a one-step equation in context (subtraction, two-digit whole numbers).	smma_lo_01744
		Solve a one-step equation in context (division, two-digit whole numbers).	smma_lo_01745
		Solve a one-step equation in context (division, two-digit whole numbers).	smma_lo_01747
		Solve one-step equations (multiplication, fractions).	smma_lo_01795
		Solve one-step equations (addition and subtraction, fractions).	smma_lo_01796
		Solve a one-step equation (multiplication, decimals).	smma_lo_01797

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.B.7	Solve real-world and mathematical	Solve a one-step equation with decimals in	smma_lo_01799
	problems by writing and solving	context (addition and subtraction).	
	equations of the form $x + p = q$ and $px$	R: Identify the one-step equation that is a	smma_lo_01813
	= q for cases in which p, q, and x are	translation of the written phrase within a context.	
	all nonnegative rational numbers.		
		Grade 6, Topic 8	
6.NS.B.4	Find the greatest common factor of	Given the prime factorization of two numbers, find	smma_lo_01108
	two whole numbers less than or equal	the common multiple.	
	to 100 and the least common multiple	Find the greatest common factor for two to three	smma_lo_01110
	of two whole numbers less than or	numbers.	
	equal to 12. Use the distributive	Find the least common multiple of two or three	smma_lo_01112
	property to express a sum of two	numbers.	
	whole numbers 1-100 with a common	R: Using a factor tree, find the prime factors of a	smma_lo_01087
	factor as a multiple of a sum of two	number (2 to 32).	
	whole numbers with no common	R: Identify a common factor of two numbers (4 to	smma_lo_01088
	factor. For example, express 36 + 8 as		L 04000
	4 (9 + 2).	R: Identify the common multiples for two to three	smma_lo_01096
		numbers (2 to 20).	
	I Indepetend the concept of a ratio and	Grade 6, Topic 9	amma la 01710
0.RP.A.1	Understand the concept of a ratio and	Write a ratio in three different forms	smma_10_01712
	relationship between two quantities		
	For example, "The ratio of wings to		
	backs in the bird bouse at the zee was		
	2:1 because for every 2 wings there		
	2.1, because for every 2 wings there		
	candidate A received candidate C		
	received nearly three votes "		
6 RP A 3a	Make tables of equivalent ratios	Find missing values in a table that represents a	smma lo 02115
	relating quantities with whole number	proportional relationship, and plot the pairs of	
	measurements, find missing values in	values on the coordinate plane.	
	the tables, and plot the pairs of values	Complete a comparison statement based on the	smma lo 02116
	on the coordinate plane. Use tables to	ratios in two tables.	
	compare ratios.		
-	· · ·	Grade 6, Topic 10	
6.RP.A.2	Understand the concept of a unit rate	Identify two unit rates for a given word problem.	smma_lo_02114
	a/b associated with a ratio a:b with b ≠	Find the unit price of an item (products 2 x 6 to 25	smma_lo_00830
	0, and use rate language in the	x 32).	
	context of a ratio relationship. For		
	example, "This recipe has a ratio of 3		
	cups of flour to 4 cups of sugar, so		
	there is 3/4 cup of flour for each cup of		
	sugar." "We paid \$75 for 15		
	hamburgers, which is a rate of \$5 per		
	hamburger."		
6.RP.A.3a	Make tables of equivalent ratios	Find missing values in a table that represents a	smma_lo_02115
	relating quantities with whole number	proportional relationship, and plot the pairs of	
	measurements, find missing values in	values on the coordinate plane.	
	the tables, and plot the pairs of values	Complete a comparison statement based on the	smma_lo_02116
	on the coordinate plane. Use tables to	ratios in two tables.	
	compare ratios.		

<sup>&</sup>quot;R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Standard	Standard Text	SM Skill Description	SM CATALOG
6.RP.A.3b	Solve unit rate problems including	Solve time and distance problems (whole	smma_lo_00842
	those involving unit pricing and	numbers).	
	constant speed. For example, if it took	Solve a proportion problem in context.	smma_lo_01284
	7 hours to mow 4 lawns, then at that	Given a rate and a model, find a distance.	smma_lo_01576
	rate, how many lawns could be mowed	Find the number of hours worked given the hourly	smma_lo_01625
	in 35 hours? At what rate were lawns	rate and total earned.	
	being mowed?	Find the total money earned, given the number of	smma_lo_01630
		hours worked and the hourly rate.	
6.RP.A.3d	Use ratio reasoning to convert	Convert measurement units either by making a	smma_lo_02117
	measurement units; manipulate and	table or by multiplying by a unit rate.	
	transform units appropriately when		
	multiplying or dividing quantities.		
	Find a narroant of a guantity on a rate	Grade 6, Topic 11	amma la 00270
0.RP.A.3C	Find a percent of a quantity as a rate	Find a percent of a money amount (\$0.80 to	smma_io_00270
	20/100 times the quantity): solve	Find a paraget of a number (the percent is	amma la 00275
	solving finding the whole	rind a percent of a number (the percent is	
	given a part and the percent	Find the percent given the whole and the part	smma lo 00276
	given a part and the percent.	Find the whole given the percent and the part.	smma_lo_00270
		Determine the percent (100 total items)	smma_lo_00277
		Express a fraction as a percent (denominator is	smma_lo_01714
		100).	
		R: Identify equivalent representations of	smma_lo_01114
		numbers.	
		Grade 6, Topic 12	L 00.407
6.NS.A.1	Interpret and compute quotients of	Divide fractions; simplify if necessary.	smma_lo_00487
	fractions, and solve word problems	Divide a fraction by a mixed number; simplify if	smma_lo_00491
	Involving division of fractions by	necessary.	amma la 00400
	tractions, e.g., by using visual fraction	Divide a whole number by a traction.	smma_10_00492
	problem For example, create a story	Divide a mixed number by a whole number,	smma_io_00502
	problem. For example, create a story context for $(2/3) \div (3/4)$ and use a	Simplify in necessary.	smma lo 00511
	visual fraction model to show the	whole number or a mixed numbers being divided	sinina_i0_00511
	quotient: use the relationship between	by a fraction, a whole number, or a mixed	
	multiplication and division to explain	number	
	that $(2/3) \div (3/4) = (8/9)$ because 3/4 of	Divide fractions: simplify	smma lo 00512
	8/9 is $2/3$ (In general (a/b) ÷ (c/d) =	Divide a mixed number by a fraction: simplify if	smma_lo_01788
	ad/bc.) How much chocolate will each	Inecessary.	
	person get if 3 people share 1/2 lb of	Divide a mixed number by a fraction; simplify if	smma lo 01789
	chocolate equally? How many 3/4-cup	necessary.	
	servings are in 2/3 of a cup of yogurt?	Divide a mixed number by a mixed number;	smma_lo_01790
	How wide is a rectangular strip of land	simplify if necessary.	
	with length 3/4 mi and area 1/2 square		
	mi?		

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific	Given the value for the variable, evaluate an	smma_lo_01683
	values of their variables. Include	addition expression (sums 4 to 12).	
	expressions that arise from formulas	Evaluate an expression with variables using	smma_lo_01685
	used in real-world problems. Perform	substitution and a value chart (addition, sums to	
	arithmetic operations, including those	18).	
	involving whole number exponents, in	Evaluate the expression mx + c or mx - c.	smma_lo_01739
	the conventional order when there are	Evaluate an expression within a context	smma_lo_01740
	no parentheses to specify a particular	(multiplication).	
	order (Order of Operations). For	Generate a table of values given a one-step rule.	smma_lo_01755
	example, use the formulas $V = s^3$		
	and $A = 6s^2$ to find the volume and		
	surface area of a cube with sides of		
	length $s = 1/2$ .		amma la 00050
0.EE.B./	Solve real-world and mathematical	Solve for a or c in $a/b + c/b = d/b$ (sums 2/3 to	smma_io_00356
	problems by writing and solving	$\frac{ 1 / 2}{ 1 }$	ommo lo 00257
	= a for cases in which p, a, and y are		sinina_i0_00357
	all nonnegative rational numbers	Solve for a or h in a x h = x (products $2 \times 10$ to $12$	smma lo 00363
		(p) = (p)	sinina_i0_00303
		Solve for a or h in a x h = x (products $2 \times 20$ to $12$	smma lo 00366
		x = 90 multiples of 10)	
		Solve for a, b, or c in a $\times$ b/c = d/e (combinations	smma lo 00371
		to $12 \times 12$ ).	
		Solve for x in ax = c in steps (products $4 \times 4$ to $9$	smma lo 00380
		x 10).	
		Complete the steps to solve for a in a ÷ b = c	smma_lo_00381
		(combinations $4 \times 4$ to $9 \times 10$ ).	
		Identify related multiplication and division number	smma_lo_01080
		sentences that can be used to solve a problem.	
		Solve a one-step equation (multiplication).	smma_lo_01690
		Solve a one-step equation in context (addition,	smma_lo_01743
		two-digit whole numbers).	
		Solve a one-step equation in context (subtraction,	smma_10_01744
		two-digit whole numbers).	amma la $0.0174E$
		Solve a one-step equation in context (division,	smma_10_01745
		Solvo a opo stop oguation in context (division	smma lo 01747
		two digit whole numbers)	sinina_i0_01747
		Solve one-step equations (multiplication	smma lo 01795
		Ifractions)	3iiiiia_io_01733
		Solve one-step equations (addition and	smma lo 01796
		subtraction, fractions).	
		Solve a one-step equation (multiplication.	smma lo 01797
		decimals).	
		Solve for a, b, or c in a $\times$ b/c = d/e (combinations	smma lo 01798
		to 12 × 12).	
		Solve a one-step equation (fractions,	smma_lo_01847
		multiplication and division).	
		Solve a one-step equations (fractions, addition	smma_lo_01868
		and subtraction).	
		R: Identify the one-step equation that is a	smma_lo_01813
		translation of the written phrase within a context.	

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 6, Topic 13	•
6.NS.C.6c	Find and position integers and other rational numbers on a horizontal or	Locate the missing integer on a number line (-3 to -12).	smma_lo_00101
	vertical number line diagram; find and position pairs of integers and other	Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01809
	rational numbers on a coordinate plane.	Graph a set of ordered pairs from a table on a coordinate plane.	smma_lo_01810
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Graph points on a coordinate plane based on a real-world context.	smma_lo_02112
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
	expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those	Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
	involving whole number exponents, in	Evaluate the expression mx + c or mx - c.	smma_lo_01739
	the conventional order when there are no parentheses to specify a particular	Evaluate an expression within a context (multiplication).	smma_lo_01740
	order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	Generate a table of values given a one-step rule.	smma_lo_01755
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Multiply mixed numbers to determine the area of a rectangle or triangle; simplify if necessary.	smma_lo_00508
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		
		Grade 6, Topic 14	
6.EE.A.2a	Write expressions that record operations with numbers and with	Identify the expression that is a translation of the written phrase.	smma_lo_01759
	letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	Write expressions that record operations with numbers and variables.	smma_lo_02056

Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific	Given the value for the variable, evaluate an	smma_lo_01683
	values of their variables. Include	addition expression (sums 4 to 12).	
	expressions that arise from formulas	Evaluate an expression with variables using	smma_lo_01685
	used in real-world problems. Perform	substitution and a value chart (addition, sums to	
	arithmetic operations, including those	18).	
	involving whole number exponents, in	Evaluate the expression mx + c or mx - c.	smma_lo_01739
	the conventional order when there are	Evaluate an expression within a context	smma_lo_01740
	no parentheses to specify a particular	(multiplication).	
	order (Order of Operations). For	Generate a table of values given a one-step rule.	smma_lo_01755
	example, use the formulas $V = s^3$		
	and $A = 6s^2$ to find the volume and		
	surface area of a cube with sides of		
	length $s = 1/2$ .		
6.EE.B.6	Use variables to represent numbers	Write an expression to represent a real-world	smma_lo_02062
	and write expressions when solving a	problem, using variables to represent numbers.	
	real-world or mathematical problem;		
	understand that a variable can		
	represent an unknown number, or,		
	depending on the purpose at hand,		
	any number in a specified set.		
6.G.A.2	Find the volume of a right rectangular	R: Identify geometric solids (prisms, pyramids,	smma_lo_00667
	prism with fractional edge lengths by	cones, or spheres).	
	packing it with unit cubes of the		
	appropriate unit fraction edge lengths,		
	and show that the volume is the same		
	as would be found by multiplying the		
	edge lengths of the prism. Apply the		
	formulas $V = I w h and V = b h to find$		
	volumes of right rectangular prisms		
	with fractional edge lengths in the		
	context of solving real-world and		
	mathematical problems.		
6.G.A.4	Represent three-dimensional figures	Identify the set of faces for a geometric solid.	smma_lo_00664
	using nets made up of rectangles and	Identify the net for a geometric solid.	smma_lo_00675
	triangles, and use the nets to find the	Identify the net that forms a three-dimensional	smma_lo_01772
	surface area of these figures. Apply	solid.	
	these techniques in the context of	Identify faces, edges, and vertices of solids.	smma_lo_00632
	solving real-world and mathematical	Count the vertices, edges, or faces of a prism or	smma_lo_00643
	problems.	pyramid.	
		Classify and sort three-dimensional solids based	smma_lo_02138
		on attributes using formal geometric language.	
		Grade 6, Topic 15	
6.SP.A.1	Recognize a statistical question as		
	one that anticipates variability in the		
	data related to the question and		
	accounts for it in the answers. For		
	example, "How old am I?" is not a		
	statistical question, but "How old are		
	the students in my school?" is a		
	statistical question because one		
	anticipates variability in students' ages.		
6.SP.A.2	Understand that a set of data collected		
	to answer a statistical question has a		
	distribution which can be described by		
	its center, spread, and overall shape.		

Standard	Standard Text	SM Skill Description	SM CATALOG
6.SP.A.3	Recognize that a measure of center		
	for a numerical data set summarizes		
	all of its values with a single number,		
	while a measure of variation describes		
	how its values vary with a single		
	number.		
6.SP.B.4	Display numerical data in plots on a	Graph and interpret rainfall data in a chart.	smma_lo_01328
	number line, including dot plots,		
	histograms, and box plots.		
6.SP.B.5c	Summarize numerical data sets in	Find the average of 3 numbers.	smma_lo_00151
	relation to their context, such as by:	Determine the mean of a data set of three to five	smma_lo_00836
	Giving quantitative measures of center	customary weights or metric masses.	
	(median and/or mean) and variability	Identify the mode of a set of data.	smma_lo_01164
	(interquartile range and/or mean	Find the range of a set of data.	smma_lo_01166
	absolute deviation), as well as	Identify the median of a data set with an odd	smma_lo_01168
	describing any overall pattern and any	number of items.	
	striking deviations from the overall	Identify the median of a data set with an even	smma_lo_01170
	pattern with reference to the context in	number of items and the two middle values are	
	which the data were gathered.	not equal.	L 04470
		Determine the range of a set of data represented	smma_10_01176
		In a line graph.	
		Determine the range, mean, median, and mode	smma_10_01210
		(one-aigit numbers).	amma la 01710
		Determine the mode of a data set.	smma_10_01719
		Determine the mean of a data set.	sinina_10_01720
		Determine the range of a set of data	siliilia_10_01727
		Determine the median of a set of data	smma_10_01768
		R: Identify the median of a data set with an even	smma_lo_01169
		number of items and the two middle values are	
		equal	
		R: Solve a problem in context by finding the	smma lo 01619
		average of three to seven numbers.	
	<u>,</u>	Grade 6, Topic 16	
6.SP.A.2	Understand that a set of data collected		
	to answer a statistical question has a		
	distribution which can be described by		
	its center, spread, and overall shape.		
6.SP.B.4	Display numerical data in plots on a	Find the five values (upper and lower extremes,	smma_lo_01199
	number line, including dot plots,	median, and upper and lower quartiles) from a	
	histograms, and box plots.	set of data that are needed to create a box-and-	
		whiskers plot.	
		Identify the box-and-whiskers plot that matches a	smma_lo_01201
		given set of data.	
		Identify data sets that match the data represented	smma_lo_01202
		in a given box-and-whiskers plot.	
6.SP.B.4	Display numerical data in plots on a	Graph and interpret rainfall data in a chart.	smma_lo_01328
	number line, including dot plots,		
	Inistograms, and box plots.		
0.5P.B.5a	Summarize numerical data sets in		
	Penerting the number of characterist		
	Reporting the number of observations.		

Standard	Standard Text	SM Skill Description	SM CATALOG
6.SP.B.5b	Summarize numerical data sets in		
	relation to their context, such as by:		
	Describing the nature of the attribute		
	under investigation, including how it		
	was measured and its units of		
	measurement.		
6.SP.B.5c	Summarize numerical data sets in	Find the average of 3 numbers.	smma_lo_00151
	relation to their context, such as by:	Determine a student's grade point average based	smma_lo_00179
	Giving quantitative measures of center	on five grades.	
	(median and/or mean) and variability	Determine the mean of a data set of three to five	smma_lo_00836
	(interquartile range and/or mean	customary weights or metric masses.	
	absolute deviation), as well as	Identify the mode of a set of data.	smma_lo_01164
	describing any overall pattern and any	Find the range of a set of data.	smma_lo_01166
	striking deviations from the overall	Identify the median of a data set with an odd	smma_lo_01168
	pattern with reference to the context in	number of items.	L 0.4470
	which the data were gathered.	Identify the median of a data set with an even	smma_lo_01170
		number of items and the two middle values are	
		not equal.	amma la 01170
		Determine the range of a set of data represented	smma_io_01176
		In a line graph.	amma la 01010
		(one digit numbers)	smma_io_01210
		(One-digit numbers).	amma la 01710
		Determine the median of a data set	smma_10_01719
		Determine the mean of a data set.	smma_10_01720
		Determine the range of a set of data	smma_lo_01727
		Determine the median of a set of data	smma_lo_01768
		R. Identify the median of a data set with an even	smma_lo_01169
		number of items and the two middle values are	
		equal.	
		R: Solve a problem in context by finding the	smma lo 01619
		average of three to seven numbers.	
6.SP.B.5d	Summarize numerical data sets in		
	relation to their context, such as by:		
	Relating the choice of measures of		
	center and variability to the		
	shape of the data distribution and the		
	context in which the data were		
	gathered.		
	Grade	e 6, Step Up to Grade 7	
7.NS.A.1b	Understand p + q as the number	Find the missing one-digit addend in a number	smma_lo_00102
	located a distance  q  from p, in the	sentence (positive or negative integers, sums are	
	positive or negative direction		L 00440
	depending on whether q is positive or	Find the sum of four integers when two are	smma_lo_00119
	negative. Snow that a number and its	additive inverses (a, b, c, and d have absolute	
	opposite nave a sum of U (are additive	Values 1 to 20).	
	Inverses). Interpret sums of rational	Represent addition of integers on a number line.	smma_io_02085
	numbers by describing real-world		
	contexts.		

Standard	Standard Text	SM Skill Description	SM CATALOG
7.NS.A.1c	Understand subtraction of rational	Represent subtraction of integers on a number	smma_lo_02152
	numbers as adding the	line.	
	additive inverse, $p - q = p + (-q)$ .		
	Show that the distance between		
	two rational numbers on the number		
	line is the absolute value of		
	their difference, and apply this		
	principle in real-world contexts.		
7.NS.A.2a	Understand that multiplication is	Multiply a negative integer by a positive integer	smma_lo_00914
	extended from fractions to rational	(products -144 to -4).	
	numbers by requiring that operations	Determine the sign of the products of two	smma_lo_00916
	continue to satisfy the properties of	integers (one and two-digit integers).	
	operations, particularly the distributive	Multiply a negative integer by a positive integer	smma_lo_00917
	property, leading to products such as	(products -(20 × 2) to -(90 × 9)).	
	(-1)(-1) = 1 and the rules for		
	multiplying signed numbers. Interpret		
	products of rational numbers by		
	describing real-world contexts.		
7.EE.B.4a	Solve word problems leading to	Solve for a two-step equation in context.	smma_lo_01638
	equations of the form px + q = r and	Solve a two-step equation (integers).	smma_lo_01846
	p(x + q) = r, where p, q, and r are	Solve a one-step equation (decimals,	smma_lo_01849
	specific rational numbers. Solve	multiplication and division).	1 0/050
	equations of these forms fluently.	Solve a two-step equation (tractions,	smma_lo_01850
	Compare an algebraic solution to an	Solve a two-step equation (decimals).	smma_lo_01851
	arithmetic solution, identifying the	R: Identify the two-step equation that is a	smma_lo_01814
	sequence of the operations used in	R: Identify the equation translated from a written	smma_10_01852
	each approach. For example, the	pnrase.	
	perimeter of a rectangle is 54 cm. its		
	Know the formulae for the gree and	Find the aircumforance, given the length of the	amma la 00929
7.G.D.4	circumforance of a circle and use them	diameter or the radius $(ni = 3.14)$	SIIIIIa_10_00020
	to solve problems: give an informal	Measure the diameter of a circle, and then	smma la 01770
	derivation of the relationship between	determine the circumference	siiiiia_i0_01779
	the circumference and area of a circle	Measure the radius of a circle, and then	smma lo 01780
		determine the circumference	3mma_10_01700
		Measure the diameter of a circle, and then	smma lo 01781
		determine the area	
		Measure the radius of a circle, and then	smma lo 01783
		determine the area.	
		Determine the most accurate representation of	smma lo 01784
		the circumference of a circle.	
		Given the radius, find the circumference of a	smma lo 01855
		circle within context.	
		Given the diameter, find the circumference of a	smma lo 01856
		R: Identify parts of a circle (center, radius, and	smma lo 00633
		diameter).	
		R: Identify a part of a circle (center, radius, chord,	smma_lo_00653
		or diameter).	