Pearson

SuccessMaker®

enVisionmath**2.0** Common Core
Alignments to SuccessMaker

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

Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade K, Topic 1	
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Enter the number shown (1 to 5).	smma_lo_00932
		Match a digit to a set with that number of objects (0 to 5).	smma_lo_00934
		R: Enter the number shown (0 to 4).	smma_lo_00001
		R: Identify a number from a spoken number (1 to 5).	smma_lo_00937
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	R: Match objects to show a one-to-one correspondence (2 to 5 objects).	smma_lo_00921
K.CC.B.4b	Understand that each successive number name refers to a quantity that is one larger.	Find the next number in a sequence, counting by 1's (1 to 5).	smma_lo_00939
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?" 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 two sets of objects to find the total (sums 2 to 4).	smma_lo_00003
		Count objects arranged in a row (1-5 objects).	smma_lo_00933
		Count objects not arranged in a row (1 to 5 objects).	smma_lo_00935
		Make a group with one to five objects.	smma_lo_00938
		Identify the group of objects that represent a number (1 to 5 objects).	smma_lo_00956
		R: Move objects to show a one-to-one correspondence (1 to 5 objects).	smma_lo_00925
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 + 1).		
		Grade K, Topic 2	
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	Identify a set with the same number of objects as a given set (1 to 5 objects).	smma_lo_00922
		Identify a group with more objects than a given group (1 to 5 objects).	smma_lo_00923
		Identify a group with fewer objects than a given group (1 to 5 objects).	smma_lo_00924
		Make a set with the same number of objects as a given set (1 to 5 objects).	smma_lo_00926
		Make a group with one more object than a given group (one to five objects).	smma_lo_00927
		Make a group with one fewer object than a given group (1 to 5 objects).	smma_lo_00928
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.		

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade K, Topic 3			
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Enter the number shown (1 to 9).	smma_lo_00942
		Identify the number of objects for a word name. (1 to 9 objects).	smma_lo_00964
		Identify a number, model, or word with the same value (1 to 9).	smma_lo_00965
		R: Enter the number shown (5 to 9).	smma_lo_00002
		R: Identify a number from a spoken number (6 to 9).	smma_lo_00944
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Find the next number in a sequence, counting by 1's (1 to 9).	smma_lo_00948
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	smma_lo_02092
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Count two sets of objects to find the total (sums 2 to 4).	smma_lo_00003
		Count specific objects within a larger set (1 to 6 objects).	smma_lo_00936
		Count objects not arranged in a row (6 to 9 objects).	smma_lo_00943
		Make a group with 6 to 9 objects.	smma_lo_00945
		Count objects arranged in a row (one to nine objects).	smma_lo_00957
		Count specific objects within a larger set (6 to 9 objects).	smma_lo_00958
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 + 1).	Decompose numbers 2–10 into pairs in more than one way by using objects.	smma_lo_02096
Grade K, Topic 4			
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Find the next number in a sequence, counting by 1's (1 to 5).	smma_lo_00940
		Find the number that comes before a given number, counting by 1's (1 to 9).	smma_lo_00949
		Order four numbers from least to greatest (1 to 9).	smma_lo_00950
		Find a missing number in a sequence, counting by 1's (1 to 9).	smma_lo_00960
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	Count objects by pairing each object with one number 1 to 10; determine how many objects there are when 1 more is added.	smma_lo_02093

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Standard	Standard Text	SM Skill Description	SM CATALOG
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	Make a group with the same number of objects as a given group (6 to 9 objects).	smma_lo_00929
		Make a group with one more object than a given group (six to nine objects).	smma_lo_00930
		Make a group with one fewer object than a given group (6 to 9 objects).	smma_lo_00931
		Create a set with the same, more, or fewer number of objects than a given group (1 to 9 objects).	smma_lo_00953
		Create a set with one more object than a given set (1 to 9 objects).	smma_lo_00954
		Create a set with one fewer object than a given set (1 to 9 objects).	smma_lo_00955
		Identify the group with the greatest number of shapes of a given type (1 to 6).	smma_lo_00959
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	Identify a number that is greater than or less than a spoken number (1 to 9).	smma_lo_00946
		Identify the number with the greatest value (1 to 9).	smma_lo_00947
		Identify two numbers within a range (1 to 9).	smma_lo_00963
		Identify whole numbers on a number line that satisfy the inequality (0 to 10).	smma_lo_01023
Grade K, Topic 5			
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Count objects arranged in a row (1-5 objects).	smma_lo_00933
		Count objects not arranged in a row (1 to 5 objects).	smma_lo_00935
		Count specific objects within a larger set (1 to 6 objects).	smma_lo_00936
		Make a group with one to five objects.	smma_lo_00938
		Count objects not arranged in a row (6 to 9 objects).	smma_lo_00943
		Make a group with 6 to 9 objects.	smma_lo_00945
		Count objects arranged in a row (one to nine objects).	smma_lo_00957
		Count specific objects within a larger set (6 to 9 objects).	smma_lo_00958
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	Make a group with the same number of objects as a given group (6 to 9 objects).	smma_lo_00929
		Make a group with one more object than a given group (six to nine objects).	smma_lo_00930
		Make a group with one fewer object than a given group (6 to 9 objects).	smma_lo_00931
		Create a set with the same, more, or fewer number of objects than a given group (1 to 9 objects).	smma_lo_00953
		Create a set with one more object than a given set (1 to 9 objects).	smma_lo_00954
		Create a set with one fewer object than a given set (1 to 9 objects).	smma_lo_00955
		Identify the group with the greatest number of shapes of a given type (1 to 6).	smma_lo_00959
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	Identify the number with the greatest value (1 to 9).	smma_lo_00947
		Identify two numbers within a range (1 to 9).	smma_lo_00963

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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, drawings, sounds (e.g., claps), acting 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.)	Count two sets of objects to find the total (sums 4 to 6).	smma_lo_00004
		Count the objects in two sets (sums 1 to 5).	smma_lo_00007
		Count the objects in two sets (sums 6 to 10).	smma_lo_00008
		Identify sets of objects that combined have a given sum (sums 6 to 9).	smma_lo_00726
		Identify a picture that represents an addition problem (sums 2 to 6).	smma_lo_01228
		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 problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Add zero to a number (sums 1 to 9).	smma_lo_00035
		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, drawings, sounds (e.g., claps), acting 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.)	Count two set of objects to find the total (sums 2 to 5).	smma_lo_00005
		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
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	smma_lo_01235
		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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Standard	Standard Text	SM Skill Description	SM CATALOG
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting 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.)	R: Identify the picture that represents a subtraction problem in context (minuends 2 to 10).	smma_lo_01542
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	smma_lo_01411
		Solve a problem in context by adding or subtracting 1.	smma_lo_01535
		Act out the solution to a subtraction problem in context (minuends 1 to 6).	smma_lo_01536
K.OA.A.5	Fluently add and subtract within 5.	Subtract using basic math facts displayed horizontally (minuends 0 to 5).	smma_lo_01415
		Subtract using basic math facts (minuends 0 to 5).	smma_lo_01416
Grade K, Topic 8			
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting 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.)	Count two sets of objects to find the total (sums 4 to 6).	smma_lo_00004
		Count the objects in two sets (sums 1 to 5).	smma_lo_00007
		Count the objects in two sets (sums 6 to 10).	smma_lo_00008
		Identify sets of objects that combined have a given sum (sums 6 to 9).	smma_lo_00726
		Identify a picture that represents an addition problem (sums 2 to 6).	smma_lo_01228
		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
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	smma_lo_01235
		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
		R: Identify the picture that represents a subtraction problem in context (minuends 2 to 10).	smma_lo_01542
		Model and apply joining stories to solve problems (sums 1 to 9).	smma_lo_01863
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Add zero to a number (sums 1 to 9).	smma_lo_00035
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	smma_lo_01411
		Solve a problem in context by adding or subtracting 1.	smma_lo_01535
		Act out the solution to a subtraction problem in context (minuends 1 to 6).	smma_lo_01536

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Standard	Standard Text	SM Skill Description	SM CATALOG
K.OA.A.2	Solve addition and subtraction word 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.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 + 1).	Decompose numbers 2–10 into pairs in more than one way by using objects.	smma_lo_02096
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Model the number that makes 10 when added to a given number from 1 to 9; then identify the number.	smma_lo_02097
K.OA.A.5	Fluently add and subtract within 5.	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
		Subtract using basic math facts displayed horizontally (minuends 0 to 5).	smma_lo_01415
		Subtract using basic math facts (minuends 0 to 5).	smma_lo_01416
Grade K, Topic 9			
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Find the next number in a sequence, counting by 1's (1 to 5).	smma_lo_00940
		Find the number that comes before a given number, counting by 1's (1 to 9).	smma_lo_00949
		Order four numbers from least to greatest (1 to 9).	smma_lo_00950
		Find a missing number in a sequence, counting by 1's (1 to 20).	smma_lo_00951
		Find a missing number in a sequence, counting by 1's (1 to 9).	smma_lo_00960
		Find a missing number in a sequence, counting by 1's (10 to 20).	smma_lo_00970
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).		
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	Count objects by pairing each object with one number 1 to 10; determine how many objects there are when 1 more is added.	smma_lo_02093
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.		

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Grade K, Topic 10			
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (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.	Decompose numbers from 11 to 19 into ten ones and some further ones.	smma_lo_02094
		Compose numbers from 11 to 19 given ten ones and some further ones by using objects.	smma_lo_02095
Grade K, Topic 11			
K.CC.A.1	Count to 100 by ones and by tens.	Find a missing number in a sequence, counting by 10's (10 to 100, visual support).	smma_lo_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 number within the known sequence (instead of having to begin at 1).	Find a missing number in a sequence, counting by 1's (10 to 20).	smma_lo_00970
		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 figure.	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 their orientations or overall size. (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Identify circles or squares by name.	smma_lo_00529
		Identify triangles or rectangles by name.	smma_lo_00530
		Identify a geometric figure (circle, triangle, rectangle, or square).	smma_lo_00531
		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 their orientations or overall size. (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Match a geometric figure to its name (circle, triangle, square, or rectangle).	smma_lo_00568
		Identify the figure that is not of a given type (rectangle or triangle).	smma_lo_00571
		Count the geometric figures in a picture.	smma_lo_00572
		Identify a geometric solid (cylinder, pyramid, or rectangular prism).	smma_lo_00616
		Identify geometric solids (cones, cubes, cylinders, pyramids, rectangular prisms, spheres).	smma_lo_00622
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Sort two-dimensional and three-dimensional shapes.	smma_lo_01677
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Identify the figure that has a different number of sides from a given figure.	smma_lo_00553
		Match complex congruent figures in different orientations.	smma_lo_00581
		Count the number of sides in a polygon.	smma_lo_00586
		Identify figures with more or fewer than a given number of sides.	smma_lo_00587
		Identify corners (vertices) of polygons.	smma_lo_00589
		Count the corners (vertices) of a polygon (3 to 7 corners).	smma_lo_00596
		R: Match simple geometric figures that have the same size, shape, and color.	smma_lo_00514
		R: Match pictures that are identical.	smma_lo_00515
		Identify matching congruent geometric solids.	smma_lo_00567
		R: Match geometric figures that have the same size and shape (simple figures).	smma_lo_00516
		R: Match a shape to a picture containing that shape.	smma_lo_00548
		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 (lying in a plane, "flat") or three-dimensional ("solid").	Sort two-dimensional and three-dimensional shapes.	smma_lo_01677
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Identify the figure that has a different number of sides from a given figure.	smma_lo_00553
		Identify matching congruent geometric solids.	smma_lo_00567
		Match complex congruent figures in different orientations.	smma_lo_00581
		Count the number of sides in a polygon.	smma_lo_00586
		Identify figures with more or fewer than a given number of sides.	smma_lo_00587
		Identify corners (vertices) of polygons.	smma_lo_00589
		Count the corners (vertices) of a polygon (3 to 7 corners).	smma_lo_00596
		R: Match simple geometric figures that have the same size, shape, and color.	smma_lo_00514
		R: Match pictures that are identical.	smma_lo_00515
		R: Match geometric figures that have the same size and shape (simple figures).	smma_lo_00516
		R: Move puzzle pieces to complete a puzzle (2 pieces).	smma_lo_00534

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Standard	Standard Text	SM Skill Description	SM CATALOG
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	R: Match a shape to a picture containing that shape.	smma_lo_00548
		R: Identify shapes that are alike.	smma_lo_00549
		R: Match similar irregular polygons.	smma_lo_00555
		R: Identify matching congruent figures under rotation and/or reflection.	smma_lo_00557
		R: Match similar figures in different orientations.	smma_lo_00566
		R: Identify similar three-dimensional figures.	smma_lo_00592
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Connect points on a geoboard to copy a figure.	smma_lo_00611
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?"		
Grade K, Topic 14			
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	R: Identify the tool for a particular use (thermometer, scale, clock).	smma_lo_00761
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Match amounts of liquid in containers (3 amounts).	smma_lo_00689
		Identify the tallest object.	smma_lo_00694
		Identify the biggest or smallest object.	smma_lo_00695
		Identify the container with the greatest or least capacity.	smma_lo_00696
		Identify the object that is a different length.	smma_lo_00709
		Identify the object that is a different height.	smma_lo_00712
		Identify the objects that are taller or shorter than a nonstandard unit.	smma_lo_00743
		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, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Add two addends (sums 6 to 10).	smma_lo_00012
		Add using basic math facts (addends 0 to 5, sums 1 to 5).	smma_lo_00014
		Add two addends (one-digit addends, sums 6 to 10).	smma_lo_00016
		Add doubles (sums 2 to 18).	smma_lo_00017
		Add two consecutive addends (one-digit addends, sums 1 to 17).	smma_lo_00020
		Add two consecutive addends displayed horizontally (one-digit addends, sums 1 to 17).	smma_lo_00021
		Add using basic math facts (sums 11 to 18).	smma_lo_00022
		Add using basic math facts displayed horizontally (sums 10 to 18).	smma_lo_00023
		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 presentation).	smma_lo_00039
		Add two addends (sums 10 to 18).	smma_lo_00041
		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

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Use guess and check to solve an addition and subtraction problem (basic facts).	smma_lo_01240
		Subtract using basic math facts (minuends 6 to 9).	smma_lo_01418
		Subtract using basic math facts (minuends 1 to 9).	smma_lo_01419
		Subtract using basic math facts (differences are 0).	smma_lo_01420
		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 to 9).	smma_lo_01425
		Subtract 1 from a number (two-digit minuends, no regrouping, presented vertically).	smma_lo_01427
		Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	smma_lo_01429
		Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	smma_lo_01430
		Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	smma_lo_01433
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	smma_lo_01434
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	smma_lo_01435
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	smma_lo_01436
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	smma_lo_01442
		Subtract a one-digit number from a two-digit number displayed horizontally (minuends 11 to 19, subtrahends 1 to 9).	smma_lo_01443
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	smma_lo_01444
		Subtract (minuends 11 to 19, subtrahends 1 to 9, no regrouping).	smma_lo_01445
1.OA.B.3	Apply properties of operations as strategies to add and subtract. 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 for these properties.)	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
		Use the Associative Property of Addition to add two numbers by regrouping the numbers into a ten and some ones.	smma_lo_02022
		Subtract two numbers by regrouping the numbers into a ten and some ones.	smma_lo_02026
		Apply the Associative Property of Addition to add three numbers.	smma_lo_02135
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Solve a subtraction problem by finding the missing addend.	smma_lo_02023

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: 8 + ? = 11, 5 = – 3, 6 + 6 = .	Find the missing addend in a number sentence.	smma_lo_00037
		Find the missing addend in a number sentence (sums 10 to 18).	smma_lo_00048
		Complete fact families with four facts (sums 3 to 10).	smma_lo_00322
		Solve for c in a + b = c (sums 0 to 9).	smma_lo_00323
		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 subtraction fact family.	smma_lo_01035
		Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01432
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01440
		Find the missing subtrahend in a subtraction number sentence (minuends 10 to 14).	smma_lo_01446
		Find the missing subtrahend in a subtraction number sentence (minuends 15 to 18).	smma_lo_01449
		Find the missing minuend in a subtraction number sentence (minuends 10 to 14).	smma_lo_01451
		Find the missing minuend in a subtraction number sentence (minuends 15 to 18).	smma_lo_01455
		Find the missing subtrahend in a subtraction number sentence (minuends 11 to 19).	smma_lo_01464
		Find the missing minuend in a subtraction number sentence (minuends 11 to 19).	smma_lo_01468
		Create a fact family (addition and subtraction).	smma_lo_01857
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Act out the problem to find the sum (basic facts).	smma_lo_01241
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01242
		Act out a problem to find the sum of three numbers (one-digit addends).	smma_lo_01249
		Act out the solution to an addition problem in context (three addends, sums 1 to 9).	smma_lo_01537
		Solve an addition problem with three addends in context (sums 3 to 10).	smma_lo_01549
		Solve an addition problem with three addends in context (sums 3 to 10).	smma_lo_01557
		Solve an addition problem in context (three addends, sums 9 to 18).	smma_lo_01576
		R: Add three addends (sums 2 to 5).	smma_lo_00026
		R: Add three addends (audio presentation, sums 3 to 5).	smma_lo_00027
		R: Add three addends (sums 6 to 10).	smma_lo_00028
		R: Add three addends displayed horizontally (sums 6 to 10).	smma_lo_00029
		R: Add three addends (one-digit addends, sums 11 to 19).	smma_lo_00031

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	R: Add three addends (one-digit addends, sums 10 to 19).	smma_lo_00032
		R: Find the missing addend in a number sentence (three addends, sums 1 to 9).	smma_lo_00052
		R: Find the missing addend in a number sentence (three addends, sums 10 to 19).	smma_lo_00066
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Enter the number for a word name (two-digit).	smma_lo_01001
1.NBT.B.2c	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 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).	Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02019
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Compare numbers using < or > symbols (20 to 99).	smma_lo_00328
		Identify two numbers that make an inequality true (two-digit).	smma_lo_00997
		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 and less than another in context.	smma_lo_01554
		R: Compare numbers using < or > symbols (1 to 19).	smma_lo_00325
		R: Compare sums (sums 1 to 9).	smma_lo_00326
		R: Compare differences (minuends 1 to 9).	smma_lo_00337
		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 10 more or 10 less than the number, without having to count; explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	smma_lo_02020

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 1, Topic 1	
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Use a picture to solve a missing addend problem (sums 2 to 6).	smma_lo_01232
		Solve an addition problem in context (different objects, sums 2 to 5).	smma_lo_01544
		Solve a subtraction problem in context (minuends 2 to 5).	smma_lo_01545
		Solve a problem in context by finding a missing addend (sums 2 to 5).	smma_lo_01546
		Solve a subtraction problem in context by finding how many more (minuends 2 to 5).	smma_lo_01550
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01553
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01555
		Identify the expression that represents a subtraction problem in context (minuends 2 to 5).	smma_lo_01559
		Identify and solve the number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01562
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01568
		R: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		R: Identify the picture that can be used to solve an addition or subtraction problem.	smma_lo_01255
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	Find the missing addend in a number sentence.	smma_lo_00037
		Solve for c in $a + b = c$ (sums 0 to 9).	smma_lo_00323
		Solve for c in $a - b = c$ (differences 1 to 9).	smma_lo_00324
		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
		Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01432
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01440
		Grade 1, Topic 2	
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Solve a subtraction problem in context (minuends 2 to 5).	smma_lo_01545
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01553
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01555
		Identify the expression that represents a subtraction problem in context (minuends 2 to 5).	smma_lo_01559
		Identify and solve the number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01562
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01568
		R: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		R: Identify the picture that can be used to solve an addition or subtraction problem.	smma_lo_01255

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.B.3	Apply properties of operations as strategies to add and subtract. 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 for these properties.)	Apply the Commutative Property of Addition as a strategy to add two numbers; use fact families as a strategy to subtract two numbers.	smma_lo_02021
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Solve a subtraction problem by finding the missing addend.	smma_lo_02023
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Add 1 to a number (sums 1 to 10).	smma_lo_00015
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Add two addends (sums 6 to 10).	smma_lo_00012
		Add using basic math facts (addends 0 to 5, sums 1 to 5).	smma_lo_00014
		Add two addends (one-digit addends, sums 6 to 10).	smma_lo_00016
		Use guess and check to solve an addition and subtraction problem (basic facts).	smma_lo_01240
		Subtract using basic math facts (minuends 6 to 9).	smma_lo_01418
		Subtract using basic math facts (minuends 1 to 9).	smma_lo_01419
		Subtract using basic math facts (differences are 0).	smma_lo_01420
		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 to 9).	smma_lo_01425
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: 8 + ? = 11, 5 = – 3, 6 + 6 = .	Find the missing addend in a number sentence.	smma_lo_00037
		Complete fact families with four facts (sums 3 to 10).	smma_lo_00322
		Solve for c in a + b = c (sums 0 to 9).	smma_lo_00323
		Solve for c in a - b = c (differences 1 to 9).	smma_lo_00324
		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
		Identify a missing number in an addition and subtraction fact family.	smma_lo_01035
		Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01432
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01440
		Create a fact family (addition and subtraction).	smma_lo_01857

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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, 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.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
		R: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		R: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
		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 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 for these properties.)	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
		Use the Associative Property of Addition to add two numbers by regrouping the numbers into a ten and some ones.	smma_lo_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, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Add doubles (sums 2 to 18).	smma_lo_00017
		Add two consecutive addends (one-digit addends, sums 1 to 17).	smma_lo_00020
		Add two consecutive addends displayed horizontally (one-digit addends, sums 1 to 17).	smma_lo_00021
		Add using basic math facts (sums 11 to 18).	smma_lo_00022
		Add using basic math facts displayed horizontally (sums 10 to 18).	smma_lo_00023
		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 presentation).	smma_lo_00039
		Add two addends (sums 10 to 18).	smma_lo_00041
		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, 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.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
		Solve a subtraction problem in context by finding how many more (minuends 2 to 5).	smma_lo_01550
		R: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
		R: Identify the picture that can be used to solve an addition or subtraction problem.	smma_lo_01255

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	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.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Solve a subtraction problem by finding the missing addend.	smma_lo_02023
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, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Use guess and check to solve an addition and subtraction problem (basic facts).	smma_lo_01240
		Subtract using basic math facts (differences are 0).	smma_lo_01420
		Subtract a number from 10 (subtrahends 1 to 9).	smma_lo_01424
		Subtract a number from its double (differences 1 to 9).	smma_lo_01425
		Subtract 1 from a number (two-digit minuends, no regrouping, presented vertically).	smma_lo_01427
		Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	smma_lo_01429
		Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	smma_lo_01430
		Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	smma_lo_01433
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	smma_lo_01434
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	smma_lo_01435
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	smma_lo_01436
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	smma_lo_01442
		Subtract a one-digit number from a two-digit number displayed horizontally (minuends 11 to 19, subtrahends 1 to 9).	smma_lo_01443
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	smma_lo_01444
		Subtract (minuends 11 to 19, subtrahends 1 to 9, no regrouping).	smma_lo_01445

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 1, Topic 5	
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01553
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01555
		R: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		R: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
		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.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Act out the problem to find the sum (basic facts).	smma_lo_01241
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01242
		Act out a problem to find the sum of three numbers (one-digit addends).	smma_lo_01249
		Solve an addition problem in context (three addends, sums 9 to 18).	smma_lo_01576
		R: Add three addends (one-digit addends, sums 11 to 19).	smma_lo_00031
		R: Add three addends (one-digit addends, sums 10 to 19).	smma_lo_00032
		R: Find the missing addend in a number sentence (three addends, sums 10 to 19).	smma_lo_00066
1.OA.B.3	Apply properties of operations as strategies to add and subtract. 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 for these properties.)	Apply the Associative Property of Addition to add three numbers.	smma_lo_02135
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 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.	Determine if equations involving addition and subtraction are true or false.	smma_lo_02024

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1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: 8 + ? = 11, 5 = − 3, 6 + 6 = .	Find the missing addend in a number sentence.	smma_lo_00037
		Find the missing addend in a number sentence (sums 10 to 18).	smma_lo_00048
		Complete fact families with four facts (sums 3 to 10).	smma_lo_00322
		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 (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 number sentence (minuends 10 to 14).	smma_lo_01446
		Find the missing subtrahend in a subtraction number sentence (minuends 15 to 18).	smma_lo_01449
		Find the missing minuend in a subtraction number sentence (minuends 10 to 14).	smma_lo_01451
		Find the missing minuend in a subtraction number sentence (minuends 15 to 18).	smma_lo_01455
		Find the missing subtrahend in a subtraction number sentence (minuends 11 to 19).	smma_lo_01464
		Find the missing minuend in a subtraction number sentence (minuends 11 to 19).	smma_lo_01468
		Solve for the unknown in an addition equation (addends and sums less than 16).	smma_lo_01656
		Create a fact family (addition and subtraction).	smma_lo_01857
		Identify the missing number (addend or sum) in an addition equation, for numbers 20 and less.	smma_lo_02010
Grade 1, Topic 6			
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Use a picture to solve a missing addend problem (sums 2 to 6).	smma_lo_01232
		Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01553
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01555
		R: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
		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.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Act out the problem to find the sum (basic facts).	smma_lo_01241
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01242
		Solve an addition problem in context (three addends, sums 9 to 18).	smma_lo_01576
		R: Add three addends (one-digit addends, sums 11 to 19).	smma_lo_00031
		R: Add three addends (one-digit addends, sums 10 to 19).	smma_lo_00032

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Read and interpret a horizontal or vertical pictograph (four to six items).	smma_lo_00131
		Determine the most or the least from a horizontal or vertical pictograph (four to six items).	smma_lo_00135
		Read and interpret a horizontal or vertical pictograph (six items).	smma_lo_00150
		Read a pictograph (3 categories, 1 to 9 items per category).	smma_lo_01124
		Create a table from a vertical bar graph.	smma_lo_01132
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	smma_lo_01299
		R: Match each set of tally marks to a total (1 to 9).	smma_lo_00952
Grade 1, Topic 7			
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Identify a written number from a spoken number (two-digit).	smma_lo_00977
		Enter the number for a word name (two-digit).	smma_lo_01001
1.NBT.B.2c	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 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).	Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02019
Grade 1, Topic 8			
1.NBT.B.2a	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case:10 can be thought of as a bundle of ten ones — called a "ten."	Given a number (1-9) of objects, determine how many more objects are needed to make a ten.	smma_lo_02017
1.NBT.B.2b	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.	Model the numbers from 11 to 19 with place value blocks.	smma_lo_02018
1.NBT.B.2c	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 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).	Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02019

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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 digits, recording the results of comparisons with the symbols >, =, and <.	Compare numbers using < or > symbols (20 to 99).	smma_lo_00328
		Identify two numbers that make an inequality true (two-digit).	smma_lo_00997
		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 and less than another in context.	smma_lo_01554
		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 10 more or 10 less than the number, without having to count; explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	smma_lo_02020
Grade 1, Topic 10			
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Add two multiples of 10 (student choice, sums 20 to 90).	smma_lo_00025
		Add two addends (one- and two-digit addends, sums 11 to 99, no regrouping).	smma_lo_00033
		Find the missing addend in a number sentence (a multiple of 10 and a one-digit addend, sums 11 to 99, no regrouping).	smma_lo_00050
		Add two addends (student choice, a one-digit and a two-digit addend, sums 20 to 98, regrouping).	smma_lo_00054
		Find a number that is one less or one more than a given number (two-digit).	smma_lo_00984
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	smma_lo_02020
Grade 1, Topic 11			
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	smma_lo_02020

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Standard	Standard Text	SM Skill Description	SM CATALOG
1.NBT.C.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Subtract two multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).	smma_lo_01426
		Subtract multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).	smma_lo_01437
		Subtract multiples of 10 (minuends 20 to 90, subtrahends 10 to 80, horizontal presentation).	smma_lo_01438
		Subtract 10 from a two-digit number (student choice, minuends 11 to 19).	smma_lo_01441
Grade 1, Topic 12			
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Match objects of the same length (3 lengths).	smma_lo_00688
		Given 3 objects, Identify the shortest or longest object.	smma_lo_00693
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Count to find the height and width (2 to 5 nonstandard units).	smma_lo_00713
		Find the total length of two objects (nonstandard units, sums 2 to 5).	smma_lo_00720
		Estimate the height and width (2 to 5 nonstandard units).	smma_lo_00721
		Measure the length of an object (2 to 7 nonstandard units).	smma_lo_00777
		R: Identify the group of objects that is 1 to 5 nonstandard units long or tall.	smma_lo_00701
		R: Count to find how long or tall (2 to 9 nonstandard units).	smma_lo_00705
Grade 1, Topic 13			
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	Tell time to the hour using an analog clock.	smma_lo_00714
		Tell time to the hour using digital and analog clocks.	smma_lo_00716
		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 (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	R: Identify open and closed figures.	smma_lo_00580
		R: Match compound figures that have the same shape (different sizes).	smma_lo_00594
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")	Identify puzzle pieces needed to make a given shape, and then complete the puzzle (4 to 6 pieces).	smma_lo_00564
		R: Match a plane figure to a geometric design that uses the figure.	smma_lo_00554

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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, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Describe fractions in terms of the number of parts in a whole and the relative size of those parts (e.g., larger, smaller).	smma_lo_02137
Grade 1, Step Up to Grade 2			
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Identify an even or odd number (2 to 99).	smma_lo_01050
		Identify the expression whose sum is odd or even (basic facts).	smma_lo_01053
		Identify odd or even numbers (two- and three-digit).	smma_lo_01054
		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 strategies.)	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 with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Use repeated addition to multiply (products 2 x 2 to 5 x 5).	smma_lo_00852
		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, properties of operations, and/or the relationship between addition and subtraction.	Add a multiple of 10 and a one-digit number displayed horizontally (sums 11 to 99).	smma_lo_00040
		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

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2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Solve for a or b in a + b = c (sums 12 to 98).	smma_lo_00341
		Solve for c in a - b = c (minuends 20 to 99, regrouping).	smma_lo_00342
		Solve for a or b in a - b = c (minuends 20 to 99, no regrouping).	smma_lo_00343
		Solve for a or b in a - b = c (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_00347
		Find the sum or difference when a two-digit number is added to or subtracted from a number (base-ten block models).	smma_lo_00989
		Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	smma_lo_01060
		Subtract (student choice, minuends 21 to 95, subtrahends 1 to 9, no regrouping).	smma_lo_01428
		Subtract (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_01450
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	smma_lo_01452
		Subtract (student choice, minuends 21 to 99, no regrouping).	smma_lo_01454
		Subtract two numbers displayed horizontally (counting up strategy, minuends 21 to 98, subtrahends 2 to 9, regrouping).	smma_lo_01462
		Subtract two-digit numbers with regrouping (vertical presentation).	smma_lo_01463
		Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	smma_lo_01470
		Subtract two numbers displayed horizontally (counting up strategy, minuends 25 to 98, subtrahends 6 to 9, regrouping).	smma_lo_01472
		Subtract two-digit numbers with regrouping (vertical presentation).	smma_lo_01473
		Find the missing minuend in a number sentence (minuends 21 to 99).	smma_lo_01478
		Find the missing subtrahend in a number sentence (minuends 10 to 99).	smma_lo_01480
		Find the missing minuend in a subtraction number sentence (minuends 10 to 99, no regrouping).	smma_lo_01486
		Find the difference of two whole numbers (two-digit numbers, regrouping).	smma_lo_01488
		Find the missing minuend in a subtraction number sentence (minuends 20 to 98, subtrahends 11 to 89).	smma_lo_01491
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 an addition problem, either by using place value blocks or by rewriting the problem.	smma_lo_02012
		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
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Show time to 5-minute intervals using digital and analog clocks.	smma_lo_00744
		Identify another way to state the time (minutes before or after the hour).	smma_lo_00779

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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 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 a number equal to 1 to 9 hundreds.	smma_lo_01007
		Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	smma_lo_01008
Grade 2, Topic 1			
2.OA.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 unknown number to represent the problem.	Choose an operation to solve a problem with 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
		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

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		Grade 2, Topic 2	
2.OA.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 unknown number to represent the problem.	Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve an addition problem in context (four addends, sums 0 to 25).	smma_lo_01587
		Read and interpret a table.	smma_lo_01695
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
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Identify the expression whose sum is odd or even (basic facts).	smma_lo_01053
		R: Find a missing number in a sequence, counting by 2's (0 to 10).	smma_lo_00966
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Use repeated addition to multiply (products 2 x 2 to 5 x 5).	smma_lo_00852
		R: Add doubles (sums 4 to 18).	smma_lo_00019
		Grade 2, Topic 3	
2.OA.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 unknown number to represent the problem.	Choose an operation to solve a problem with extra information; then solve (addition or	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.OA.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 unknown number to represent the problem.	Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve an addition problem in context (extra information, sums to 50, no regrouping).	smma_lo_01567
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	smma_lo_01581
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		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 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add a multiple of 10 and a one-digit number displayed horizontally (sums 11 to 99).	smma_lo_00040
		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 a or b in a + b = c (sums 12 to 98).	smma_lo_00341
		Find the sum or difference when a two-digit number is added to or subtracted from a number (base-ten block models).	smma_lo_00989
		Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	smma_lo_01060
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add three multiples of 10 (student choice, sums 30 to 90).	smma_lo_00043
		Add three addends (two-digit addends, sums 33 to 99, no regrouping).	smma_lo_00056
		Add three addends (student choice, one-digit and two-digit addends, sums 21 to 99, no regrouping).	smma_lo_00079
		Add three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping).	smma_lo_00090
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 an addition problem, either by using place value blocks or by rewriting the problem.	smma_lo_02012

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 2, Topic 4	
2.OA.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 unknown number to represent the problem.	Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a problem in context by finding a missing addend (three addends, sums to 20).	smma_lo_01574
2.OA.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 unknown number to represent the problem.	Solve an addition problem in context (four addends, sums 0 to 25).	smma_lo_01587
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		Read and interpret a table.	smma_lo_01695
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add a multiple of 10 and a one-digit number displayed horizontally (sums 11 to 99).	smma_lo_00040
		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 three addends displayed horizontally (one-digit addends, sums 20 to 27).	smma_lo_00062
		Add three addends (student choice, one-digit addends, sums 20 to 27).	smma_lo_00069
		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 a or b in a + b = c (sums 12 to 98).	smma_lo_00341
		Find the sum or difference when a two-digit number is added to or subtracted from a number (base-ten block models).	smma_lo_00989

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	smma_lo_01060
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add three multiples of 10 (student choice, sums 30 to 90).	smma_lo_00043
		Add three multiples of 10 (sums 100 to 190, regrouping).	smma_lo_00051
		Add three addends (two-digit addends, sums 33 to 99, no regrouping).	smma_lo_00056
		Add three addends (student choice, one-digit and two-digit addends, sums 21 to 99, no regrouping).	smma_lo_00079
		Add three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping).	smma_lo_00090
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 an addition problem, either by using place value blocks or by rewriting the problem.	smma_lo_02012
Grade 2, Topic 5			
2.OA.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 unknown number to represent the problem.	Find the difference between two numbers (two-digit, presented as a sentence).	smma_lo_01000
		Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	smma_lo_01581
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		Solve a one-step equation (subtraction).	smma_lo_01688
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	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
		Solve for c in a - b = c (minuends 20 to 99, regrouping).	smma_lo_00342
		Solve for a or b in a - b = c (minuends 20 to 99, no regrouping).	smma_lo_00343
		Solve for a or b in a - b = c (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_00347

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Find the sum or difference when a two-digit number is added to or subtracted from a number (base-ten block models).	smma_lo_00989
		Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	smma_lo_01060
		Subtract (student choice, minuends 21 to 95, subtrahends 1 to 9, no regrouping).	smma_lo_01428
		Subtract (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_01450
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	smma_lo_01452
		Subtract (student choice, minuends 21 to 99, no regrouping).	smma_lo_01454
		Subtract two numbers displayed horizontally (counting up strategy, minuends 21 to 98, subtrahends 2 to 9, regrouping).	smma_lo_01462
		Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	smma_lo_01470
		Find the missing minuend in a number sentence (minuends 21 to 99).	smma_lo_01478
		Find the missing subtrahend in a number sentence (minuends 10 to 99).	smma_lo_01480
		Find the missing minuend in a subtraction number sentence (minuends 10 to 99, no regrouping).	smma_lo_01486
		Find the missing minuend in a subtraction number sentence (minuends 20 to 98, subtrahends 11 to 89).	smma_lo_01491
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 6			
2.OA.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 unknown number to represent the problem.	Find the difference between two numbers (two-digit, presented as a sentence).	smma_lo_01000
		Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	smma_lo_01581

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.OA.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 unknown number to represent the problem.	Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		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 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	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
		Solve for c in a - b = c (minuends 20 to 99, regrouping).	smma_lo_00342
		Solve for a or b in a - b = c (minuends 20 to 99, no regrouping).	smma_lo_00343
		Solve for a or b in a - b = c (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_00347
		Find the sum or difference when a two-digit number is added to or subtracted from a number (base-ten block models).	smma_lo_00989
		Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	smma_lo_01060
		Subtract (student choice, minuends 21 to 95, subtrahends 1 to 9, no regrouping).	smma_lo_01428
		Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	smma_lo_01433
		Subtract (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_01450
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	smma_lo_01452
		Subtract (student choice, minuends 21 to 99, no regrouping).	smma_lo_01454
		Subtract two numbers displayed horizontally (counting up strategy, minuends 21 to 98, subtrahends 2 to 9, regrouping).	smma_lo_01462
		Subtract two-digit numbers with regrouping (vertical presentation).	smma_lo_01463
		Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	smma_lo_01470
		Subtract two numbers displayed horizontally (counting up strategy, minuends 25 to 98, subtrahends 6 to 9, regrouping).	smma_lo_01472
		Subtract two-digit numbers with regrouping (vertical presentation).	smma_lo_01473
		Find the missing minuend in a number sentence (minuends 21 to 99).	smma_lo_01478
		Find the missing subtrahend in a number sentence (minuends 10 to 99).	smma_lo_01480
		Find the missing minuend in a subtraction number sentence (minuends 10 to 99, no regrouping).	smma_lo_01486

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Find the difference of two whole numbers (two-digit numbers, regrouping).	smma_lo_01488
		Find the missing minuend in a subtraction number sentence (minuends 20 to 98, subtrahends 11 to 89).	smma_lo_01491
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 7			
2.OA.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 unknown number to represent the problem.	Find the difference between two numbers (two-digit, presented as a sentence).	smma_lo_01000
		Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve a subtraction problem involving coins to find how much is left (two-digit numbers, no regrouping).	smma_lo_01561
		Solve a subtraction problem to find a person's age (minuends 1 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_01563
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	smma_lo_01581
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		Solve a one-step equation (subtraction).	smma_lo_01688
		Read and interpret a table.	smma_lo_01695
Grade 2, Topic 8			
2.OA.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 unknown number to represent the problem.	Find the difference between two numbers (two-digit, presented as a sentence).	smma_lo_01000
		Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.OA.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 unknown number to represent the problem.	Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01551
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve a subtraction problem involving coins to find how much is left (two-digit numbers, no regrouping).	smma_lo_01561
		Solve an addition problem in context (extra information, sums to 50, no regrouping).	smma_lo_01567
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	smma_lo_01581
		Solve an addition problem in context (four addends, sums 0 to 25).	smma_lo_01587
		Read and interpret a table about temperature.	smma_lo_01646
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		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, 10s, and 100s.	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.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Show time to 5-minute intervals using digital and analog clocks.	smma_lo_00744
		Identify another way to state the time (minutes before or after the hour).	smma_lo_00779
		R: Match digital times with descriptions (e.g., quarter to or quarter past).	smma_lo_00806
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Enter the amount of money shown (1 to 5 cents in pennies).	smma_lo_00699
		Enter the amount of money shown (6 to 9 cents in pennies).	smma_lo_00704
		Enter the amount of money shown (11 to 50 cents in pennies and dimes).	smma_lo_00715
		Enter the amount of money shown (10 to 19 cents in pennies, nickels, and dimes).	smma_lo_00722
		Find equivalence of nickels and dimes (1 to 5 dimes).	smma_lo_00738
		Identify the given amount of money in coins (5 to 50 cents in nickels and dimes).	smma_lo_00740
		Show another way to represent an amount of money (10 to 24 cents in pennies, nickels, and dimes).	smma_lo_00745
		Enter the amount of money shown (10 to 99 cents).	smma_lo_00760

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Identify the set of coins that has greater value (16 to 75 cents in pennies, nickels, dimes, and quarters).	smma_lo_00765
		Show the given amount of money in coins (25 to 90 cents in pennies, nickels, dimes, and quarters).	smma_lo_00778
		Identify items that can be purchased for a nickel.	smma_lo_01541
		Solve an addition problem involving money (sums 3 to 9 cents).	smma_lo_01543
		Solve a subtraction problem involving coins (two-digit numbers, no regrouping).	smma_lo_01579
		R: Determine the number of cents in 1 to 100 pennies, 1 to 20 nickels, or 1 to 10 dimes.	smma_lo_00143
		R: Identify nickels or dimes.	smma_lo_00698
		R: Identify the coin worth 1, 5, 10, or 25 cents.	smma_lo_00702
		R: Identify the coin equivalent to 5, 10, or 25 pennies.	smma_lo_00727
Grade 2, Topic 9			
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 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 a number equal to 1 to 9 hundreds.	smma_lo_01007
		Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	smma_lo_01008
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

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Standard	Standard Text	SM Skill Description	SM CATALOG
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	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.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Identify the word name for a three-digit number.	smma_lo_01009
		Identify the number represented by a set of objects (pictorial models of hundreds, tens, and ones; three-digit).	smma_lo_01010
		Identify the number, model, word name, or expanded notation that has a different value (three-digit).	smma_lo_01018
		Identify a number with a given digit in the ones, tens, hundreds, or thousands place.	smma_lo_01033
		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 tens, and 0 to 9 ones.	smma_lo_01047
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Compare sums (two-digit addends, multiples of 10).	smma_lo_00334
		Identify the greatest or least number (three-digit).	smma_lo_01019
		Find a number between two given numbers (1 to 999).	smma_lo_01020
		Identify the greatest or least number (three-digit).	smma_lo_01026
		Identify a number that is between two numbers, or before, after, or closer to a number (101 to 999).	smma_lo_01027
		Identify four numbers that are in consecutive order (three-digit).	smma_lo_01029
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.	Add two addends (100 and a three-digit number, sums 200 to 900).	smma_lo_00057
		Subtract 100 from a three-digit number presented in a sentence.	smma_lo_01459
Grade 2, Topic 10			
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 relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Add two multiples of 100 (student choice, sums 200 to 900).	smma_lo_00046
		Add two multiples of 10 (student choice, sums 100 to 180).	smma_lo_00047
		Add two addends (student choice, two-digit addends, sums 100 to 189, regrouping 10's to 100's).	smma_lo_00053
		Add two numbers (student choice, a three-digit multiple of 10 and a three-digit addend, sums 200 to 999, no regrouping).	smma_lo_00058
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 998, regrouping).	smma_lo_00059
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	smma_lo_00061
		Add two addends (student choice, a two-digit and a three-digit addend, sums 100 to 999, no regrouping).	smma_lo_00065
		Add two addends displayed horizontally (multiples of 10, sums 100 to 180, regrouping).	smma_lo_00068
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	smma_lo_00071

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Standard	Standard Text	SM Skill Description	SM CATALOG
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 relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Find the missing addend in a number sentence (multiples of 10, sums 100 to 180).	smma_lo_00074
		Add two addends (student choice, two-digit addends, sums 100 to 198, regrouping).	smma_lo_00075
		Add two addends (student choice, three-digit addends, sums 300 to 989, no regrouping).	smma_lo_00081
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 999, regrouping).	smma_lo_00083
		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping).	smma_lo_00085
		Find the missing addend in a number sentence (two addends, sums 100 to 199, regrouping).	smma_lo_00086
		Find the missing addend in an number sentence (a two-digit and a three-digit addend, multiples of 10, sums 110 to 990).	smma_lo_00088
		Solve for a or b in a + b = c (sums 101 to 199, no regrouping).	smma_lo_00345
		Find a number that is one fewer, one greater, just before, or just after a three-digit number.	smma_lo_01016
		Find the sum or difference when ones, tens, or hundreds are added to or subtracted from a three-digit number (base-ten block models).	smma_lo_01017
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.	Add two addends (100 and a three-digit number, sums 200 to 900).	smma_lo_00057
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 an addition problem, either by using place value blocks or by rewriting the problem.	smma_lo_02012
Grade 2, Topic 11			
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 relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Find a number that is one fewer, one greater, just before, or just after a three-digit number.	smma_lo_01016
		Find the sum or difference when ones, tens, or hundreds are added to or subtracted from a three-digit number (base-ten block models).	smma_lo_01017
		Subtract two multiples of 100 (student choice, minuends 200 to 900, subtrahends 100 to 800).	smma_lo_01447
		Subtract two multiples of 10 (minuends 100 to 180, subtrahends 10 to 90).	smma_lo_01448
		Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).	smma_lo_01456
		Subtract (student choice, minuends 122 to 199, subtrahends 11 to 88, no regrouping).	smma_lo_01457
		Subtract a three-digit multiple of 10 from a number (student choice, minuends 222 to 999, no regrouping).	smma_lo_01458
		Subtract (student choice, minuends and subtrahends 110 to 999).	smma_lo_01460
		Find the difference of two three-digit numbers.	smma_lo_01467
		Find the difference of two three-digit numbers (no regrouping).	smma_lo_01469

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Standard	Standard Text	SM Skill Description	SM CATALOG
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 relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and 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, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	smma_lo_01471
		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
		Find the difference of two three-digit numbers (student choice, no regrouping).	smma_lo_01477
		Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	smma_lo_01479
		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 such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure the length of an object to the nearest inch (2 to 6 inches).	smma_lo_00703
		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

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2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	R: Identify a vertical distance (2 to 9 centimeters).	smma_lo_00758
		R: Identify the reasonable length of an object (inches, feet, and yards).	smma_lo_00780
		R: Select the appropriate ruler to measure vertical or horizontal lengths.	smma_lo_00812
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Measure the length of an object in cm and inches; relate the two measurements to the sizes of the units.	smma_lo_02003
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Identify an object given the estimated height and width in customary units.	smma_lo_00728
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Measure two objects in inches; determine how much longer one object is than the other.	smma_lo_02015
2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Find the total length of two to four objects laid end to end (2 to 6 inches).	smma_lo_00748
		Measure two lengths and find the sum (metric, sums 2 to 9).	smma_lo_00753
		Measure two metric lengths, write an addition problem, and find the sum (sums 2 to 12 centimeters).	smma_lo_00756
Grade 2, Topic 13			
2.OA.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 unknown number to represent the problem.	Find the difference between two numbers (two-digit, presented as a sentence).	smma_lo_01000
		Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		Work backwards to solve a problem with a missing number.	smma_lo_01266
		Act out the solution to multi-step problem in context (addends, minuends 1 to 4).	smma_lo_01538
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01551
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve an addition problem in context (extra information, sums to 50, no regrouping).	smma_lo_01567
		Solve a problem in context by finding a missing addend (three addends, sums to 20).	smma_lo_01574
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	smma_lo_01581
		Solve an addition problem in context (four addends, sums 0 to 25).	smma_lo_01587
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686

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2.OA.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 unknown number to represent the problem.	Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	smma_lo_01687
		Solve a one-step equation (subtraction).	smma_lo_01688
		Read and interpret a table.	smma_lo_01695
2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Find the total length of two objects (nonstandard units, sums 2 to 5).	smma_lo_00720
		Find the total length of two to four objects laid end to end (2 to 6 inches).	smma_lo_00748
		Measure two lengths and find the sum (metric, sums 2 to 9).	smma_lo_00753
		Measure two metric lengths, write an addition problem, and find the sum (sums 2 to 12 centimeters).	smma_lo_00756
2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.	Identify a number on a number line between two given numbers (1 to 9).	smma_lo_00993
Grade 2, Topic 14			
2.OA.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 unknown number to represent the problem.	Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	smma_lo_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		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
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01552
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve a problem with extra information (addition).	smma_lo_01558
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	smma_lo_01560
		Solve an addition problem in context (four addends, sums 0 to 25).	smma_lo_01587
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686
		Solve a one-step equation (subtraction).	smma_lo_01688
		Read and interpret a table.	smma_lo_01695

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2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Identify the vertical bar graph that shows a strictly increasing or decreasing trend.	smma_lo_01135
		R: Analyze a line plot to find the total number of items that fall at, above, or below a given value.	smma_lo_01156
Grade 2, Topic 15			
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Count squares to find the area (2 to 8 units).	smma_lo_00706
Grade 2, Step Up to Grade 3			
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Make a picture to solve a multiplication problem (basic facts).	smma_lo_01237
		Identify a picture that represents a multiplication problem (basic facts).	smma_lo_01246
		R: Solve addition and multiplication problems (products 2 × 6 to 2 × 9).	smma_lo_00854
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the method to solve a division problem with extra information.	smma_lo_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the	smma_lo_01283
		Make a picture to solve a partitive division problem (dividends to 20).	smma_lo_01564
		Make a picture to solve a quotitive division problem (dividends to 20).	smma_lo_01565
		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 x 4 to 9 x 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 × 2 to 9 × 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
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	smma_lo_01664
		Identify four arrays for a given product (products 6 to 30).	smma_lo_01858

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3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	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.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned 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.	Make a picture to solve a division problem (math facts).	smma_lo_01238
		Identify a picture that represents a division problem (math facts).	smma_lo_01245
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.NF.A.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Identify the set of shapes that represents a fraction (halves, thirds, fourths).	smma_lo_00406
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	smma_lo_00409
		Identify the fraction representing a shaded region (halves, thirds, fourths).	smma_lo_00410
		Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).	smma_lo_00413
		Identify the fraction representing shaded items in a set (halves, thirds, fourths).	smma_lo_00414
		Identify a fractional portion of a set (halves, thirds, fourths).	smma_lo_00415
		Identify the figure showing a fraction of a region shaded (halves to eighths).	smma_lo_00420
		Identify a fraction representing the shaded part (halves to eighths).	smma_lo_00421
		Enter the fraction representing the shaded amount (halves to eighths).	smma_lo_00422
		Solve a problem by finding the fractional amount of a set (halves to eighths).	smma_lo_00424
		Identify a fractional portion of a set (halves to eighths).	smma_lo_00425
		Model a fraction a/b by filling in a out of b sections in a fraction model.	smma_lo_02034
		R: Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	smma_lo_00403
		R: Match the word name of a fraction to a fraction (halves, thirds, fourths).	smma_lo_00411
		R: Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	smma_lo_00412
		R: Match the word name of the fraction to the fraction (halves to eighths).	smma_lo_00416

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3.NF.A.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	R: Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
		R: Count the shaded and total number of elements in a set (halves to eighths).	smma_lo_00423
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Identify a model that represents a fraction (halves, thirds, fourths).	smma_lo_00404
		Identify a fraction that represents a model (halves, thirds, fourths).	smma_lo_00405
		Draw one to two segments to divide a figure into two to four congruent parts.	smma_lo_00640
		Partition shapes into equal parts.	smma_lo_02000
		R: Identify the model that is divided into equal parts (2 to 8 parts).	smma_lo_00400
		R: Count the number of equal parts in a fractional model (2 to 8 parts).	smma_lo_00402
		R: Identify the figure divided into equal parts (halves to eighths).	smma_lo_00417
Grade 3, Topic 1			
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Make a picture to solve a multiplication problem (basic facts).	smma_lo_01237
		Identify a picture that represents a multiplication problem (basic facts).	smma_lo_01246
		R: Solve addition and multiplication problems (products 2 × 1 to 2 × 5).	smma_lo_00853
		R: Solve addition and multiplication problems (products 2 × 6 to 2 × 9).	smma_lo_00854
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned 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.	Make a picture to solve a division problem (math facts).	smma_lo_01238
		Identify a picture that represents a division problem (math facts).	smma_lo_01245
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the method to solve a division problem with extra information.	smma_lo_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
		Make a picture to solve a partitive division problem (dividends to 20).	smma_lo_01564
		Make a picture to solve a quotitive division problem (dividends to 20).	smma_lo_01565
		Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570

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3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	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 x 4 to 9 x 9).	smma_lo_01590
		Solve a one-step division problem (math facts 2 × 2 to 9 × 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
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	smma_lo_01664
		Identify four arrays for a given product (products 6 to 30).	smma_lo_01858
		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.B.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	smma_lo_02036
Grade 3, Topic 2			
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Make a picture to solve a multiplication problem (basic facts).	smma_lo_01237
		Identify a picture that represents a multiplication problem (basic facts).	smma_lo_01246
		R: Solve addition and multiplication problems (products 2 × 1 to 2 × 5).	smma_lo_00853
		R: Solve addition and multiplication problems (products 2 × 6 to 2 × 9).	smma_lo_00854

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
		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 x 4 to 9 x 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 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	smma_lo_02036
3.OA.D.9	Identify arithmetic patterns (including 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.	Identify if the sum, difference, or product of two numbers is even or odd.	smma_lo_01086

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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 situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
		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 x 4 to 9 x 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 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	smma_lo_02036
		Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	smma_lo_02037
		Apply the Distributive Property as a strategy to multiply whole numbers.	smma_lo_02038
3.OA.D.9	Identify arithmetic patterns (including 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.		

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 3, Topic 4	
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the method to solve a division problem with extra information.	smma_lo_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
		Make a picture to solve a partitive division problem (dividends to 20).	smma_lo_01564
		Make a picture to solve a quotitive division problem (dividends to 20).	smma_lo_01565
		Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570
		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 × 2 to 9 × 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
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	smma_lo_01664
		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.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7).	smma_lo_00285
		Solve for a or b in a x b = c (products 1 x 2 to 5 x 9).	smma_lo_00351
		Solve for a or b in a ÷ b = c (combinations 1 × 2 to 5 × 5).	smma_lo_00352
		Solve for a or b in a ÷ b = c (combinations 6 × 6 to 9 × 9).	smma_lo_00354
		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_lo_00862
		Find the missing factor (products 1 x 6 to 9 x 5).	smma_lo_00864
		Find the missing factor (products 6 x 1 to 9 x 5).	smma_lo_00866
		Find the missing factor (products 6 x 6 to 9 x 9).	smma_lo_00873
		Find the missing factor (products 6 x 6 to 9 x 9).	smma_lo_00877
		R: Complete fact families with four facts (products 2 x 3 to 8 x 9).	smma_lo_00344

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.B.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	smma_lo_02036
		Apply the Distributive Property as a strategy to multiply whole numbers.	smma_lo_02038
3.OA.B.6	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Represent a division problem as an unknown-factor problem; then find the missing factor.	smma_lo_02039
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.	smma_lo_01288
		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: 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
3.OA.D.9	Identify arithmetic patterns (including 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.	Identify if the sum, difference, or product of two numbers is even or odd.	smma_lo_01086
Grade 3, Topic 5			
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the method to solve a division problem with extra information.	smma_lo_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
		Make a picture to solve a partitive division problem (dividends to 20).	smma_lo_01564

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Make a picture to solve a quotitive division problem (dividends to 20).	smma_lo_01565
		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 x 4 to 9 x 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 × 2 to 9 × 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
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	smma_lo_01664
		Identify four arrays for a given product (products 6 to 30).	smma_lo_01858
		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.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Divide using basic facts (combinations 5 x 5).	smma_lo_00280
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	smma_lo_00282
		Divide (combinations 6 x 6 to 9 x 9).	smma_lo_00284
		Solve for c in a × b = c (products 1 × 2 to 5 × 9).	smma_lo_00346
		Find the quotient (dividends 6 × 6 to 9 × 9).	smma_lo_00349
		Compare products (products 2 x 2 to 9 x 9).	smma_lo_00350
		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 (products 1 x 6 to 5 x 9).	smma_lo_00859
		Multiply whole numbers (products 1 x 2 to 5 x 5).	smma_lo_00861
		Multiply whole numbers (products 1 x 6 to 5 x 9).	smma_lo_00863
		Multiply whole numbers (products 6 x 2 to 9 x 5).	smma_lo_00865
		Multiply whole numbers (products 6 x 6 to 9 x 9).	smma_lo_00867
		Multiply whole numbers displayed horizontally (products 6 x 6 to 9 x 9).	smma_lo_00868

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.OA.D.9	Identify arithmetic patterns (including 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.	Identify if the sum, difference, or product of two numbers is even or odd.	smma_lo_01086
		Grade 3, Topic 6	
3.MD.C.5a	Recognize area as an attribute of plane figures and understand concepts 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.	Identify a unit square and what attribute it is used to measure.	smma_lo_02027
3.MD.C.5b	Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Find the area of a plane figure made up of square units and halves of square units.	smma_lo_02028
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Estimate the area of a figure on a grid (3 to 11 square units).	smma_lo_00808
3.MD.C.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	smma_lo_02029
3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning	Find the area of a rectangle (36 to 144 customary or metric square units).	smma_lo_00173
		Identify rectangles that have equal areas, but different dimensions.	smma_lo_00823
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	smma_lo_02030
3.MD.C.7c	Relate area to the operations of multiplication and addition.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	smma_lo_02031
3.MD.C.7d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	smma_lo_02032

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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 situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		Identify the method to solve a division problem with extra information.	smma_lo_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	smma_lo_01283
		Make a picture to solve a partitive division problem (dividends to 20).	smma_lo_01564
		Make a picture to solve a quotitive division problem (dividends to 20).	smma_lo_01565
		Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570
		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 x 4 to 9 x 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 × 2 to 9 × 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 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.	smma_lo_01288
		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
		R: Solve for d in a + b + c = d (one-digit addends, sums 20 to 27).	smma_lo_00339
		R: Identify the missing operation in a subtraction or addition number sentence (basic facts).	smma_lo_01031
		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

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Standard	Standard Text	SM Skill Description	SM CATALOG
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: 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
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Read and interpret a horizontal pictograph with a scale of 2 (five items).	smma_lo_00140
		Make a pictograph from a set of data.	smma_lo_00146
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	smma_lo_01172
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	smma_lo_01174
		Create a bar graph.	smma_lo_01769
Grade 3, Topic 8			
3.OA.D.9	Identify arithmetic patterns (including 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.	Identify if the sum, difference, or product of two numbers is even or odd.	smma_lo_01086
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a two-digit number to the nearest ten.	smma_lo_01028
		Round a three-digit number to the nearest hundred.	smma_lo_01036
		Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).	smma_lo_01052
		Round a two-digit or three-digit number to the nearest ten.	smma_lo_01059
		Determine the reasonableness of a sum or difference (two- and three-digit numbers).	smma_lo_01259
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	smma_lo_01615
		Round two-digit numbers to the nearest ten.	smma_lo_01647
		Round a two-digit number to the nearest ten (hundreds chart).	smma_lo_01648
		Round a two-digit number to the nearest ten.	smma_lo_01649
		Round a three-digit number to the nearest hundred.	smma_lo_01650
		Round a three-digit number to the nearest hundred.	smma_lo_01651

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a three-digit number to the nearest hundred.	smma_lo_01652
		Estimate the difference (three-digit, differences 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.	Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).	smma_lo_00089
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
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 20 x 2 to 90 x 9, multiples of 10).	smma_lo_00878
		Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	smma_lo_00885
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).)	Work backward to solve a two-step problem.	smma_lo_01288
		Find the missing information needed to solve a problem; then solve.	smma_lo_01293
		Estimate the distance by rounding (d = rt).	smma_lo_01606
		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
		R: Solve for d in a + b + c = d (one-digit addends, sums 20 to 27).	smma_lo_00339
		R: Identify the missing operation in a subtraction or addition number sentence (basic facts).	smma_lo_01031
		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_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: Solve a problem in context that involves finding the difference of 2 three-digit numbers.	smma_lo_01610

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 3, Topic 12	
3.NF.A.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Identify the set of shapes that represents a fraction (halves, thirds, fourths).	smma_lo_00406
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	smma_lo_00409
		Identify the fraction representing a shaded region (halves, thirds, fourths).	smma_lo_00410
		Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).	smma_lo_00413
		Identify the fraction representing shaded items in a set (halves, thirds, fourths).	smma_lo_00414
		Identify a fractional portion of a set (halves, thirds, fourths).	smma_lo_00415
		Identify the figure showing a fraction of a region shaded (halves to eighths).	smma_lo_00420
		Identify a fraction representing the shaded part (halves to eighths).	smma_lo_00421
		Enter the fraction representing the shaded amount (halves to eighths).	smma_lo_00422
		Solve a problem by finding the fractional amount of a set (halves to eighths).	smma_lo_00424
		Identify a fractional portion of a set (halves to eighths).	smma_lo_00425
		Model a fraction a/b by filling in a out of b sections in a fraction model.	smma_lo_02034
		R: Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	smma_lo_00403
		R: Match the word name of a fraction to a fraction (halves, thirds, fourths).	smma_lo_00411
		R: Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	smma_lo_00412
		R: Match the word name of the fraction to the fraction (halves to eighths).	smma_lo_00416
		R: Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
		R: Count the shaded and total number of elements in a set (halves to eighths).	smma_lo_00423
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 0 locates the number 1/b on the number line.		
3.NF.A.2b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Enter the missing fraction on a number line (halves to eighths).	smma_lo_00430

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 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.	Find a fraction equal to 1 (halves to eighths).	smma_lo_00427
		Using a model, rewrite a whole number as a fraction (halves to eighths).	smma_lo_00443
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked 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.	Measure the length of a bar to the nearest 1/4 inch or 0.5 cm.	smma_lo_00822
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Identify a model that represents a fraction (halves, thirds, fourths).	smma_lo_00404
		Identify a fraction that represents a model (halves, thirds, fourths).	smma_lo_00405
		Draw one to two segments to divide a figure into two to four congruent parts.	smma_lo_00640
		Partition shapes into equal parts.	smma_lo_02000
		Identify the model that is divided into equal parts (2 to 8 parts).	smma_lo_00400
		Count the number of equal parts in a fractional model (2 to 8 parts).	smma_lo_00402
		Identify the figure divided into equal parts (halves to eighths).	smma_lo_00417
Grade 3, Topic 13			
3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Model equivalent fractions; identify equivalent fractions on a number line.	smma_lo_02035
3.NF.A.3b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 3/4).	smma_lo_00452
		Identify two equivalent fractions for 1/2.	smma_lo_01708
3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 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.	Find a fraction equal to 1 (halves to eighths).	smma_lo_00427
		Using a model, rewrite a whole number as a fraction (halves to eighths).	smma_lo_00443
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Using a number line, compare fractions (like denominators, halves to sixteenths).	smma_lo_00434
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	smma_lo_00435
		Compare fractions (like denominators, thirds to sixteenths).	smma_lo_00447

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 3, Topic 14	
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Find the elapsed time (differences from 1 to 6 hours, does not cross 12 o'clock).	smma_lo_00142
		Find the time one to five hours before or after a given time (not crossing 12 o'clock).	smma_lo_00153
		Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	smma_lo_00155
		Find the time one to five hours before or after a given time (across 12 o'clock).	smma_lo_00162
		Find the time one to twelve hours and ten to fifty-five minutes from a starting time.	smma_lo_00175
		Determine elapsed time (1 to 6 hours, start and end times on the hour, can cross 12 o'clock).	smma_lo_00731
		Find the elapsed time (1 1/2 to 6 1/2 hours, start times and end times on the hour or half-hour, can cross 12 o'clock).	smma_lo_00770
		Show time to the minute using digital and analog clocks.	smma_lo_00771
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	smma_lo_00775
		Find the time 5 to 50 minutes after the time shown (analog clock).	smma_lo_00798
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	smma_lo_01547
		Set the digital clock to match the time on the analog clock to the exact minute.	smma_lo_01670
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	smma_lo_02155
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Add units of capacity (pints, sums 2 to 6).	smma_lo_00764
		Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	smma_lo_01301
		Select the appropriate standard unit of measurement for length, capacity, and weight (customary).	smma_lo_00729
		Add nonstandard units of capacity (sums 2 to 8).	smma_lo_00739
		Subtract nonstandard units of capacity (differences 0 to 3).	smma_lo_00742
		Find the capacity of a container (3 to 10 nonstandard units).	smma_lo_00754
		Select the appropriate standard unit of measurement for length, capacity, and weight (metric).	smma_lo_00767
		Identify the reasonable weight of an object (ounces, pounds, and tons).	smma_lo_00787
		Choose the appropriate customary units of liquid measure (cups, quarts, and gallons).	smma_lo_01674
		Grade 3, Topic 15	
3.MD.C.5b	Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		

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Standard	Standard Text	SM Skill Description	SM CATALOG
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a 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.	Identify the quadrilaterals in a set of figures.	smma_lo_00615
		Identify parallelograms, rhombuses, and trapezoids.	smma_lo_00620
		Identify the quadrilaterals that are trapezoids or rhombuses.	smma_lo_00659
Grade 3, Topic 16			
3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning	Find the area of a rectangle (36 to 144 customary or metric square units).	smma_lo_00173
		Identify rectangles that have equal areas, but different dimensions.	smma_lo_00823
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	smma_lo_02030
3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Find the perimeter of a rectangle (24 to 48 customary or metric units).	smma_lo_00169
		Given the length of one side of a rectangle, measure another side, and then find the perimeter.	smma_lo_00788
		Given the lengths of all sides, find the perimeter of a rectangle.	smma_lo_00821
		Given a perimeter, mark equilateral polygons with the same side measures.	smma_lo_00849
		Identify examples of relationships between area and perimeter.	smma_lo_00850
		R: Count to find the perimeter (3 to 9 nonstandard units).	smma_lo_00708
		R: Identify the shape with the greater perimeter (3 to 11 nonstandard units).	smma_lo_00734
		R: Find the perimeter of a figure (3 to 10 nonstandard units).	smma_lo_00757
		R: Identify the expression for the perimeter of a figure.	smma_lo_00818
Grade 3, Step Up to Grade 4			
4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	Identify the value of a given digit in a four-digit number.	smma_lo_01062
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Identify the expanded notation of a four-digit number.	smma_lo_01038
		Compare numbers (1,000 to 9,999).	smma_lo_01039
		Order four numbers from least to greatest (1,000 to 9,999).	smma_lo_01040
		Identify a word name for a four-, five- or six-digit numbers.	smma_lo_01043

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	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
		Identify a number that is one or two greater than or less than a five- or six-digit number.	smma_lo_01072
		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
		Identify the digits in the period (hundreds, thousands, millions, and billions).	smma_lo_01083
		Express a number in expanded notation or determine the number from an expanded notation.	smma_lo_01097
		Order five numbers from least to greatest (three- to six-digit numbers).	smma_lo_01710
		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.B.5	Multiply a whole number of up to four digits by a one-digit whole number, 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.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (products 10 x 2 to 12 x 12).	smma_lo_00871
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (products 2 x 12 to 12 x 12).	smma_lo_00875
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876
		Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
		Multiply whole numbers (student choice, products 100 x 2 to 990 x 9, multiples of 10).	smma_lo_00882
		Multiply whole numbers (student choice, products 10 x 10 to 15 x 90, multiples of 10).	smma_lo_00884
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	smma_lo_00886
		Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00889

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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, 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.	Multiply whole numbers (student choice, products 1000 x 2 to 9999 x 9).	smma_lo_00892
		Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00893
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		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
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 dividends and one-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.	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00290
		Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00292
		Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00294
		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
		Find the quotient of b divided by a (combinations 6 x 13 to 9 x 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 parts referring to the same whole.	Using models, add fractions, no simplifying (like denominators, thirds to eighths).	smma_lo_00441
		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

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Add fractions with like denominators (no simplifying).	smma_lo_01709
4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify 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.	Rewrite a fraction as a mixed number (halves to eighths).	smma_lo_00449
		Determine addition expressions that are equivalent to a given fraction.	smma_lo_02146
4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	R: Match the labeled angles to the correct angle notation.	smma_lo_00617
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify line segments in three- and four-sided figures.	smma_lo_00579
		Identify right, acute, and obtuse angles in polygons.	smma_lo_00630
		Draw parallel, perpendicular, or intersecting lines on a grid.	smma_lo_00638
		Identify the pairs of parallel line segments in a geometric drawing.	smma_lo_00639
		Draw a line segment using a ruler (to 1/4 inch and 0.5 cm).	smma_lo_00800
		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 map.	smma_lo_00619
		R: Determine whether an angle is larger than, smaller than, or the same size as a right angle.	smma_lo_00624
		R: Identify the set of vertices on a grid can be connected to form a figure (triangle, quadrilateral, rectangle, or square).	smma_lo_00625
		R: Identify an angle as acute, right, or obtuse.	smma_lo_00628
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, 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.		

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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 ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	Identify the value of a given digit in a four-digit number.	smma_lo_01062
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Identify the expanded notation of a four-digit number.	smma_lo_01038
		Compare numbers (1,000 to 9,999).	smma_lo_01039
		Order four numbers from least to greatest (1,000 to 9,999).	smma_lo_01040
		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 place.	Estimate the sum by rounding to the nearest hundred (three-digit addends).	smma_lo_01621
		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

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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 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.	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
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	smma_lo_01620
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	smma_lo_01675
		R: Choose a method to solve a two-step problem.	smma_lo_01289
		R: Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	smma_lo_01566
		R: Identify the most reasonable quantity for a context (order of magnitude differs).	smma_lo_01586
		R: Estimate the difference of 2 four-digit numbers to the nearest thousand.	smma_lo_01614
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Add two addends (student choice, a three-digit and a four-digit addends, sums 1111 to 10998, regrouping in all places).	smma_lo_00099
		Add two addends (student choice, four-digit addends, sums 2111 to 19998, regrouping in all places).	smma_lo_00100
		Use logical reasoning to complete an addition puzzle with two three-digit addends.	smma_lo_01261
		Subtract a three-digit number from a four-digit number (regrouping from the tens place).	smma_lo_01493
		Subtract a three-digit number from a four-digit number (regrouping from the tens and thousands places).	smma_lo_01494
		Subtract a three-digit number from a four-digit number (regrouping from the tens and thousands places).	smma_lo_01495
		Subtract a three-digit number from a four-digit number (regrouping from the tens and hundreds places).	smma_lo_01496
		Subtract a three-digit number from a four-digit number (regrouping from the tens and hundreds places).	smma_lo_01497
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and hundreds places).	smma_lo_01498
		Subtract a three-digit number from a four-digit number (student choice, regrouping from tens, hundreds, and thousands places).	smma_lo_01499
		Subtract a three-digit number from a four-digit number (student choice, regrouping from tens, hundreds, and thousands places).	smma_lo_01500
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and thousands places).	smma_lo_01501
		Subtract across zero (student choice, four-digit minuends with a 0 in the tens place, regrouping from the tens, hundreds, and thousands places).	smma_lo_01502

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Subtract across zero (student choice, four-digit minuends with a 0 in the tens place, regrouping from the tens, hundreds, and thousands places).	smma_lo_01503
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens, hundreds, and thousands places).	smma_lo_01504
Grade 4, Topic 3			
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.	Make a picture to solve a multistep addition and multiplication problem in context.	smma_lo_01592
		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
		R: Solve a multiplication problem in context (one-, two-, and three-digit factors).	smma_lo_01604
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, 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.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876
		Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
		Multiply whole numbers (student choice, products 100 x 2 to 990 x 9, multiples of 10).	smma_lo_00882
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	smma_lo_00886
		Multiply whole numbers (student choice, products 1000 x 2 to 9999 x 9).	smma_lo_00892
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		Estimate the product by rounding the second factor.	smma_lo_01603
Grade 4, Topic 4			
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.	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
		R; Solve a multiplication problem in context (one-, two-, and three-digit factors).	smma_lo_01604

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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, 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.	Multiply whole numbers (products 2 x 12 to 12 x 12).	smma_lo_00875
		Multiply whole numbers (student choice, products 10 x 10 to 15 x 90, multiples of 10).	smma_lo_00884
		Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00889
		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-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.	Identify a reasonable answer for a division problem.	smma_lo_00246
		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	smma_lo_01573
		Solve a division problem in context (remainder).	smma_lo_01616
		Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
		Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	smma_lo_01663
		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 dividends and one-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.	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00290
		Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00292
		Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00294
		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

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 4, Topic 6	
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Translate a verbal statement of a multiplicative comparison into a multiplication equation.	smma_lo_02008
		Interpret a multiplication equation by writing a comparison statement.	smma_lo_02025
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	smma_lo_02009
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.	Identify a reasonable answer for a division problem.	smma_lo_00246
		Make a picture to solve a multistep addition and multiplication problem in context.	smma_lo_01592
		Solve an addition problem using data in a table (sums 100 to 198).	smma_lo_01595
		Solve a division problem in context (remainder).	smma_lo_01616
		Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	smma_lo_01620
		Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	smma_lo_01663
		R: Choose a method to solve a two-step problem.	smma_lo_01289
		R: Determine the number of calories in multiple servings given data in a chart.	smma_lo_01333
		R: Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	smma_lo_01566
		R: Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	smma_lo_01580
		R: Identify the most reasonable quantity for a context (order of magnitude differs).	smma_lo_01586
		R; Solve a multiplication problem in context (one-, two-, and three-digit factors).	smma_lo_01604
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, 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.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (products 10 x 2 to 12 x 12).	smma_lo_00871
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (products 2 x 12 to 12 x 12).	smma_lo_00875
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876

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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, 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.	Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
		Multiply whole numbers (student choice, products 100 x 2 to 990 x 9, multiples of 10).	smma_lo_00882
		Multiply whole numbers (student choice, products 10 x 10 to 15 x 90, multiples of 10).	smma_lo_00884
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	smma_lo_00886
		Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00889
		Multiply whole numbers (student choice, products 1000 x 2 to 9999 x 9).	smma_lo_00892
		Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00893
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		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
4.NBT.B.6	Find whole-number quotients and 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 division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00290
		Divide using the long division algorithm (one-digit divisor, remainder).	smma_lo_00292
		Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00294
		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

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 4, Topic 7	
4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	Identify the number that is divisible by a given factor (numbers 2 to 81, factors 2 to 9).	smma_lo_01066
		Identify numbers that are multiples of a given number.	smma_lo_01069
		Identify the complete set of factors for a number (2 to 25).	smma_lo_01071
		Find the factors of a number and determine if the number is prime or composite (3 to 30).	smma_lo_01073
		Identify prime and composite numbers (one- or two-digit).	smma_lo_01105
		Determine three factors of a given number.	smma_lo_01107
		Identify sets of prime and composite numbers.	smma_lo_01119
		R: Identify which numbers are divisible by another number (divisors 2 to 10).	smma_lo_01101
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, 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.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (products 10 x 2 to 12 x 12).	smma_lo_00871
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (products 2 x 12 to 12 x 12).	smma_lo_00875
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876
		Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
		Multiply whole numbers (student choice, products 10 x 10 to 15 x 90, multiples of 10).	smma_lo_00884
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		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 8	
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Find the missing numerator or denominator in an equivalent fraction (simplified fractions 1/2 to 3/4).	smma_lo_00451
		Find the missing numerator or denominator in an equivalent fraction (simplified fractions 1/2 to 7/8).	smma_lo_00453
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 7/8).	smma_lo_00454
		Write a fraction in simplest form (simplified fractions 1/2 to 7/8).	smma_lo_00455
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 7/8).	smma_lo_00456

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Find an equivalent fraction of a simplified fraction (simplified fractions 1/2 to 8/9).	smma_lo_00457
		Find three equivalent fractions (simplified fractions 1/2 to 8/9).	smma_lo_00458
		Identify the figures with the equivalent fractional parts shaded.	smma_lo_00483
		Generate a table of equivalent fractions for a fraction in simplest form.	smma_lo_01791
		Generate a table of equivalent fractions for a fraction not in simplest form.	smma_lo_01792
		Identify the fraction equivalent to the given fraction.	smma_lo_01793
4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Use a model to compare two fractions (halves to eighths, unlike denominators).	smma_lo_00429
		Compare fractions to 1 on the number line (halves to eighths).	smma_lo_00432
		Using models, compare fractions (unlike denominators, halves to sixteenths).	smma_lo_00436
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	smma_lo_00437
		Using models, compare fractions (unlike denominators, halves to eighths).	smma_lo_00438
		Order three fractions from least to greatest (unlike denominators, halves to twelfths).	smma_lo_00440
		Compare fractions to 1 (halves to sixteenths).	smma_lo_00448
		Compare fractions (unlike denominators).	smma_lo_00462
		Identify the greatest or least fraction in a problem (unlike denominators).	smma_lo_00482
		Compare fractions (unlike denominators).	smma_lo_00495
Grade 4, Topic 9			
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Using models, add fractions, no simplifying (like denominators, thirds to eighths).	smma_lo_00441
		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
		Add fractions with like denominators (no simplifying).	smma_lo_01709
4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify 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.	Rewrite a fraction as a mixed number (halves to eighths).	smma_lo_00449
		Determine addition expressions that are equivalent to a given fraction.	smma_lo_02146
4.NF.B.3c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Add mixed numbers; no simplifying (like denominators, thirds to twelfths).	smma_lo_00460
		Subtract mixed numbers; no simplifying (like denominators, thirds to twelfths).	smma_lo_00461
		Add mixed numbers; simplify if necessary (like denominators, halves to sixteenths).	smma_lo_00463
		Subtract mixed numbers; simplify if necessary (like denominators).	smma_lo_00485

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.NF.B.3c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Add mixed numbers within a context; simplify if necessary (like denominators).	smma_lo_00480
		Subtract mixed numbers in context; simplify if necessary (like denominators).	smma_lo_00481
		Add mixed numbers with like denominators in context; simplify if necessary.	smma_lo_01624
		R: Using a model, rewrite a mixed number as a fraction (halves to eighths).	smma_lo_00446
		R: Rewrite a mixed number as a fraction (fifths to ninths).	smma_lo_00450
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Add mixed numbers with like denominators in context; simplify if necessary.	smma_lo_01624
		Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	smma_lo_02004
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	smma_lo_02016
Grade 4, Topic 10			
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	smma_lo_02004
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	smma_lo_02016
4.NF.B.4a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	smma_lo_02005
4.NF.B.4b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a 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.)	Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	smma_lo_02006
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?		

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Standard	Standard Text	SM Skill Description	SM CATALOG
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 larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Find a fraction of an hour in minutes (1/4, 1/3, 1/2, 2/3, or 3/4 hour).	smma_lo_00817
		Convert units of time (seconds, minutes, hours, days, weeks, months, and years).	smma_lo_00837
		Solve an addition problem in context (3 three-digit addends, regrouping).	smma_lo_01597
		Given the ending time and the elapsed time, find the starting time.	smma_lo_01613
Grade 4, Topic 11			
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Write a fraction in simplest form (simplified fractions 1/2 to 7/8).	smma_lo_00455
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 7/8).	smma_lo_00456
		Find an equivalent fraction of a simplified fraction (simplified fractions 1/2 to 8/9).	smma_lo_00457
		Generate a table of equivalent fractions for a fraction in simplest form.	smma_lo_01791
		Generate a table of equivalent fractions for a fraction not in simplest form.	smma_lo_01792
		Identify the fraction equivalent to the given fraction.	smma_lo_01793
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	smma_lo_02004
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	smma_lo_02016
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems 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.	R: Choose a title for a line plot and label the units.	smma_lo_01643

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Standard	Standard Text	SM Skill Description	SM CATALOG
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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 denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Match a fraction to a decimal (tenths, 0.1 to 0.9).	smma_lo_00184
		Determine the fraction and decimal that represent a model (base-ten blocks, tenths, 0.1 to 0.9).	smma_lo_00185
		Enter a decimal number for a mixed number (tenths, 1.1 to 9.9).	smma_lo_00187
		Find the missing decimal number on a number line (tenths, 0.1 to 0.9).	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 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.	Compare decimal numbers (0.1 to 9.9).	smma_lo_00191
		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 larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	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
		Estimate the total cost of four items by rounding to the nearest dollar (sums to $15.00).	smma_lo_01591
		Find the change from one dollar (item costs 55 to 99 cents).	smma_lo_01598
		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

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

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Subtract a three-digit number from a four-digit number (student choice, regrouping from tens, hundreds, and thousands places).	smma_lo_01499
		Subtract a three-digit number from a four-digit number (student choice, regrouping from tens, hundreds, and thousands places).	smma_lo_01500
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and thousands places).	smma_lo_01501
		Subtract across zero (student choice, four-digit minuends with a 0 in the tens place, regrouping from the tens, hundreds, and thousands places).	smma_lo_01502
		Subtract across zero (student choice, four-digit minuends with a 0 in the tens place, regrouping from the tens, hundreds, and thousands places).	smma_lo_01503
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens, hundreds, and thousands places).	smma_lo_01504
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, 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.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (products 10 x 2 to 12 x 12).	smma_lo_00871
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (products 2 x 12 to 12 x 12).	smma_lo_00875
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876
		Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
		Multiply whole numbers (student choice, products 100 x 2 to 990 x 9, multiples of 10).	smma_lo_00882
		Multiply whole numbers (student choice, products 10 x 10 to 15 x 90, multiples of 10).	smma_lo_00884
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	smma_lo_00886
		Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00889
		Multiply whole numbers (student choice, products 1000 x 2 to 9999 x 9).	smma_lo_00892
		Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00893
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		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

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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, 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.	Use an area model to solve a multiplication problem (two-digit factors).	smma_lo_01734
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	smma_lo_02004
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	smma_lo_02016
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?		
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Compare unlike customary units of length (inches, feet, and yards).	smma_lo_00792
		Identify the reasonable customary capacity of an object (cups, pints, quarts, and gallons).	smma_lo_00794
		Compare unlike customary units of capacity (cups, pints, quarts, and gallons).	smma_lo_00799
		Identify the reasonable length, width, or height of an object (millimeters, centimeters, and meters).	smma_lo_00803
		Identify the reasonable mass for an object (grams and kilograms).	smma_lo_00807
		Identify the reasonable capacity of an object (milliliters and liters).	smma_lo_00811
		Compare unlike metric units and identify the correct statement (mm, cm, m, km; mL, L; mg, g, kg).	smma_lo_00820
		Convert hours to minutes.	smma_lo_01672
		Identify distances or objects that would be measured in cm, m, or km.	smma_lo_01703
		Identify the appropriate unit of measure (l, kl, g, kg, m, km).	smma_lo_01704
		Identify the appropriate unit of weight.	smma_lo_01730
		Choose the appropriate unit of capacity (ounce, cup, pint, quart, and gallon).	smma_lo_01864

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Standard	Standard Text	SM Skill Description	SM CATALOG
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 larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Find the perimeter of a polygon (decimal numbers, metric units).	smma_lo_00805
		Solve an addition problem in context (3 three-digit addends, regrouping).	smma_lo_01597
		Solve a decimal subtraction problem in context (tenths, regrouping).	smma_lo_01599
		R: Express yards and feet as an equivalent number of feet, or feet and inches as an equivalent number of inches.	smma_lo_00166
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Find the area of a rectangle using a formula.	smma_lo_00810
Grade 4, Topic 14			
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Look for a pattern to solve a problem.	smma_lo_01276
		Extend a geometric pattern.	smma_lo_01691
		R: Extend a 1-2-1-2 pattern of pictures.	smma_lo_00519
		R: Extend a 1-2-1-2 pattern of geometric figures.	smma_lo_00520
		R: Extend a 1-1-2-2 pattern of pictures.	smma_lo_00521
		R: Extend a 1-1-2-2 pattern of geometric figures.	smma_lo_00522
		R: Match patterns of geometric figures.	smma_lo_00539
		R: Extend a 1-2-2 pattern of pictures.	smma_lo_00556
		R: Extend a 1-1-2 or 1-2-2 pattern of congruent shapes.	smma_lo_00558
		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 1-2-1-2 pattern.	smma_lo_00591
		R: Identify the missing picture in a 1-2-3-1-2-3 pattern.	smma_lo_00607
		R: Count by 2's, 3's, or 10's (11 to 209, not multiples of 2, 3, 10).	smma_lo_01056
		R: Count by 5's, 6's, or 7's (through 70).	smma_lo_01058
		R: Count by 8's or 9's (up to 90).	smma_lo_01061
		R: Describe the relationship between two sets of numbers in a relation or function using multiplication, addition, or subtraction.	smma_lo_01653
		R: Describe the relationship between two sets of numbers in a relation or function using subtraction (minuends 30 to 50, subtrahends 2 to 5).	smma_lo_01654
		R: Describe the relationship between two sets of numbers in a relation or function using multiplication (factors 2 - 5).	smma_lo_01655

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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, 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.		
4.MD.C.5b	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle that turns through n one-degree angles is said to have an angle measure of n degrees.		
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Given the measure of an angle (initial side at 0 degrees, measure 10 to 180 degrees).	smma_lo_00631
		Use a protractor to measure an angle.	smma_lo_00636
		Measure an angle using the appropriate protractor.	smma_lo_00646
		Measure complementary or supplementary angles and find the sum of the angle measures.	smma_lo_00661
		Measure angles in degrees using a protractor.	smma_lo_00663
		Use a protractor to measure an angle in a triangle or quadrilateral; then find the sum of all the angles in the figure.	smma_lo_00650
		R: Select the appropriate protractor to measure an angle.	smma_lo_00644
		R: Identify the better estimate for an angle measure.	smma_lo_00657
4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to 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.	Use a protractor to measure an angle in a triangle or quadrilateral; then find the sum of all the angles in the figure.	smma_lo_00650
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify line segments in three- and four-sided figures.	smma_lo_00579
		Identify right, acute, and obtuse angles in polygons.	smma_lo_00630
		Draw a line segment using a ruler (to 1/4 inch and 0.5 cm).	smma_lo_00800
		R: Identify line segments.	smma_lo_00605

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Standard	Standard Text	SM Skill Description	SM CATALOG
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	R: Determine whether an angle is larger than, smaller than, or the same size as a right angle.	smma_lo_00624
		R: Identify the set of vertices on a grid can be connected to form a figure (triangle, quadrilateral, rectangle, or square).	smma_lo_00625
		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, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify line segments in three- and four-sided figures.	smma_lo_00579
		Identify right, acute, and obtuse angles in polygons.	smma_lo_00630
		Draw parallel, perpendicular, or intersecting lines on a grid.	smma_lo_00638
		Identify the pairs of parallel line segments in a geometric drawing.	smma_lo_00639
		Draw a line segment using a ruler (to 1/4 inch and 0.5 cm).	smma_lo_00800
		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 map.	smma_lo_00619
		R: Determine whether an angle is larger than, smaller than, or the same size as a right angle.	smma_lo_00624
		R: Identify the set of vertices on a grid can be connected to form a figure (triangle, quadrilateral, rectangle, or square).	smma_lo_00625
		R: Identify an angle as acute, right, or obtuse.	smma_lo_00628
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	In a set of quadrilaterals, identify all the parallelograms.	smma_lo_00621
		Identify acute, obtuse, and right triangles.	smma_lo_00655
		Classify and sort two-dimensional geometric figures by properties and attributes.	smma_lo_01728
		Identify all triangles of a particular class (acute, right, or obtuse).	smma_lo_01774
4.G.A.3	Recognize a line of symmetry for a two-Dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Identify the vertical line of symmetry.	smma_lo_00595
		Identify the horizontal line of symmetry.	smma_lo_00597
		Draw a vertical or horizontal line of symmetry.	smma_lo_00608
		Identify lines that are lines of symmetry.	smma_lo_00623
		Complete a symmetrical drawing.	smma_lo_00647
		Identify the lines of symmetry in an object.	smma_lo_01699
		Identify the shape with a given number of lines of symmetry.	smma_lo_01773
Grade 4, Step Up to Grade 5			
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	Match the word name with the decimal number (0.10 to 9.99).	smma_lo_00204
		Match a decimal number to an equivalent fraction (tenths to thousandths).	smma_lo_00224
		Match a decimal number to its word name (to thousandths).	smma_lo_00227
		Identify the place value of a digit in a decimal number (tenths to ten thousandths).	smma_lo_00241
		Enter a decimal number in a place-value chart (tenths to thousandths).	smma_lo_01089
		R: Identify the decimal number with a 0 to 9 in the tenths or hundredths place.	smma_lo_00202

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	R: Match a decimal number to a model (thousandths).	smma_lo_00242
5.NBT.A.3	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Compare decimal numbers (to thousandths).	smma_lo_00225
		Order three decimals from least to greatest (to thousandths).	smma_lo_00236
		Identify the symbol (< or >) needed to complete the inequality.	smma_lo_00254
		Identify a list of decimal numbers ordered from least to greatest.	smma_lo_01103
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Subtract metric length or weight measurements expressed as decimals (to tenths, difference 1.2 to 8.9, regrouping).	smma_lo_00159
		Add decimals using addition facts (sums 0.02-0.99).	smma_lo_00206
		Subtract decimals numbers (minuends and subtrahends 0.01 to 9.99).	smma_lo_00207
		Subtract money amounts (sums less than $17.00, regrouping).	smma_lo_00208
		Add or subtract decimals using mental math (sums less than 1.00, with or without regrouping).	smma_lo_00210
		Align the decimal numbers in a vertical addition problem; then solve (hundredths, regrouping).	smma_lo_00211
		Align the decimal numbers in a vertical subtraction problem; then solve (hundredths, regrouping).	smma_lo_00212
		Subtract money amounts (sums less than $50.00, regrouping).	smma_lo_00214
		Add decimals numbers using mental math (sums 1.0 to 99.8, regrouping).	smma_lo_00217
		Find the missing factor and quotient in two related number sentences (products 0.2 x 2 to 0.9 x 5).	smma_lo_00219
		Find the missing decimal number on a number line; then count by multiples of tenths to find the product.	smma_lo_00220
		Multiply a decimal and a whole number displayed horizontally (0.02 x 2 to 0.09 x 5).	smma_lo_00221
		Multiply two decimals or multiply a decimal by a whole number (tenths to hundredths).	smma_lo_00223
		Multiply decimals displayed horizontally (0.2 x 0.6 to 0.9 x 0.12).	smma_lo_00232
		Multiply decimals by 10, 100, or 1000.	smma_lo_00235
		Divide a decimal by a decimal (horizontal division; dividends to tenths).	smma_lo_00237
		Divide a decimal by a whole number.	smma_lo_00239
		Determine the missing factor in the multiplication number sentence (decimals, to ten-thousandths).	smma_lo_00240
		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, 0.01, or 0.001.	smma_lo_00252

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5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Find the missing decimal number in a pattern.	smma_lo_00253
		Divide a decimal by 0.1, 0.01, or 0.001.	smma_lo_00263
		Divide a decimal by 0.1, 0.01, or 0.001 (dividends 0.001 to 0.999).	smma_lo_00267
		Find the perimeter of a polygon (decimal numbers, metric units).	smma_lo_00790
		Measure the amount of rainfall for the week; then complete the chart and determine the total amount of rainfall for the month.	smma_lo_01327
		Find the number of dollar bills needed to buy two to four items (each $1.79 to $3.99 each).	smma_lo_01629
		Identify the rule for an iterative pattern.	smma_lo_01840
		R: Add two decimal numbers (tenths, sums 1.0 to 2.0, regrouping).	smma_lo_00192
		R: Add two decimal numbers using mental math (sums 1.1 to 9.9, no regrouping).	smma_lo_00193
		R: Subtract decimal numbers using mental math (minuends and subtrahends 0.1 to 9.9, no regrouping).	smma_lo_00195
		R: Add two decimal numbers using mental math (sums 10.1 to 99.9, no regrouping).	smma_lo_00196
		R: Subtract decimal numbers using mental math (minuends and subtrahends 10.1 to 99.9, no regrouping).	smma_lo_00197
		R: Subtract decimal numbers (minuends 2.0 to 9.9, subtrahends 0.1 to 0.9, regrouping).	smma_lo_00198
		R: Add decimal numbers (sums less than 10.0, regrouping).	smma_lo_00199
		R: Add two decimal numbers (sums 1.0 to 98.9, regrouping).	smma_lo_00201
		R: Subtract decimal numbers (minuends and subtrahends 0.1 to 99.9, with or without regrouping).	smma_lo_00203
		R: Identify the location of the decimal point of the product of two decimals (factors, tenths to hundredths).	smma_lo_00222
		R: Identify the best estimate of a sum, difference, or product.	smma_lo_00231
		R: Identify the best estimate for a quotient (decimal divided by a whole number).	smma_lo_00238
		R: Identify the probable error in a multiplication calculation with decimals.	smma_lo_00250
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	Subtract a fraction from 1; simplify (halves to sixteenths).	smma_lo_00464
		Add fractions; no simplifying (unlike denominators).	smma_lo_00465
		Subtract fractions; no simplifying (unlike denominators).	smma_lo_00466
		Add fractions; no simplifying (unlike denominators).	smma_lo_00467
		Subtract fractions; no simplifying (unlike denominators).	smma_lo_00468
		Add fractions; simplify if necessary (unlike denominators).	smma_lo_00471

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5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	Subtract fractions; simplify if necessary (unlike denominators).	smma_lo_00472
		Add fractions; simplify if necessary (unlike denominators).	smma_lo_00473
		Subtract fractions; simplify if necessary (unlike denominators).	smma_lo_00474
		Add mixed numbers; simplify if necessary (like denominators).	smma_lo_00484
		Determine the equivalent fractions using the least common denominator of two given fractions.	smma_lo_00494
		Add mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00499
		Subtract mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00500
		Add mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00504
		Subtract mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00505
		Add mixed numbers within a context; simplify if necessary (unlike denominators).	smma_lo_00509
		Subtract mixed numbers within a context; simplify if necessary (unlike denominators).	smma_lo_00510
		Add two fractional parts of whole numbers in context.	smma_lo_01640
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or 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.	Estimate the sum, product, or quotient in problems with fractions.	smma_lo_01095
		Subtract two fractions from a whole within a context.	smma_lo_01634
		Use addition to find an equivalent fraction for 1/2.	smma_lo_01706
		Estimate the difference of two fractions.	smma_lo_01707
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	Model multiplication of a whole number by a fraction; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	smma_lo_02048
		Model the multiplication of two fractions; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	smma_lo_02054
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Divide a whole number by a fraction; simplify if necessary.	smma_lo_01787

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.B.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions.	smma_lo_02053
		Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	smma_lo_02156
5.MD.C.3a	Recognize volume as an attribute of solid figures and understand concepts 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.	Identify a unit cube and what attribute it is used to measure.	smma_lo_02041
5.MD.C.3b	Recognize volume as an attribute of solid figures and understand concepts 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.	Find the volume of a prism by packing the prism with unit cubes.	smma_lo_02042
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Find the volume of a rectangular solid by counting cubes.	smma_lo_00829
		Find the volume of a rectangular solid by counting cubes.	smma_lo_00833
Grade 5, Topic 1			
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Identify the place and the value of a digit in a number; for that value, identify the number 10 times as much and the number 1/10 as much.	smma_lo_02045
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying 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.	Explain patterns in the number of zeros of the product and in the placement of the decimal point when multiplying a number by powers of ten.	smma_lo_02046
		R: Multiply whole numbers (multiples of 10 or 100).	smma_lo_00911
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	Match the word name with the decimal number (0.10 to 9.99).	smma_lo_00204
		Match a decimal number to an equivalent fraction (tenths to thousandths).	smma_lo_00224
		Match a decimal number to its word name (to thousandths).	smma_lo_00227
		Identify the place value of a digit in a decimal number (tenths to ten thousandths).	smma_lo_00241
		Enter a decimal number in a place-value chart (tenths to thousandths).	smma_lo_01089
		R; Identify the decimal number with a 0 to 9 in the tenths or hundredths place.	smma_lo_00202
		R: Match a decimal number to a model (thousandths).	smma_lo_00242

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Compare decimal numbers (to thousandths).	smma_lo_00225
		Order three decimals from least to greatest (to thousandths).	smma_lo_00236
		Identify the symbol (< or >) needed to complete the inequality.	smma_lo_00254
		Identify a list of decimal numbers ordered from least to greatest.	smma_lo_01103
5.NBT.A.4	Use place value understanding to round decimals to any place.	Round a decimal to the nearest tenth, hundredth, or whole number.	smma_lo_00230
Grade 5, Topic 2			
5.NBT.A.4	Use place value understanding to round decimals to any place.	Round a decimal to the nearest tenth, hundredth, or whole number.	smma_lo_00230
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Add decimals using addition facts (sums 0.02-0.99).	smma_lo_00206
		Subtract decimals numbers (minuends and subtrahends 0.01 to 9.99).	smma_lo_00207
		Subtract money amounts (sums less than $17.00, regrouping).	smma_lo_00208
		Add or subtract decimals using mental math (sums less than 1.00, with or without regrouping).	smma_lo_00210
		Align the decimal numbers in a vertical addition problem; then solve (hundredths, regrouping).	smma_lo_00211
		Align the decimal numbers in a vertical subtraction problem; then solve (hundredths, regrouping).	smma_lo_00212
		Subtract money amounts (sums less than $50.00, regrouping).	smma_lo_00214
		Add decimals numbers using mental math (sums 1.0 to 99.8, regrouping).	smma_lo_00217
		Find the missing factor and quotient in two related number sentences (products 0.2 x 2 to 0.9 x 5).	smma_lo_00219
		Find the missing decimal number on a number line; then count by multiples of tenths to find the product.	smma_lo_00220
		Find the missing decimal number in a pattern.	smma_lo_00253
		Find the number of dollar bills needed to buy two to four items (each $1.79 to $3.99 each).	smma_lo_01629
		R: Add two decimal numbers (tenths, sums 1.0 to 2.0, regrouping).	smma_lo_00192
		R: Add two decimal numbers using mental math (sums 1.1 to 9.9, no regrouping).	smma_lo_00193
		R: Subtract decimal numbers using mental math (minuends and subtrahends 0.1 to 9.9, no regrouping).	smma_lo_00195
		R: Add two decimal numbers using mental math (sums 10.1 to 99.9, no regrouping).	smma_lo_00196
		R: Subtract decimal numbers using mental math (minuends and subtrahends 10.1 to 99.9, no regrouping).	smma_lo_00197
		R: Subtract decimal numbers (minuends 2.0 to 9.9, subtrahends 0.1 to 0.9, regrouping).	smma_lo_00198
		R: Add decimal numbers (sums less than 10.0, regrouping).	smma_lo_00199

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5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	R: Add two decimal numbers (sums 1.0 to 98.9, regrouping).	smma_lo_00201
		R: Subtract decimal numbers (minuends and subtrahends 0.1 to 99.9, with or without regrouping).	smma_lo_00203
		R: Identify the best estimate of a sum, difference, or product.	smma_lo_00231
Grade 5, Topic 3			
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying 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.	R: Multiply whole numbers (multiples of 10 or 100).	smma_lo_00911
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
Grade 5, Topic 4			
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying 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.	Explain patterns in the number of zeros of the product and in the placement of the decimal point when multiplying a number by powers of ten.	smma_lo_02046
		R: Multiply whole numbers (multiples of 10 or 100).	smma_lo_00911

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Find the missing decimal number on a number line; then count by multiples of tenths to find the product.	smma_lo_00220
		Multiply a decimal and a whole number displayed horizontally (0.02 x 2 to 0.09 x 5).	smma_lo_00221
		Multiply two decimals or multiply a decimal by a whole number (tenths to hundredths).	smma_lo_00223
		Multiply decimals displayed horizontally (0.2 x 0.6 to 0.9 x 0.12).	smma_lo_00232
		Multiply decimals by 10, 100, or 1000.	smma_lo_00235
		Determine the missing factor in the multiplication number sentence (decimals, to ten-thousandths).	smma_lo_00240
		Multiply a whole number or a decimal by 0.1, 0.01, or 0.001.	smma_lo_00252
		Find the perimeter of a polygon (decimal numbers, metric units).	smma_lo_00790
		R: Identify the location of the decimal point of the product of two decimals (factors, tenths to hundredths).	smma_lo_00222
		R: Identify the best estimate of a sum, difference, or product.	smma_lo_00231
		R: Identify the probable error in a multiplication calculation with decimals.	smma_lo_00250
Grade 5, Topic 5			
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends 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.	Divide (combinations 2 x 20 to 5 x 90).	smma_lo_00291
		Divide (combinations 6 x 20 to 9 x 90).	smma_lo_00293
		Multiply multiples of 10 using mental math (20 x 20 to 90 x 90).	smma_lo_00299
		Find the missing dividend or divisor (combinations 20 × 20 to 90 × 90).	smma_lo_00303
		R: Choose the best estimate for a long division problem (three-digit dividends, two-digit divisors).	smma_lo_00315
		R: Estimate the sum, difference, product or quotient to solve a problem in context (round to the nearest thousand).	smma_lo_01109
Grade 5, Topic 6			
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying 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.	Explain patterns in the number of zeros of the product and in the placement of the decimal point when multiplying a number by powers of ten.	smma_lo_02046
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Find the missing factor and quotient in two related number sentences (products 0.2 x 2 to 0.9 x 5).	smma_lo_00219
		Divide a decimal by a decimal (horizontal division; dividends to tenths).	smma_lo_00237
		Divide a decimal by a whole number.	smma_lo_00239
		Determine the missing factor in the multiplication number sentence (decimals, to ten-thousandths).	smma_lo_00240
		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

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

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or 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.	Estimate the sum, product, or quotient in problems with fractions.	smma_lo_01095
		Subtract two fractions from a whole within a context.	smma_lo_01634
		Use addition to find an equivalent fraction for 1/2.	smma_lo_01706
		Estimate the difference of two fractions.	smma_lo_01707
Grade 5, Topic 8			
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	Model multiplication of a whole number by a fraction; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	smma_lo_02048
		Model the multiplication of two fractions; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	smma_lo_02054
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit 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.	Find the area of a rectangle with fractional side lengths in two ways: by multiplying its side lengths and by tiling it with smaller rectangles.	smma_lo_02049
5.NF.B.5a	Interpret multiplication as scaling (resizing) by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Determine whether multiplying a number by a factor results in scaling the number up or down.	smma_lo_02050
5.NF.B.5b	Interpret multiplication as scaling (resizing) by: Explaining why 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×a)/(n×b) to the effect of multiplying a/b by 1.	Determine whether multiplying a number by a factor results in scaling the number up or down.	smma_lo_02051

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	R: Multiply mixed numbers; simplify if necessary.	smma_lo_00501
Grade 5, Topic 9			
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving 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, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Model a division word problem that results in a rational quotient; then express the word problem with an equation.	smma_lo_02047
5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story contextfor (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	smma_lo_02052
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Divide a whole number by a fraction; simplify if necessary.	smma_lo_01787
5.NF.B.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions.	smma_lo_02053
		Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	smma_lo_02156

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Standard	Standard Text	SM Skill Description	SM CATALOG
		Grade 5, Topic 10	
5.MD.C.3a	Recognize volume as an attribute of solid figures and understand concepts 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.	Identify a unit cube and what attribute it is used to measure.	smma_lo_02041
5.MD.C.3b	Recognize volume as an attribute of solid figures and understand concepts 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.	Find the volume of a prism by packing the prism with unit cubes.	smma_lo_02042
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Find the volume of a rectangular solid by counting cubes.	smma_lo_00829
		Find the volume of a rectangular solid by counting cubes.	smma_lo_00833
5.MD.C.5a	Find the volume of a right rectangular prism with whole-number side lengths 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.	Find the volume of a prism by packing the prism with unit cubes.	smma_lo_02042
5.MD.C.5b	Interpret multiplication as scaling (resizing) by: Explaining why 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×a)/(n×b) to the effect of multiplying a/b by 1.	Determine the volume of a box given the height, width, and length (60 to 480 customary or metric cubic units).	smma_lo_00174
		Compute the volume of right rectangular prisms using formulas.	smma_lo_02043
5.MD.C.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Find the volume of a three-dimensional figure by decomposing that figure into two right rectangular prisms and then adding those prisms' volumes.	smma_lo_02044

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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 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.	R: Multiply whole numbers (multiples of 10 or 100).	smma_lo_00911
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 numbers with up to four-digit dividends 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.	Divide (combinations 2 x 20 to 5 x 90).	smma_lo_00291
		Divide (combinations 6 x 20 to 9 x 90).	smma_lo_00293
		Multiply multiples of 10 using mental math (20 x 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 given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Add metric measurements with unlike units and express the sum in terms of the smaller unit.	smma_lo_00168
		Add metric measurements with unlike units and express the sum in terms of the larger unit.	smma_lo_00172
		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

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Compare unlike customary units of weight and identify the correct statement (ounces and pounds).	smma_lo_00801
		Convert metric units of length (mm, cm, m, and km; whole numbers).	smma_lo_00814
Grade 5, Topic 12			
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or 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.	Estimate the sum, product, or quotient in problems with fractions.	smma_lo_01095
		Subtract two fractions from a whole within a context.	smma_lo_01634
		Use addition to find an equivalent fraction for 1/2.	smma_lo_01706
5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	R: Multiply mixed numbers; simplify if necessary.	smma_lo_00501
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 redistributed equally.		
Grade 5, Topic 13			
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Evaluate an expression using the order of operations.	smma_lo_01091
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.		

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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 intersection of the lines (the origin) arranged to coincide with the 0 on 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 and x-coordinate, y-axis and y-coordinate).	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
		Find the coordinates for a point on a grid.	smma_lo_01077
		Identify a point on a coordinate grid given the ordered pair.	smma_lo_01092
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Identify a point on a coordinate grid given the ordered pair.	smma_lo_01092
		Find the amount of increase or decrease between two points in a line graph.	smma_lo_01178
		Read and interpret a line graph.	smma_lo_01206
		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 mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Identify a point on a coordinate grid given the ordered pair.	smma_lo_01092
		Find the amount of increase or decrease between two points in a line graph.	smma_lo_01178
		Read and interpret a line graph.	smma_lo_01206

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Standard	Standard Text	SM Skill Description	SM CATALOG
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Interpret a line graph with time and temperature data, and add a point to line graph.	smma_lo_01324
		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 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 hierarchy based on properties.	Identify the regular polygons.	smma_lo_00651
		Identify the true statement about a relationship among quadrilaterals.	smma_lo_00656
		Identify equilateral, isosceles, and scalene triangles.	smma_lo_00658
Grade 5, Step Up to Grade 6			
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Read the temperature on a thermometer to nearest degree (-10 to 10 degrees).	smma_lo_00804
		Read and interpret data in a table to determine the time it would take for skin to freeze.	smma_lo_01314
		Read and interpret data in a table to determine the time it would take for skin to freeze.	smma_lo_01315
		Use positive and negative numbers together to represent quantities having opposite directions or values.	smma_lo_02066
		R: Evaluate -(a + b), where 9 < a < 19, 1 < b < 9.	smma_lo_00127
		R: Read a thermometer to the nearest 10 degrees (Fahrenheit).	smma_lo_00768
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.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.	smma_lo_02110
		R: Compare hundredths to multiples of ¼.	smma_lo_00209

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.C.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.	Compare rational numbers in real-world contexts.	smma_lo_02109
		Complete statements of order for rational numbers in real-world contexts.	smma_lo_02110
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 position pairs of integers and other rational numbers on a coordinate plane.	Locate the missing integer on a number line (-3 to -12).	smma_lo_00101
		Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01809
		Graph a set of ordered pairs from a table on a coordinate plane.	smma_lo_01810
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. 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."	Identify the ratio.	smma_lo_01712
		Write a ratio in three different forms.	smma_lo_01825
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the 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."	Identify two unit rates for a given word problem.	smma_lo_02114
6.RP.A.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Find a percent of a money amount ($0.80 to $10.80).	smma_lo_00270
		Find a percent of a number (the percent is greater than or equal to 100).	smma_lo_00275
		Find the percent given the whole and the part.	smma_lo_00276
		Find the whole given the percent and the part.	smma_lo_00277
		Determine the percent (100 total items).	smma_lo_01713
		Express a fraction as a percent (denominator is 100).	smma_lo_01714
		R: Identify equivalent representations of numbers.	smma_lo_01114

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = (8/9) because 3/4 of 8/9 is 2/3. (In general (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each 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 with length 3/4 mi and area 1/2 square mi?	Divide fractions; simplify if necessary.	smma_lo_00487
		Divide a fraction by a mixed number; simplify if necessary.	smma_lo_00491
		Divide a whole number by a fraction.	smma_lo_00492
		Divide a mixed number by a whole number; simplify if necessary.	smma_lo_00502
		Divide fractions; simplify.	smma_lo_00512
		Divide a mixed number by a fraction; simplify if necessary.	smma_lo_01788
		Divide a mixed number by a fraction; simplify if necessary.	smma_lo_01789
		Divide a mixed number by a mixed number; simplify if necessary.	smma_lo_01790
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.	R: Multiply mixed numbers to determine the area of a rectangle or triangle; simplify if necessary.	smma_lo_00508
**Grade 6, Topic 1**		
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	Give the value of a number (1 to 10) raised to a power (1 to 5).	smma_lo_01098
		Match expressions with repeated factors to numbers in exponential form to create equations.	smma_lo_01100
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	Identify the expression that is a translation of the written phrase.	smma_lo_01759
		Write expressions that record operations with numbers and variables.	smma_lo_02056
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient).	smma_lo_02057

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas 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 = 6s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
		Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
		Evaluate the expression mx + c or mx - c.	smma_lo_01739
		Evaluate an expression within a context (multiplication).	smma_lo_01740
		Generate a table of values given a one-step rule.	smma_lo_01755
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	Identify an equivalent expression for a x (b + c) with variables.	smma_lo_00129
		Apply the properties of operations to generate equivalent expressions.	smma_lo_02059
		R: Use the commutative and associative properties of addition to find the missing number.	smma_lo_01090
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two 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.	Choose all expressions that are equivalent to a given expression.	smma_lo_02060
6.EE.B.6	Use variables to represent numbers and write expressions when solving a 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.	Write an expression to represent a real-world problem, using variables to represent numbers.	smma_lo_02062
Grade 6, Topic 2			
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two 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.	Choose all expressions that are equivalent to a given expression.	smma_lo_02060

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a 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 inequality true.	Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	smma_lo_02061
6.EE.B.6	Use variables to represent numbers and write expressions when solving a 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.	Write an expression to represent a real-world problem, using variables to represent numbers.	smma_lo_02062
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	Solve for a or c in a/b + c/b = d/b (sums 2/3 to 11/12).	smma_lo_00356
		Solve for a or b in a x b = c (products 6 x 2 to 9 x 12).	smma_lo_00357
		Solve for a or b in a ÷ b = c (combinations 2 ÷ 10 to 5 ÷ 12).	smma_lo_00359
		Solve for a or b in a ÷ b = c (combinations 6 ÷ 10 to 9 ÷ 12).	smma_lo_00361
		Solve for a or b in a x b = x (products 2 x 10 to 12 x 12).	smma_lo_00363
		Solve for a or b in a ÷ b = c (combinations 6 ÷ 20 to 9 ÷ 90, multiples of 10).	smma_lo_00365
		Solve for a or b in a x b = x (products 2 x 20 to 12 x 90, multiples of 10).	smma_lo_00366
		Solve for a or b in a + b = c (decimals to tenths, no regrouping).	smma_lo_00367
		Solve for a or b in a - b = c (decimals to tenths, regrouping).	smma_lo_00368
		Solve for a or b in a x b = c (products from 0.2 x 0.6 to 0.9 x 0.9).	smma_lo_00369
		Solve for a or b in a ÷ b = c (combinations 0.6 × 0.6 to 0.9 × 0.9).	smma_lo_00370
		Solve for a, b, or c in a × b/c = d/e (combinations to 12 × 12).	smma_lo_00371
		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 x 0.13 to 0.09 x 0.19).	smma_lo_00376
		Solve for x in ax = c in steps (products 4 x 4 to 9 x 10).	smma_lo_00380
		Complete the steps to solve for a in a ÷ b = c (combinations 4 × 4 to 9 × 10).	smma_lo_00381
		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 (division).	smma_lo_01692
		Solve a one-step equation in context (addition, two-digit whole numbers).	smma_lo_01743

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	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
		Solve for a, b, or c in a × b/c = d/e (combinations to 12 × 12).	smma_lo_01798
		Solve a one-step equation with decimals in context (addition and subtraction).	smma_lo_01799
		Solve a one-step equation (fractions, multiplication and division).	smma_lo_01847
		Solve a one-step equations (fractions, addition and subtraction).	smma_lo_01868
		R: Identify the one-step equation that is a translation of the written phrase within a context.	smma_lo_01813
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Write an inequality of the form x > c or x < c to represent a constraint in a real-world problem.	smma_lo_02064
		Write an inequality of the form x > c or x < c to represent a constraint in a real-world problem. Then represent the solution on a number line.	smma_lo_02065
Grade 6, Topic 3			
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Read the temperature on a thermometer to nearest degree (-10 to 10 degrees).	smma_lo_00804
		Read and interpret data in a table to determine the time it would take for skin to freeze.	smma_lo_01314
		Read and interpret data in a table to determine the time it would take for skin to freeze.	smma_lo_01315
		Use positive and negative numbers together to represent quantities having opposite directions or values.	smma_lo_02066
		R: Evaluate -(a + b), where 9 < a < 19, 1 < b < 9.	smma_lo_00127
		R: Read a thermometer to the nearest 10 degrees (Fahrenheit).	smma_lo_00768
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.		

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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	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Locate the missing integer on a number line (-3 to -12).	smma_lo_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.	smma_lo_02110
		R: Compare hundredths to multiples of ¼.	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°C > –7°C to express the fact that –3°C is warmer than –7°C.	Compare rational numbers in real-world contexts.	smma_lo_02109
		Complete statements of order for rational numbers in real-world contexts.	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.	smma_lo_01823
		Evaluate the absolute value of a number.	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 position pairs of integers and other rational numbers on a coordinate plane.	Locate the missing integer on a number line (-3 to -12).	smma_lo_00101
		Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01809
		Graph a set of ordered pairs from a table on a coordinate plane.	smma_lo_01810

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Standard	Standard Text	SM Skill Description	SM CATALOG
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
		Find distances between points with the same first coordinate or the same second coordinate by using coordinates and absolute value.	smma_lo_02113
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**		
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a 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 inequality true.	Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	smma_lo_02061
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem 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.	Identify an expression to describe the pattern generated by a table.	smma_lo_01741
		Complete a table given a two-step rule (single-digit whole numbers).	smma_lo_01750
		Complete a table given a two-step rule (whole numbers).	smma_lo_01751
		Generate a table of values given a two-step rule.	smma_lo_01756
		R: Complete an input/output table given a two-step rule; then plot the ordered pairs on coordinate grid.	smma_lo_01758
		R: Make a table and a graph when given a rule in the form y = ax or y = x + a.	smma_lo_02139
**Grade 6, Topic 6**		
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	Divide using the long division algorithm (three-digit number, two-digit divisor, remainder).	smma_lo_00304
		Extend an iterative pattern.	smma_lo_01754
		R: Estimate the quotient in a long division problem (three-digit dividend, two-digit divisor, remainder).	smma_lo_00301

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas 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 $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	Evaluate an expression within a context (multiplication).	smma_lo_01740
		Generate a table of values given a one-step rule.	smma_lo_01755
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	Solve for a or b in a ÷ b = c (combinations 0.6 × 0.6 to 0.9 × 0.9).	smma_lo_00370
		Complete the steps to solve for a in a ÷ b = c (combinations 4 × 4 to 9 × 10).	smma_lo_00381
		Identify related multiplication and division number sentences that can be used to solve a problem.	smma_lo_01080
		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 a one-step equation (fractions, multiplication and division).	smma_lo_01847
		Solve a one-step equations (fractions, addition and subtraction).	smma_lo_01868
		R: Identify the one-step equation that is a translation of the written phrase within a context.	smma_lo_01813
Grade 6, Topic 7			
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	Divide using the long division algorithm (three-digit number, two-digit divisor, remainder).	smma_lo_00304
		Extend an iterative pattern.	smma_lo_01754
		R: Estimate the quotient in a long division problem (three-digit dividend, two-digit divisor, remainder).	smma_lo_00301
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Align the decimal numbers for a vertical addition problem; then solve (to thousandths).	smma_lo_00226
		Align the decimal numbers for a vertical subtraction problem; then solve (to thousandths).	smma_lo_00228
		Align the decimal numbers in a vertical subtraction problem; then solve (decimals to thousandths).	smma_lo_00233
		Multiply decimals (to thousandths x hundredths).	smma_lo_00234
		Subtract decimals with regrouping (to ten-thousandths).	smma_lo_00243
		Multiply decimals (to ten-thousandths x ten-thousandths).	smma_lo_00244
		Move the decimal point in the divisor and dividend in a long division problem.	smma_lo_00247
		Divide a decimal by a whole number.	smma_lo_00248
		Move the decimal point in the divisor and dividend in a long division problem; then find the quotient.	smma_lo_00249

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Find a decimal number that is either greater than or less than two decimal numbers.	smma_lo_01118
		Add the decimal numbers provided on a data table.	smma_lo_01785
		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 letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	Identify the expression that is a translation of the written phrase.	smma_lo_01759
		Write expressions that record operations with numbers and variables.	smma_lo_02056
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas 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 $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
		Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
		Evaluate the expression mx + c or mx - c.	smma_lo_01739
		Evaluate an expression within a context (multiplication).	smma_lo_01740
		Generate a table of values given a one-step rule.	smma_lo_01755
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	Solve for a or b in a + b = c (decimals to tenths, no regrouping).	smma_lo_00367
		Solve for a or b in a - b = c (decimals to tenths, regrouping).	smma_lo_00368
		Solve for a or b in a x b = c (products from 0.2 x 0.6 to 0.9 x 0.9).	smma_lo_00369
		Solve for a or b in a ÷ 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 x 0.13 to 0.09 x 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

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	Solve a one-step equation with decimals in context (addition and subtraction).	smma_lo_01799
		R: Identify the one-step equation that is a translation of the written phrase within a context.	smma_lo_01813
Grade 6, Topic 8			
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	Given the prime factorization of two numbers, find the common multiple.	smma_lo_01108
		Find the greatest common factor for two to three numbers.	smma_lo_01110
		Find the least common multiple of two or three numbers.	smma_lo_01112
		R: Using a factor tree, find the prime factors of a number (2 to 32).	smma_lo_01087
		R: Identify a common factor of two numbers (4 to 81).	smma_lo_01088
		R: Identify the common multiples for two to three numbers (2 to 20).	smma_lo_01096
Grade 6, Topic 9			
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. 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."	Identify the ratio.	smma_lo_01712
		Write a ratio in three different forms.	smma_lo_01825
6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Find missing values in a table that represents a proportional relationship, and plot the pairs of values on the coordinate plane.	smma_lo_02115
		Complete a comparison statement based on the ratios in two tables.	smma_lo_02116
Grade 6, Topic 10			
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the 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."	Identify two unit rates for a given word problem.	smma_lo_02114
		Find the unit price of an item (products 2 x 6 to 25 x 32).	smma_lo_00830
6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Find missing values in a table that represents a proportional relationship, and plot the pairs of values on the coordinate plane.	smma_lo_02115
		Complete a comparison statement based on the ratios in two tables.	smma_lo_02116

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.RP.A.3b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	Solve time and distance problems (whole numbers).	smma_lo_00842
		Solve a proportion problem in context.	smma_lo_01284
		Given a rate and a model, find a distance.	smma_lo_01576
		Find the number of hours worked given the hourly rate and total earned.	smma_lo_01625
		Find the total money earned, given the number of hours worked and the hourly rate.	smma_lo_01630
6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Convert measurement units either by making a table or by multiplying by a unit rate.	smma_lo_02117
Grade 6, Topic 11			
6.RP.A.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Find a percent of a money amount ($0.80 to $10.80).	smma_lo_00270
		Find a percent of a number (the percent is greater than or equal to 100).	smma_lo_00275
		Find the percent given the whole and the part.	smma_lo_00276
		Find the whole given the percent and the part.	smma_lo_00277
		Determine the percent (100 total items).	smma_lo_01713
		Express a fraction as a percent (denominator is 100).	smma_lo_01714
		R: Identify equivalent representations of numbers.	smma_lo_01114
Grade 6, Topic 12			
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = (8/9) because 3/4 of 8/9 is 2/3. (In general (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each 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 with length 3/4 mi and area 1/2 square mi?	Divide fractions; simplify if necessary.	smma_lo_00487
		Divide a fraction by a mixed number; simplify if necessary.	smma_lo_00491
		Divide a whole number by a fraction.	smma_lo_00492
		Divide a mixed number by a whole number; simplify if necessary.	smma_lo_00502
		Identify the equivalent expression for a fraction, whole number, or a mixed numbers being divided by a fraction, a whole number, or a mixed number.	smma_lo_00511
		Divide fractions; simplify.	smma_lo_00512
		Divide a mixed number by a fraction; simplify if necessary.	smma_lo_01788
		Divide a mixed number by a fraction; simplify if necessary.	smma_lo_01789
		Divide a mixed number by a mixed number; simplify if necessary.	smma_lo_01790

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas 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 = 6s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
		Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
		Evaluate the expression mx + c or mx - c.	smma_lo_01739
		Evaluate an expression within a context (multiplication).	smma_lo_01740
		Generate a table of values given a one-step rule.	smma_lo_01755
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	Solve for a or c in a/b + c/b = d/b (sums 2/3 to 11/12).	smma_lo_00356
		Solve for a or b in a x b = c (products 6 x 2 to 9 x 12).	smma_lo_00357
		Solve for a or b in a x b = x (products 2 x 10 to 12 x 12).	smma_lo_00363
		Solve for a or b in a x b = x (products 2 x 20 to 12 x 90, multiples of 10).	smma_lo_00366
		Solve for a, b, or c in a × b/c = d/e (combinations to 12 × 12).	smma_lo_00371
		Solve for x in ax = c in steps (products 4 x 4 to 9 x 10).	smma_lo_00380
		Complete the steps to solve for a in a ÷ b = c (combinations 4 × 4 to 9 × 10).	smma_lo_00381
		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
		Solve for a, b, or c in a × b/c = d/e (combinations to 12 × 12).	smma_lo_01798
		Solve a one-step equation (fractions, multiplication and division).	smma_lo_01847
		Solve a one-step equations (fractions, addition and subtraction).	smma_lo_01868
		R: Identify the one-step equation that is a translation of the written phrase within a context.	smma_lo_01813

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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 vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Locate the missing integer on a number line (-3 to -12).	smma_lo_00101
		Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01809
		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 expressions that arise from formulas 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 $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
		Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
		Evaluate the expression mx + c or mx - c.	smma_lo_01739
		Evaluate an expression within a context (multiplication).	smma_lo_01740
		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 letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	Identify the expression that is a translation of the written phrase.	smma_lo_01759
		Write expressions that record operations with numbers and variables.	smma_lo_02056

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Standard	Standard Text	SM Skill Description	SM CATALOG
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas 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 $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	Given the value for the variable, evaluate an addition expression (sums 4 to 12).	smma_lo_01683
		Evaluate an expression with variables using substitution and a value chart (addition, sums to 18).	smma_lo_01685
		Evaluate the expression mx + c or mx - c.	smma_lo_01739
		Evaluate an expression within a context (multiplication).	smma_lo_01740
		Generate a table of values given a one-step rule.	smma_lo_01755
6.EE.B.6	Use variables to represent numbers and write expressions when solving a 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.	Write an expression to represent a real-world problem, using variables to represent numbers.	smma_lo_02062
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by 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 = l 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.	R: Identify geometric solids (prisms, pyramids, cones, or spheres).	smma_lo_00667
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Identify the set of faces for a geometric solid.	smma_lo_00664
		Identify the net for a geometric solid.	smma_lo_00675
		Identify the net that forms a three-dimensional solid.	smma_lo_01772
		Identify faces, edges, and vertices of solids.	smma_lo_00632
		Count the vertices, edges, or faces of a prism or pyramid.	smma_lo_00643
		Classify and sort three-dimensional solids based on attributes using formal geometric language.	smma_lo_02138
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.		

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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 number line, including dot plots, histograms, and box plots.	Graph and interpret rainfall data in a chart.	smma_lo_01328
6.SP.B.5c	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Find the average of 3 numbers.	smma_lo_00151
		Determine the mean of a data set of three to five customary weights or metric masses.	smma_lo_00836
		Identify the mode of a set of data.	smma_lo_01164
		Find the range of a set of data.	smma_lo_01166
		Identify the median of a data set with an odd number of items.	smma_lo_01168
		Identify the median of a data set with an even number of items and the two middle values are not equal.	smma_lo_01170
		Determine the range of a set of data represented in a line graph.	smma_lo_01176
		Determine the range, mean, median, and mode (one-digit numbers).	smma_lo_01210
		Determine the mode of a data set.	smma_lo_01719
		Determine the median of a data set.	smma_lo_01726
		Determine the mean of a data set.	smma_lo_01727
		Determine the range of a set of data.	smma_lo_01766
		Determine the median of a set of data.	smma_lo_01768
		R: Identify the median of a data set with an even number of items and the two middle values are equal.	smma_lo_01169
		R: Solve a problem in context by finding the average of three to seven numbers.	smma_lo_01619
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 number line, including dot plots, histograms, and box plots.	Find the five values (upper and lower extremes, median, and upper and lower quartiles) from a set of data that are needed to create a box-and-whiskers plot.	smma_lo_01199
		Identify the box-and-whiskers plot that matches a given set of data.	smma_lo_01201
		Identify data sets that match the data represented in a given box-and-whiskers plot.	smma_lo_01202
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Graph and interpret rainfall data in a chart.	smma_lo_01328
6.SP.B.5a	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.		

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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 relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Find the average of 3 numbers.	smma_lo_00151
		Determine a student's grade point average based on five grades.	smma_lo_00179
		Determine the mean of a data set of three to five customary weights or metric masses.	smma_lo_00836
		Identify the mode of a set of data.	smma_lo_01164
		Find the range of a set of data.	smma_lo_01166
		Identify the median of a data set with an odd number of items.	smma_lo_01168
		Identify the median of a data set with an even number of items and the two middle values are not equal.	smma_lo_01170
		Determine the range of a set of data represented in a line graph.	smma_lo_01176
		Determine the range, mean, median, and mode (one-digit numbers).	smma_lo_01210
		Determine the mode of a data set.	smma_lo_01719
		Determine the median of a data set.	smma_lo_01726
		Determine the mean of a data set.	smma_lo_01727
		Determine the range of a set of data.	smma_lo_01766
		Determine the median of a set of data.	smma_lo_01768
		R: Identify the median of a data set with an even number of items and the two middle values are equal.	smma_lo_01169
		R: Solve a problem in context by finding the average of three to seven numbers.	smma_lo_01619
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 6, Step Up to Grade 7			
7.NS.A.1b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Find the missing one-digit addend in a number sentence (positive or negative integers, sums are 0).	smma_lo_00102
		Find the sum of four integers when two are additive inverses (a, b, c, and d have absolute values 1 to 20).	smma_lo_00119
		Represent addition of integers on a number line.	smma_lo_02085

"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
7.NS.A.1c	Understand subtraction of rational numbers as adding the 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.	Represent subtraction of integers on a number line.	smma_lo_02152
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Multiply a negative integer by a positive integer (products -144 to -4).	smma_lo_00914
		Determine the sign of the products of two integers (one and two-digit integers).	smma_lo_00916
		Multiply a negative integer by a positive integer (products -(20 × 2) to -(90 × 9)).	smma_lo_00917
7.EE.B.4a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	Solve for a two-step equation in context.	smma_lo_01638
		Solve a two-step equation (integers).	smma_lo_01846
		Solve a one-step equation (decimals, multiplication and division).	smma_lo_01849
		Solve a two-step equation (fractions,	smma_lo_01850
		Solve a two-step equation (decimals).	smma_lo_01851
		R: Identify the two-step equation that is a	smma_lo_01814
		R: Identify the equation translated from a written phrase.	smma_lo_01852
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Find the circumference, given the length of the diameter or the radius (pi = 3.14).	smma_lo_00828
		Measure the diameter of a circle, and then determine the circumference.	smma_lo_01779
		Measure the radius of a circle, and then determine the circumference.	smma_lo_01780
		Measure the diameter of a circle, and then determine the area.	smma_lo_01781
		Measure the radius of a circle, and then determine the area.	smma_lo_01783
		Determine the most accurate representation of the circumference of a circle.	smma_lo_01784
		Given the radius, find the circumference of a circle within context.	smma_lo_01855
		Given the diameter, find the circumference of a	smma_lo_01856
		R: Identify parts of a circle (center, radius, and diameter).	smma_lo_00633
		R: Identify a part of a circle (center, radius, chord, or diameter).	smma_lo_00653

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