Pearson

SuccessMaker®

enVisionMATH Texas 2.0 Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

TX Standard	TX Standard Text	Item Description	Item ID
Grade K, Topic 1			
K.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.		
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	F: Find the next number in a sequence, counting by 1's (1 to 5).	smma_lo_00939
		F: Make a group with one to five objects.	smma_lo_00938
		Identify a set with the same number of objects as a given set (1 to 5 objects).	smma_lo_00922
K.2.B	The student is expected to read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	F: Enter the number shown (0 to 4).	smma_lo_00001
		F: Enter the number shown (1 to 5).	smma_lo_00932
		F: Find a missing number in a sequence, counting by 1's (1 to 5).	smma_lo_00940
		F: Identify a number from a spoken number (1 to 5).	smma_lo_00937
		F: Identify the group of objects that represent a number (1 to 5 objects).	smma_lo_00956
		Match objects to show a one-to-one correspondence (2 to 5 objects).	smma_lo_00921
K.2.C	The student is expected to count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	F: Count objects arranged in a row (1-5 objects).	smma_lo_00933
		F: Count objects not arranged in a row (1 to 5 objects).	smma_lo_00935
K.2.D	The student is expected to recognize instantly the quantity of a small group of objects in organized and random arrangements.	Count two sets of objects to find the total (sums 2 to 4).	smma_lo_00003
		Match a digit to a set with that number of objects (0 to 5).	smma_lo_00934
Grade K, Topic 2			
K.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.		
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	F: Find the next number in a sequence, counting by 1's (1 to 5).	smma_lo_00939
		F: Make a group with one to five objects.	smma_lo_00938
		Identify a set with the same number of objects as a given set (1 to 5 objects).	smma_lo_00922
K.2.E	The student is expected to generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	F: Make a group with one fewer object than a given group (1 to 5 objects).	smma_lo_00928
		F: Make a group with one more object than a given group (one to five objects).	smma_lo_00927
		F: Make a set with the same number of objects as a given set (1 to 5 objects).	smma_lo_00926
K.2.G	The student is expected to compare sets of objects up to at least 20 in each set using comparative language.	Identify a group with fewer objects than a given group (1 to 5 objects).	smma_lo_00924
		Identify a group with more objects than a given group (1 to 5 objects).	smma_lo_00923
Grade K, Topic 3			
K.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.		
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	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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K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	F: Find a missing number in a sequence, counting by 1's (1 to 9).	smma_lo_00960
		F: Find the next number in a sequence, counting by 1's (1 to 9).	smma_lo_00948
		F: Find the number that comes before a given number, counting by 1's (1 to 9).	smma_lo_00949
		F: Make a group with 6 to 9 objects.	smma_lo_00945
K.2.B	The student is expected to read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	F: Enter the number shown (1 to 9).	smma_lo_00942
		F: Enter the number shown (5 to 9).	smma_lo_00002
		Identify a number from a spoken number (6 to 9).	smma_lo_00944
		Identify a number, model, or word with the same value (1 to 9).	smma_lo_00965
K.2.C	The student is expected to count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	F: Count objects arranged in a row (one to nine objects).	smma_lo_00957
		Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	smma_lo_02092
		F: Count objects not arranged in a row (6 to 9 objects).	smma_lo_00943
		F: Count specific objects within a larger set (6 to 9 objects).	smma_lo_00958
K.2.I	The student is expected to compose and decompose numbers up to 10 with objects and pictures.	Given a number (1-9) of objects, determine how many more objects are needed to make a ten.	smma_lo_02017
		Decompose numbers 2–10 into pairs in more than one way by using objects.	smma_lo_02096
		Model the number that makes 10 when added to a given number from 1 to 9; then identify the number.	smma_lo_02097
Grade K, Topic 4			
K.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.		
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	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
		F: Find a missing number in a sequence, counting by 1's (1 to 9).	smma_lo_00960
		F: Find the next number in a sequence, counting by 1's (1 to 9).	smma_lo_00948
		F: Find the number that comes before a given number, counting by 1's (1 to 9).	smma_lo_00949
		F: Order four numbers from least to greatest (1 to 9).	smma_lo_00950
K.2.E	The student is expected to generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	F: Create a set with one fewer object than a given set (1 to 9 objects).	smma_lo_00955
		F: Create a set with one more object than a given set (1 to 9 objects).	smma_lo_00954
		F: Create a set with the same, more, or fewer number of objects than a given group (1 to 9 objects).	smma_lo_00953
		F: Make a group with one fewer object than a given group (1 to 5 objects).	smma_lo_00928
		F: Make a group with one fewer object than a given group (6 to 9 objects).	smma_lo_00931
		F: Make a group with one more object than a given group (one to five objects).	smma_lo_00927

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K.2.E	The student is expected to generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	F: Make a group with one more object than a given group (six to nine objects).	smma_lo_00930
		F: Make a group with the same number of objects as a given group (6 to 9 objects).	smma_lo_00929
		F: Make a set with the same number of objects as a given set (1 to 5 objects).	smma_lo_00926
		Identify whole numbers on a number line that satisfy the inequality (0 to 10).	smma_lo_01023
K.2.F	The student is expected to generate a number that is one more than or one less than another number up to at least 20.	Find a number that is one fewer or one greater than a given number (1 to 9).	smma_lo_00962
K.2.G	The student is expected to compare sets of objects up to at least 20 in each set using comparative language.	Identify a group with fewer objects than a given group (1 to 5 objects).	smma_lo_00924
		Identify a group with more objects than a given group (1 to 5 objects).	smma_lo_00923
		F: Identify a number that is greater than or less than a spoken number (1 to 9).	smma_lo_00946
		F: Identify the number with the greatest value (1 to 9).	smma_lo_00947
K.2.H	The student is expected to use comparative language to describe two numbers up to 20 presented as written numerals.	Identify two numbers within a range (1 to 9).	smma_lo_00963
Grade K, Topic 5			
K.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.		
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	F: Find a missing number in a sequence, counting by 1's (1 to 20).	smma_lo_00951
		F: Find a missing number in a sequence, counting by 1's (10 to 20).	smma_lo_00970
		F: Find the next number in a sequence, counting by 1's (1 to 9).	smma_lo_00948
		F: Find the number that comes before a given number, counting by 1's (1 to 9).	smma_lo_00949
		F: Make a group with 6 to 9 objects.	smma_lo_00945
		F: Order four numbers from least to greatest (1 to 9).	smma_lo_00950
K.2.B	The student is expected to read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	F: Enter the number shown (1 to 9).	smma_lo_00942
		Identify a number from a spoken number (6 to 9).	smma_lo_00944
		Identify a number, model, or word with the same value (1 to 9).	smma_lo_00965
K.2.C	The student is expected to count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	F: Count objects arranged in a row (one to nine objects).	smma_lo_00957
		Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	smma_lo_02092
		F: Count objects not arranged in a row (6 to 9 objects).	smma_lo_00943

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TX Standard	TX Standard Text	Item Description	Item ID
K.2.E	The student is expected to generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	F: Create a set with one fewer object than a given set (1 to 9 objects).	smma_lo_00955
		F: Create a set with one more object than a given set (1 to 9 objects).	smma_lo_00954
		F: Create a set with the same, more, or fewer number of objects than a given group (1 to 9 objects).	smma_lo_00953
		F: Make a group with one fewer object than a given group (6 to 9 objects).	smma_lo_00931
		F: Make a group with one more object than a given group (six to nine objects).	smma_lo_00930
		F: Make a group with the same number of objects as a given group (6 to 9 objects).	smma_lo_00929
		Identify whole numbers on a number line that satisfy the inequality (0 to 10).	smma_lo_01023
K.2.F	The student is expected to generate a number that is one more than or one less than another number up to at least 20.	Find a number that is one fewer or one greater than a given number (1 to 9).	smma_lo_00962
K.2.G	The student is expected to compare sets of objects up to at least 20 in each set using comparative language.	Identify a group with fewer objects than a given group (1 to 5 objects).	smma_lo_00924
		Identify a group with more objects than a given group (1 to 5 objects).	smma_lo_00923
		F: Identify the number with the greatest value (1 to 9).	smma_lo_00947
K.2.H	The student is expected to use comparative language to describe two numbers up to 20 presented as written numerals.	Identify two numbers within a range (1 to 9).	smma_lo_00963
Grade K, Topic 6			
K.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.		
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	F: Find a missing number in a sequence, counting by 1's (1 to 20).	smma_lo_00951
		F: Find a missing number in a sequence, counting by 1's (10 to 20).	smma_lo_00970
		F: Find the next number in a sequence, counting by 1's (1 to 9).	smma_lo_00948
		F: Find the number that comes before a given number, counting by 1's (1 to 9).	smma_lo_00949
		F: Make a group with 6 to 9 objects.	smma_lo_00945
		F: Order four numbers from least to greatest (1 to 9).	smma_lo_00950
K.2.B	The student is expected to read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	F: Enter the missing date on a calendar.	smma_lo_00700
		F: Enter the number shown (1 to 9).	smma_lo_00942
		Identify a number from a spoken number (6 to 9).	smma_lo_00944
		Identify a number, model, or word with the same value (1 to 9).	smma_lo_00965
K.2.C	The student is expected to count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	F: Count objects arranged in a row (one to nine objects).	smma_lo_00957
		F: Count objects not arranged in a row (6 to 9 objects).	smma_lo_00943

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K.2.F	The student is expected to generate a number that is one more than or one less than another number up to at least 20.	Find a number that is one fewer or one greater than a given number (1 to 9).	smma_lo_00962
K.2.G	The student is expected to compare sets of objects up to at least 20 in each set using comparative language.	Identify a group with fewer objects than a given group (1 to 5 objects).	smma_lo_00924
		Identify a group with more objects than a given group (1 to 5 objects).	smma_lo_00923
		F: Identify the number with the greatest value (1 to 9).	smma_lo_00947
Grade K, Topic 7			
K.3	Develop an understanding of addition and subtraction situations in order to solve problems.		
K.3.A	The student is expected to model the action of joining to represent addition and the action of separating to represent subtraction.	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
		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
		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 4 to 6).	smma_lo_00004
		Count two sets of objects to find the total (sums 6 to 10).	smma_lo_00006
		Identify a picture that represents an addition problem (sums 2 to 6).	smma_lo_01228
		Model and apply joining stories to solve problems (sums 1 to 9).	smma_lo_01863
		Write an addition number sentence to represent a picture (sums 1 to 9).	smma_lo_00036
K.3.B	The student is expected to solve word problems using objects and drawings to find sums up to 10 and differences within 10.	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
		F: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		Solve an addition problem in context (same objects, sums 2 to 5).	smma_lo_01540
Grade K, Topic 8			
K.3	Develop an understanding of addition and subtraction situations in order to solve problems.		
K.3.A	The student is expected to model the action of joining to represent addition and the action of separating to represent subtraction.	Identify the expression that represents a picture (minuends 2 to 9).	smma_lo_01414
		Subtract using basic math facts (minuends 0 to 5).	smma_lo_01416
		Subtract using basic math facts displayed horizontally (minuends 0 to 5).	smma_lo_01415
K.3.B	The student is expected to solve word problems using objects and drawings to find sums up to 10 and differences within 10.	Act out the solution to a subtraction problem in context (minuends 1 to 6).	smma_lo_01536
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01568
		Identify the expression that represents a subtraction problem in context (minuends 2 to 5).	smma_lo_01559
		F: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		F: Identify the picture that can be used to solve an addition or subtraction problem.	smma_lo_01255

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K.3.B	The student is expected to solve word problems using objects and drawings to find sums up to 10 and differences within 10.	F: Identify the picture that represents a subtraction problem in context (minuends 2 to 10).	smma_lo_01542
		Solve a problem in context by adding or subtracting 1.	smma_lo_01535
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	smma_lo_01411
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	smma_lo_01412
		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
		Solve a subtraction problem in context (minuends 2 to 5).	smma_lo_01545
		Subtract using basic math facts (minuends 2 to 10).	smma_lo_01413
Grade K, Topic 9			
K.2.A	The student is expected to count forward and backward to at least 20 with and without objects.	Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	smma_lo_02092
		F: Find the next number in a sequence, counting by 1's (1 to 9).	smma_lo_00948
		F: Make a group with 6 to 9 objects.	smma_lo_00945
		F: Make a group with one to five objects.	smma_lo_00938
K.2.B	The student is expected to read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	Identify a number from a spoken number (6 to 9).	smma_lo_00944
		Identify a number, model, or word with the same value (1 to 9).	smma_lo_00965
		F: Identify the group of objects that represent a number (1 to 5 objects).	smma_lo_00956
		Match objects to show a one-to-one correspondence (2 to 5 objects).	smma_lo_00921
K.2.C	The student is expected to count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	F: Count objects arranged in a row (1-5 objects).	smma_lo_00933
		F: Count objects arranged in a row (one to nine objects).	smma_lo_00957
		Count objects by pairing each object with one number 1 to 10; determine how many objects there are.	smma_lo_02092
		Count specific objects within a larger set (1 to 6 objects).	smma_lo_00936
K.4	The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.	Identify nickels or dimes.	smma_lo_00698
Grade K, Topic 10			
K.3.A	The student is expected to model the action of joining to represent addition and the action of separating to represent subtraction.	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
		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
		Count two set of objects to find the total (sums 2 to 5).	smma_lo_00005

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K.3.A	The student is expected to model the action of joining to represent addition and the action of separating to represent subtraction.	Count two sets of objects to find the total (sums 4 to 6).	smma_lo_00004
		Count two sets of objects to find the total (sums 6 to 10).	smma_lo_00006
		Identify the expression that represents a picture (minuends 2 to 9).	smma_lo_01414
		Model and apply joining stories to solve problems (sums 1 to 9).	smma_lo_01863
		Subtract using basic math facts (minuends 0 to 5).	smma_lo_01416
		Subtract using basic math facts displayed horizontally (minuends 0 to 5).	smma_lo_01415
		Write an addition number sentence to represent a picture (sums 1 to 9).	smma_lo_00036
K.3.B	The student is expected to solve word problems using objects and drawings to find sums up to 10 and differences within 10.	Act out the solution to a subtraction problem in context (minuends 1 to 6).	smma_lo_01536
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01568
		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 and solve the number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01562
		Identify the expression that represents a subtraction problem in context (minuends 2 to 5).	smma_lo_01559
		F: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	smma_lo_00321
		Solve a problem in context by adding or subtracting 1.	smma_lo_01535
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	smma_lo_01411
		Solve a subtraction problem in context (minuends 2 to 5).	smma_lo_01545
		Solve an addition problem in context (same objects, sums 2 to 5).	smma_lo_01540
		Subtract using basic math facts (minuends 2 to 10).	smma_lo_01413
Grade K, Topic 11			
K.5	Identify the pattern in the number word list.		
K.5.A	The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.	Find a missing number in a sequence, counting by 10's (two-digit, non multiples of 10).	smma_lo_00992
Grade K, Topic 12			
K.6	Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalization about their properties.		
K.6.A	The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	Identify a geometric figure (circle, triangle, rectangle, or square).	smma_lo_00531
		Identify circles or squares by name.	smma_lo_00529
		Identify circles or squares by name.	smma_lo_00544
		Identify the object modeled by a geometric figure.	smma_lo_00570
		F: Identify the rectangle with the same size and shape as a given rectangle.	smma_lo_00736
		Identify triangles or rectangles by name.	smma_lo_00530

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K.6.A	The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	Identify triangles or rectangles by name.	smma_lo_00546
		Match a geometric figure to its name (circle, triangle, square, or rectangle).	smma_lo_00568
K.6.D	The student is expected to identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	Count the corners (vertices) of a polygon (3 to 7 corners).	smma_lo_00596
		Count the number of sides in a polygon.	smma_lo_00586
		Identify corners (vertices) of polygons.	smma_lo_00589
		Identify figures with more or fewer than a given number of sides.	smma_lo_00587
		Identify the figure that has a different number of sides from a given figure.	smma_lo_00553
K.6.E	The student is expected to classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.	Identify shapes that are alike.	smma_lo_00549
		Identify the figure that is not of a given type (rectangle or triangle).	smma_lo_00571
		Identify the figure with a different shape.	smma_lo_00547
		Match a shape to a picture containing that shape.	smma_lo_00548
		Match geometric figures that have the same size and shape (simple figures).	smma_lo_00516
Grade K, Topic 13			
K.6	Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalization about their properties.		
K.6.A	The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	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
K.6.B	The student is expected to identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.	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
		Identify geometric solids (prisms, pyramids, cones, or spheres).	smma_lo_00668
K.6.C	The student is expected to identify two-dimensional components of three-dimensional objects.	Match the face of a geometric solid to a plane figure.	smma_lo_00518
K.6.E	The student is expected to classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.	Identify matching congruent geometric solids.	smma_lo_00567
		Identify shapes that are alike.	smma_lo_00549
		Identify similar three-dimensional figures.	smma_lo_00592
Grade K, Topic 14			
K.7	Directly compare measurable attributes.		
K.7.A	The student is expected to give an example of a measurable attribute of a given object, including length, capacity, and weight.	Identify the tool for a particular use (thermometer, scale, clock).	smma_lo_00761
		Estimate the height and width (2 to 5 nonstandard units).	smma_lo_00721
K.7.B	The student is expected to compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	Given 3 objects, identify the shortest or longest object.	smma_lo_00693
		Identify a pair of objects that are not the same size.	smma_lo_00692
		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 height.	smma_lo_00712

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K.7.B	The student is expected to compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	Identify the object that is a different length.	smma_lo_00709
		Identify the objects that are taller or shorter than a nonstandard unit.	smma_lo_00743
		Identify which familiar object is heavier.	smma_lo_00781
		Match amounts of liquid in containers (3 amounts).	smma_lo_00689
		Match objects of the same height (3 heights).	smma_lo_00687
		Match objects of the same length (3 lengths).	smma_lo_00688
Grade K, Topic 15			
K.8	Collect and organize data to make it useful for interpreting information.		
K.8.A	The student is expected to collect, sort, and organize data into two or three categories.		
K.8.B	The student is expected to use data to create real-object and picture graphs.	Label the categories of a vertical bar graph based on data from a table.	smma_lo_01138
K.8.C	The student is expected to draw conclusions from real-object and picture graphs.	Determine the most or the least from a horizontal or vertical pictograph (four to six items).	smma_lo_00135
		Read a pictograph (3 categories, 1 to 9 items per category).	smma_lo_01124
		Read and interpret a horizontal or vertical pictograph (four to six items).	smma_lo_00131
		Read and interpret a horizontal or vertical pictograph (six items).	smma_lo_00150
Grade K, Topic 16			
K.9	Manage one’s financial resources effectively for lifetime financial security.		
Grade K, Step Up to Grade 1			
1.3.B	The student is expected to use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = n; 3 + n = 7; and 5 = n - 3.	Use a picture to solve a missing addend problem (sums 2 to 6).	smma_lo_01232
1.5.B	The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	F: Find a missing number in a sequence, counting by 10's (10 to 100, visual support).	smma_lo_00971
		F: Find a missing number in a sequence, counting by 10's (10 to 100).	smma_lo_00981
1.5.D	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.	Write a number sentence for an addition problem (sums 2 to 10).	smma_lo_01230
		Write a number sentence for an addition problem (sums 2 to 5).	smma_lo_01229
1.2.B	The student is expected to use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	F: Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	smma_lo_00979
		Find the number of a set of objects (grouped tens and ones; two-digit).	smma_lo_00976
		Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02019
		Model the numbers from 11 to 19 with place value blocks.	smma_lo_02018
		Show a number using base-ten blocks (two-digit).	smma_lo_00978

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TX Standard	TX Standard Text	Item Description	Item ID
1.2.C	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.	F: Enter the number of tens for a given multiple of ten (10 to 90).	smma_lo_00975
1.2.E	The student is expected to use place value to compare whole numbers up to 120 using comparative language.	Identify the greatest or least number (two-digit).	smma_lo_00999
1.6.A	The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.	Match pictures with shapes that are alike.	smma_lo_00517
		Classify geometric figures by a shape attribute.	smma_lo_00576
1.6.D	The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	Identify a geometric figure (circle, triangle, rectangle, or square).	smma_lo_00531
		Identify circles or squares by name.	smma_lo_00529
		Identify circles or squares by name.	smma_lo_00544
		Identify shapes that are alike.	smma_lo_00549
		Identify triangles or rectangles by name.	smma_lo_00530
		Identify triangles or rectangles by name.	smma_lo_00546
1.6.E	The student is expected to identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.	Identify a geometric solid (cylinder, pyramid, or	smma_lo_00616
		Identify matching congruent geometric solids.	smma_lo_00568
		Match pictures that are identical.	smma_lo_00515
Grade 1, Topic 1			
1.3	Develop and use strategies for whole number addition and subtraction computations in order to solve		
1.3.B	The student is expected to use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = n; 3 + n = 7; and 5 = n - 3.	Use a picture to solve a missing addend problem (sums 2 to 6).	smma_lo_01232
1.5.D	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.	Solve an addition problem involving money (sums 3 to 9 cents).	smma_lo_01543
1.5.F	The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Find the missing addend in a number sentence.	smma_lo_00037
1.5.G	The student is expected to apply properties of operations to add and subtract two or three numbers.	Apply the Associative Property of Addition to add three numbers.	smma_lo_02135

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 1, Topic 2			
1.3	Develop and use strategies for whole number addition and subtraction computations in order to solve problems.		
1.3.B	The student is expected to use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = n; 3 + n = 7; and 5 = n - 3.	F: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
1.5.E	The student is expected to understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).	Determine if equations involving addition and subtraction are true or false.	smma_lo_02024
1.5.F	The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Complete fact families with four facts (sums 3 to 10).	smma_lo_00322
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01440
		Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01432
Grade 1, Topic 3			
1.3.C	The student is expected to compose 10 with two or more addends with and without concrete objects.	Given a number (1-9) of objects, determine how many more objects are needed to make a ten.	smma_lo_02017
		Model the number that makes 10 when added to a given number from 1 to 9; then identify the number.	smma_lo_02097
Grade 1, Topic 4			
1.3	Develop and use strategies for whole number addition and subtraction computations in order to solve problems.		
1.3.C	The student is expected to compose 10 with two or more addends with and without concrete objects.	Model the number that makes 10 when added to a given number from 1 to 9; then identify the number.	smma_lo_02097
1.3.D	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Create a fact family (addition and subtraction).	smma_lo_01857
		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
1.3.F	The student is expected to generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.	Add zero to a number (sums 1 to 9).	smma_lo_00035
1.5.G	The student is expected to apply properties of operations [as strategies] to add and subtract two or three numbers [such as if 2 + 3 = 5 is known, then 3 + 2 = 5].	Create a fact family (addition and subtraction).	smma_lo_01857
		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

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 1, Topic 5			
1.3	Develop and use strategies for whole number addition and subtraction computations in order to solve problems.		
1.3.C	The student is expected to compose 10 with two or more addends with and without concrete objects.	Model the number that makes 10 when added to a given number from 1 to 9; then identify the number.	smma_lo_02097
1.3.D	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Add 9 to a number (sums 10 to 18).	smma_lo_00045
		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
		Create a fact family (addition and subtraction).	smma_lo_01857
		Solve a subtraction problem by finding the missing addend.	smma_lo_02023
		Subtract two numbers by regrouping the numbers into a ten and some ones.	smma_lo_02026
		Use the Associative Property of Addition to add two numbers by regrouping the numbers into a ten and some ones.	smma_lo_02022
1.5.E	The student is expected to understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).	Determine if equations involving addition and subtraction are true or false.	smma_lo_02024
1.5.F	The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Complete fact families with four facts (sums 3 to 10).	smma_lo_00322
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01440
		Find the missing 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 0 to 9).	smma_lo_01432
		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
		Identify a missing number in an addition and subtraction fact family.	smma_lo_01035
		Identify the missing number (addend or sum) in an addition equation, for numbers 20 and less.	smma_lo_02010
		Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	smma_lo_02014
		Find the missing addend in a number sentence (sums 10 to 18).	smma_lo_00048

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 1, Topic 6			
1.3	Develop and use strategies for whole number addition and subtraction computations in order to solve problems.		
1.3.B	The student is expected to use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = n; 3 + n = 7; and 5 = n - 3.	Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	smma_lo_01239
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	smma_lo_01250
		F: Identify a picture that represents a subtraction problem (one or two-digit).	smma_lo_01244
		Solve a problem in context by finding a missing addend (three addends, sums to 20).	smma_lo_01574
		Solve an addition problem in context (three addends, sums 9 to 18).	smma_lo_01576
1.3.D	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	Add 9 to a number (sums 10 to 18).	smma_lo_00045
		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
		Create a fact family (addition and subtraction).	smma_lo_01857
		Solve a subtraction problem by finding the missing addend.	smma_lo_02023
		Use the Associative Property of Addition to add two numbers by regrouping the numbers into a ten and some ones.	smma_lo_02022
1.5.D	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.	F: Solve an addition problem with three addends in context (sums 3 to 10).	smma_lo_01557
		Write a number sentence for an addition problem (sums 2 to 10).	smma_lo_01230
		Write a number sentence for an addition problem (sums 2 to 5).	smma_lo_01229
1.5.E	The student is expected to understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).	Determine if equations involving addition and subtraction are true or false.	smma_lo_02024
1.5.F	The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Complete fact families with four facts (sums 3 to 10).	smma_lo_00322
		Find the missing addend in a number sentence (three addends, sums 1 to 9).	smma_lo_00052
		Find the missing addend in a number sentence (three addends, sums 10 to 19).	smma_lo_00066
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	smma_lo_01440
		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 0 to 9).	smma_lo_01432
		Find the missing subtrahend in a subtraction number sentence (minuends 10 to 14).	smma_lo_01446

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TX Standard	TX Standard Text	Item Description	Item ID
1.5.F	The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	Find the missing subtrahend in a subtraction number sentence (minuends 15 to 18).	smma_lo_01449
		Identify a missing number in an addition and subtraction fact family.	smma_lo_01035
		Identify the missing number (addend or sum) in an addition equation, for numbers 20 and less.	smma_lo_02010
		Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	smma_lo_02014
		Find the missing addend in a number sentence (sums 10 to 18).	smma_lo_00048
Grade 1, Topic 7			
1.5	Identify and apply number patterns within properties of numbers and operations in order to describe relationships.		
1.5.A	The student is expected to recite numbers forward and backward from any given number between 1 and 120.	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 (11 to 50).	smma_lo_00982
		Find a missing number in a sequence, counting by 1's (51 to 99).	smma_lo_00983
1.5.B	The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	F: Find a missing number in a sequence, counting by 10's (10 to 100, visual support).	smma_lo_00971
		F: Find a missing number in a sequence, counting by 10's (10 to 100).	smma_lo_00981
		F: Find a missing number in a sequence, counting by 2's (0 to 10).	smma_lo_00966
		F: Find a missing number in a sequence, counting by 5's (5 to 50).	smma_lo_01003
		F: Find a missing number in a sequence, counting up or down by 5's (two-digit).	smma_lo_01004
		Find the missing number in a sequence, counting by 5's or 10's.	smma_lo_01231
		F: Find the missing two-digit number in a sequence of odd or even numbers.	smma_lo_01002
Grade 1, Topic 8			
1.2.B	The student is expected to use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	F: Act out the problem to find the sum (basic facts).	smma_lo_01241
		F: Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	smma_lo_00979
		Find the number of a set of objects (grouped tens and ones; two-digit).	smma_lo_00976
		Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02019
		Model the numbers from 11 to 19 with place value blocks.	smma_lo_02018
		Show a number using base-ten blocks (two-digit).	smma_lo_00978

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TX Standard	TX Standard Text	Item Description	Item ID
1.2.C	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.	Enter how many tens and ones for a number (two-digit).	smma_lo_00980
		F: Enter the number equal to 1 to 9 tens.	smma_lo_00974
		F: Enter the number of tens for a given multiple of ten (10 to 90).	smma_lo_00975
		F: Find a number equal to 2 to 9 ones.	smma_lo_00972
		Identify a written number from a spoken number (two-digit).	smma_lo_00977
1.3.A	The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.	Add 10 to a number (sums 11 to 19).	smma_lo_00038
		Add a multiple of 10 and a one-digit number displayed horizontally (sums 11 to 99).	smma_lo_00040
Grade 1, Topic 9			
1.2.B	The student is expected to use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	Find the number of a set of objects (grouped tens and ones; two-digit).	smma_lo_00976
		Model multiples of 10 (from 10 to 90) with place value blocks.	smma_lo_02019
		Show a number using base-ten blocks (two-digit).	smma_lo_00978
1.2.C	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.	F: Enter the number equal to 1 to 9 tens.	smma_lo_00974
		F: Enter the number of tens for a given multiple of ten (10 to 90).	smma_lo_00975
		F: Find a number equal to 2 to 9 ones.	smma_lo_00972
1.5	Identify and apply number patterns within properties of numbers and operations in order to describe relationships.		
1.5.A	The student is expected to recite numbers forward and backward from any given number between 1 and 120.	Find a missing number in a sequence, counting by 1's (51 to 99).	smma_lo_00983
1.5.B	The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	F: Find a missing number in a sequence, counting by 10's (10 to 100, visual support).	smma_lo_00971
		F: Find a missing number in a sequence, counting by 10's (10 to 100).	smma_lo_00981
		F: Find a missing number in a sequence, counting by 2's (0 to 10).	smma_lo_00966
		F: Find a missing number in a sequence, counting by 5's (5 to 50).	smma_lo_01003
		F: Find a missing number in a sequence, counting up or down by 5's (two-digit).	smma_lo_01004
		Find the missing number in a sequence, counting by 5's or 10's.	smma_lo_01231
		F: Find the missing two-digit number in a sequence of odd or even numbers.	smma_lo_01002
Grade 1, Topic 10			
1.2	Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.		
1.2.D	The student is expected to generate a number that is greater than or less than a given whole number up to 120.	Find two numbers within a range (two-digit).	smma_lo_00998
		Find two numbers when given place value clues (two-digit).	smma_lo_01049

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TX Standard	TX Standard Text	Item Description	Item ID
1.2.E	The student is expected to use place value to compare whole numbers up to 120 using comparative language.	Identify the greatest or least number (two-digit).	smma_lo_00999
		F: Identify the value that is greater than one number and less than another in context.	smma_lo_01554
1.2.G	The student is expected to represent the comparison of two numbers to 100 using the symbols >, <, or =.	Compare numbers using < or > symbols (1 to 19).	smma_lo_00325
		Compare numbers using < or > symbols (20 to 99).	smma_lo_00328
		Identify two numbers that make an inequality true (two-digit).	smma_lo_00997
1.5	Identify and apply number patterns within properties of numbers and operations in order to describe relationships.		
1.5.C	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	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			
1.4	Identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.		
1.4.A	The student is expected to identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.	Find equivalence of nickels and dimes (1 to 5 dimes).	smma_lo_00738
		Identify the coin equivalent to 5, 10, or 25 pennies.	smma_lo_00727
		Identify the coin worth 1, 5, 10, or 25 cents.	smma_lo_00702
		Enter the amount of money shown (10 to 19 cents in pennies, nickels, and dimes).	smma_lo_00722
		Enter the amount of money shown (11 to 50 cents in pennies and dimes).	smma_lo_00715
1.4.B	The student is expected to write a number with the cent symbol to describe the value of a coin.	Determine the number of cents in 1 to 100 pennies, 1 to 20 nickels, or 1 to 10 dimes.	smma_lo_00143
1.4.C	The student is expected to use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.		
1.5.B	The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	F: Find a missing number in a sequence, counting by 10's (10 to 100, visual support).	smma_lo_00971
		F: Find a missing number in a sequence, counting by 10's (10 to 100).	smma_lo_00981
		F: Find a missing number in a sequence, counting by 2's (0 to 10).	smma_lo_00966
		F: Find a missing number in a sequence, counting by 5's (5 to 50).	smma_lo_01003
		F: Find a missing number in a sequence, counting up or down by 5's (two-digit).	smma_lo_01004
		Find the missing number in a sequence, counting by 5's or 10's.	smma_lo_01231

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 1, Topic 12			
1.6	Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.		
1.6.A	The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.	Match pictures with shapes that are alike.	smma_lo_00517
		Classify geometric figures by a shape attribute.	smma_lo_00576
1.6.B	The student is expected to distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.	Sort two-dimensional and three-dimensional shapes.	smma_lo_01677
1.6.C	The student is expected to create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.	Connect points on a geoboard to copy a figure.	smma_lo_00611
1.6.D	The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	Identify a geometric figure (circle, triangle, rectangle, or square).	smma_lo_00531
		Identify circles or squares by name.	smma_lo_00529
		Identify circles or squares by name.	smma_lo_00544
		Identify shapes that are alike.	smma_lo_00549
		Identify triangles or rectangles by name.	smma_lo_00530
		Identify triangles or rectangles by name.	smma_lo_00546
1.6.E	The student is expected to identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.	Identify a geometric solid (cylinder or rectangular prism).	smma_lo_00616
		Identify matching congruent geometric solids.	smma_lo_00567
		Identify faces, edges, and vertices of solids.	smma_lo_00632
1.6.F	The student is expected to compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	Identify puzzle pieces needed to make a given shape, and then complete the puzzle (4 to 6 pieces).	smma_lo_00564
Grade 1, Topic 13			
1.6.G	The student is expected to partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.	Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
		F: Count the number of equal parts in a fractional model (2 to 8 parts).	smma_lo_00402
		Identify the model that is divided into equal parts (2 to 8 parts).	smma_lo_00400
1.6.H	The student is expected to identify examples and non-examples of halves and fourths.	Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	smma_lo_00403
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	smma_lo_00409

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 1, Topic 14			
1.7	Select and use units to describe length and time.		
1.7.B	The student is expected to illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	Identify the group of objects that is 1 to 5 nonstandard units long or tall.	smma_lo_00701
		Count to find how long or tall (2 to 9 nonstandard units).	smma_lo_00705
		Find the height (2 to 9 nonstandard units).	smma_lo_00710
		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
		Identify an object given the height and width in nonstandard units.	smma_lo_00725
		Measure the length of an object (2 to 7 nonstandard units).	smma_lo_00777
		F: Find the distance between two objects (2 to 8 nonstandard units).	smma_lo_00732
1.7.E	The student is expected to tell time to the hour and half hour using analog and digital clocks.	F: Identify the hour or minute hand of a clock.	smma_lo_00697
		Tell time to the half-hour using an analog clock.	smma_lo_00724
		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
Grade 1, Topic 15			
1.8	Organize data to make it useful for interpreting information and solving problems.		
1.8.A	The student is expected to collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.	Collect, tally, and graph the results generated by a spinner.	smma_lo_01144
1.8.B	The student is expected to use data to create picture and bar-type graphs.	Create a vertical bar graph from a table and interpret data in the graph.	smma_lo_01130
		Label the categories of a vertical bar graph based on data from a table.	smma_lo_01138
		Create a bar graph using data from a chart of values.	smma_lo_01696
		Create a bar graph.	smma_lo_01769
1.8.C	The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.	Determine the most or the least from a horizontal or vertical pictograph (four to six items).	smma_lo_00135
		Read a pictograph (3 categories, 1 to 9 items per category).	smma_lo_01124
		Read and interpret a horizontal or vertical pictograph (four to six items).	smma_lo_00131
		Read and interpret a horizontal or vertical pictograph (six items).	smma_lo_00150
		Read and interpret data about tree growth from a bar graph.	smma_lo_01302

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 1, Topic 16			
1.9	Manage one's financial resources effectively for lifetime financial security.		
Grade 1, Step Up to Grade 2			
2.2	The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.		
2.2.B	The student is expected to use standard, word, and expanded forms to represent numbers up to 1,200.	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
		Identify the word name for a three-digit number.	smma_lo_01009
2.2.D	The student is expected to use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	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_01021
		Identify the greatest or least number (three-digit).	smma_lo_01019
2.4.B	The student is expected to add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Add two addends (one- and two-digit addends, sums 11 to 99, no regrouping).	smma_lo_00033
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	smma_lo_00064
		Subtract 10 from a two-digit number (student choice, minuends 11 to 19).	smma_lo_01441
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	smma_lo_01442
		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
2.6	The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.		

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 2, Topic 1			
2.4	Develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.		
2.4.A	The student is expected to recall basic facts to add and subtract within 20 with automaticity.	Add doubles (sums 2 to 18).	smma_lo_00017
		Add doubles (sums 4 to 18).	smma_lo_00019
		Add three addends (one-digit addends, sums 10 to 19).	smma_lo_00032
		Add three addends (one-digit addends, sums 11 to 19).	smma_lo_00031
		Add three addends (sums 2 to 5).	smma_lo_00026
		Add three addends (sums 6 to 10).	smma_lo_00028
		Add three addends displayed horizontally (sums 6 to 10).	smma_lo_00029
		Add two addends (one-digit addends, sums 6 to 10).	smma_lo_00016
		Add two addends (sums 10 to 18).	smma_lo_00041
		Add two addends (sums 6 to 10).	smma_lo_00012
		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 (addends 0 to 5, sums 1 to 5).	smma_lo_00014
		Add using basic math facts (sums 1 to 18).	smma_lo_00024
		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 displayed horizontally (sums 10 to 18).	smma_lo_00042
		Add using basic math facts displayed horizontally (sums 6 to 10).	smma_lo_00013
		Add 1- and 2-digit addends (sums 11-19, audio presentation).	smma_lo_00039
Grade 2, Topic 2			
2.4	Develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.		
2.4.A	The student is expected to recall basic facts to add and subtract within 20 with automaticity.	Add two addends (one-digit addends, sums 6 to 10).	smma_lo_00016
		Add two addends (sums 10 to 18).	smma_lo_00041
		Add using basic math facts (sums 1 to 18).	smma_lo_00024
		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 displayed horizontally (sums 10 to 18).	smma_lo_00042
		Add using basic math facts displayed horizontally (sums 6 to 10).	smma_lo_00013
		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 11 to 18, subtrahends 1 to 9).	smma_lo_01436
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	smma_lo_01435

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TX Standard	TX Standard Text	Item Description	Item ID
2.4.A	The student is expected to recall basic facts to add and subtract within 20 with automaticity.	Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	smma_lo_01434
		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
		Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	smma_lo_01433
		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
		Use guess and check to solve an addition and subtraction problem (basic facts).	smma_lo_01240
Grade 2, Topic 3			
2.2	Understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.		
2.2.A	The student is expected to use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	F: Enter a three-digit number in a place-value chart (base-ten block models, three-digit).	smma_lo_01013
		Enter a three-digit number in a place-value chart (base-ten block models, three-digit).	smma_lo_01025
		F: Find a number equal to 1 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	smma_lo_01015
		F: Identify the number represented by a set of objects (pictorial models of hundreds, tens, and ones; three-digit).	smma_lo_01010
		F: Use base-ten blocks to show a number (three-digit).	smma_lo_01012
2.2.B	The student is expected to use standard, word, and expanded forms to represent numbers up to 1,200.	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
		Identify the number, model, word name, or expanded notation that has a different value (three-digit).	smma_lo_01018
		Identify the word name for a three-digit number.	smma_lo_01009
Grade 2, Topic 4			
2.2	Understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.		
2.2.C	The student is expected to generate a number that is greater than or less than a given whole number up to 1,200.	Find a number between two given numbers (1 to 999).	smma_lo_01020
2.2.D	The student is expected to use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	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_01021
		Identify the greatest or least number (three-digit).	smma_lo_01019
2.2.F	The student is expected to name the whole number that corresponds to a specific point on a number line.	Enter a number on a partially numbered number line (100 to 999).	smma_lo_01037
		Find a missing number for a point on a number line (two-digit).	smma_lo_00996

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 2, Topic 5			
2.4	Develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.		
2.4.B	The student is expected to add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Add two addends (one- and two-digit addends, sums 11 to 99, no regrouping).	smma_lo_00033
		Add three addends (two-digit addends, sums 33 to 99, no regrouping).	smma_lo_00056
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	smma_lo_00064
		Subtract 10 from a two-digit number (student choice, minuends 11 to 19).	smma_lo_01441
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	smma_lo_01442
		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
2.4.C	The student is expected to solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	Act out the solution to multi-step problem in context (addends, minuends 1 to 4).	smma_lo_01538
Grade 2, Topic 6			
2.4.B	The student is expected to add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Add two addends (one- and two-digit addends, sums 11 to 99, no regrouping).	smma_lo_00033
		Add two addends displayed horizontally (one- and two-digit addends, sums 11 to 99).	smma_lo_00049
		Add two addends (student choice, a one-digit and a two-digit addend, sums 20 to 98, regrouping).	smma_lo_00054
		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 (two-digit addends, sums 33 to 99, no regrouping).	smma_lo_00056
		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
		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
2.4.C	The student is expected to solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	smma_lo_01556
		Solve an addition problem in context (extra information, sums to 50, no regrouping).	smma_lo_01567

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 2, Topic 7			
2.4	Develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.		
2.4.B	The student is expected to add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	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
		Find the difference between two numbers (two-digit, presented as a sentence)	smma_lo_01000
		F: Subtract (minuends 11 to 19, subtrahends 1 to 9, no regrouping).	smma_lo_01445
		F: Subtract (minuends 20 to 98, subtrahends 1 to 9, regrouping).	smma_lo_01465
		F: Subtract (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	smma_lo_01450
		F: Subtract (student choice, minuends 21 to 95, subtrahends 1 to 9, no regrouping).	smma_lo_01428
		Subtract (student choice, minuends 21 to 99, no regrouping).	smma_lo_01454
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	smma_lo_01442
		Subtract 10 from a two-digit number (student choice, minuends 11 to 19).	smma_lo_01441
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	smma_lo_01452
		F: Subtract two numbers displayed horizontally (counting up strategy, minuends 21 to 98, subtrahends 2 to 9, regrouping).	smma_lo_01462
		F: 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_01463
Grade 2, Topic 8			
2.4.C	The student is expected to solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	Add two addends (100 and a three-digit number, sums 200 to 900).	smma_lo_00057
		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, three-digit addends, sums 200 to 998, regrouping).	smma_lo_00061
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	smma_lo_00071
		Add two addends (student choice, three-digit addends, sums 300 to 989, no regrouping).	smma_lo_00081
		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping).	smma_lo_00085
Grade 2, Topic 9			
2.6	Connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.		

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 2, Topic 10			
2.5	Determine the value of coins in order to solve monetary transactions.		
2.5.A	The student is expected to determine the value of a collection of coins up to one dollar.	Determine the number of cents in 1 to 100 pennies, 1 to 20 nickels, or 1 to 10 dimes.	smma_lo_00143
		Enter the amount of money shown (1 to 5 cents in pennies).	smma_lo_00699
		Enter the amount of money shown (10 to 19 cents in pennies, nickels, and dimes).	smma_lo_00722
		Enter the amount of money shown (10 to 99 cents).	smma_lo_00760
		Enter the amount of money shown (11 to 50 cents in pennies and dimes).	smma_lo_00715
		Identify the given amount of money in coins (5 to 50 cents in nickels and dimes).	smma_lo_00740
		Identify the set of coins that has greater value (16 to 75 cents in pennies, nickels, dimes, and quarters).	smma_lo_00765
		Show another way to represent an amount of money (10 to 24 cents in pennies, nickels, and dimes).	smma_lo_00745
		Show the given amount of money in coins (25 to 90 cents in pennies, nickels, dimes, and quarters).	smma_lo_00778
Grade 2, Topic 11			
2.7	Identify and apply number patterns within properties of numbers and operations in order to describe relationships.		
2.7.A	The student is expected to determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	Identify the expression whose sum is odd or even (basic facts).	smma_lo_01053
2.7.C	The student is expected to represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	Find the missing addend in a number sentence (multiples of 10, sums 100 to 180).	smma_lo_00074
		F: 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
		F: Find the missing minuend in a number sentence (minuends 21 to 99).	smma_lo_01478
		F: Find the missing minuend in a subtraction number sentence (minuends 10 to 99, no regrouping).	smma_lo_01486
		F: Find the missing subtrahend in a number sentence (minuends 10 to 99).	smma_lo_01480
		F: Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	smma_lo_01470
		Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	smma_lo_01060
		Solve a one-step equation (addition, sums to 100).	smma_lo_01686
		Subtract (student choice, minuends and subtrahends 110 to 999).	smma_lo_01460

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 2, Topic 12			
2.3	Recognize and represent fractional units and communicates how they are used to name parts of a whole.		
2.3.A	The student is expected to partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	Draw one to two segments to divide a figure into two to four congruent parts.	smma_lo_00640
		F: Count the number of equal parts in a fractional model (2 to 8 parts).	smma_lo_00402
		F: Identify the figure divided into equal parts (halves to eighths).	smma_lo_00417
		F: Identify the model that is divided into equal parts (2 to 8 parts).	smma_lo_00400
2.3.B	The student is expected to explain that the more fractional parts used to make a whole, the smaller the part; the fewer the fractional parts, the larger the part.	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
2.3.D	The student is expected to identify examples and non-examples of halves, fourths, and eighths.	Identify the figure divided into equal parts (halves to eighths).	smma_lo_00417
		Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
Grade 2, Topic 13			
2.8	Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.		
2.8.A	The student is expected to create two-dimensional shapes based on given attributes, including number of sides and vertices.	Identify the set of vertices on a grid can be connected to form a figure (triangle, quadrilateral, rectangle, or square).	smma_lo_00625
2.8.B	The student is expected to classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.	Classify and sort three-dimensional solids based on attributes using formal geometric language.	smma_lo_02138
2.8.C	The student is expected to classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.	Identify polygons and circles (pentagons, hexagons, octagons, parallelograms).	smma_lo_00627
Grade 2, Topic 14			
2.9	Select and use units to describe length, area, and time.		
2.9.B	The student is expected to describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.	Measure the length of an object in cm and inches; relate the two measurements to the sizes of the units.	smma_lo_02003
2.9.D	The student is expected to determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.	Measure the length of an object in centimeters or inches (whole numbers).	smma_lo_00785
		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 centimeter (4 to 12 centimeters).	smma_lo_00762
		Measure the length of an object to the nearest inch (1 to 6 inches).	smma_lo_00755

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TX Standard	TX Standard Text	Item Description	Item ID
2.9.D	The student is expected to determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.	Measure the length of an object to the nearest inch (2 to 6 inches).	smma_lo_00703
		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
2.9.E	The student is expected to determine a solution to a problem involving length, including estimating lengths.	Identify an object given the estimated height and width in customary units.	smma_lo_00728
		Identify the reasonable length of an object (inches, feet, and yards).	smma_lo_00780
2.9.F	The student is expected to use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.	Count squares to find the area (2 to 8 units).	smma_lo_00706
		Find the area of a rectangle (5 to 25 square centimeters).	smma_lo_00773
		Find the area of an irregular figure displayed on a grid (12 to 50 square units).	smma_lo_01280
		Identify a figure with a given area on a geoboard (4 to 15 square units).	smma_lo_00802
2.9.G	The student is expected to read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	Identify another way to state the time (minutes before or after the hour).	smma_lo_00779
		Match digital times with descriptions (e.g., quarter to or quarter past).	smma_lo_00806
		Set the digital clock to match the time on the analog clock to the exact minute.	smma_lo_01670
		Show time to 5-minute intervals using digital and analog clocks.	smma_lo_00744
		Show time to the minute using digital and analog clocks.	smma_lo_00771
Grade 2, Topic 15			
2.10	Organize data to make it useful for interpreting information and solving problems.		
2.10.A	The student is expected to explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.	Interpret the shorter or taller bar of a vertical bar graph as having fewer or more items.	smma_lo_01131
		Identify the two-column vertical bar graph that shows one category has fewer than, the same number as, or more than the other category.	smma_lo_01133
		F: Identify the table that represents the data in a vertical bar graph.	smma_lo_01136
2.10.B	The student is expected to organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.	Create a bar graph using data from a chart of values.	smma_lo_01696
		Create a vertical bar graph from a table and interpret data in the graph.	smma_lo_01130
		Identify a vertical bar graph that represents data in a table.	smma_lo_01134
		Label the categories of a vertical bar graph based on data from a table.	smma_lo_01138

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TX Standard	TX Standard Text	Item Description	Item ID
2.10.C	The student is expected to write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	Read and interpret a horizontal or vertical pictograph (four to six items).	smma_lo_00138
2.10.D	The student is expected to draw conclusions and make predictions from information in a graph.	Analyze a bar graph to find the number of bars that fall within a given range.	smma_lo_01154
		Identify the number of categories in a vertical bar graph that are less than, equal to, and greater than a given value.	smma_lo_01148
		Identify the vertical bar graph that shows a strictly increasing or decreasing trend.	smma_lo_01135
		Read a bar graph and answer questions about tree growth over time.	smma_lo_01304
		Read and interpret a horizontal or vertical pictograph (four to six items).	smma_lo_00138
		Read and interpret data about tree growth from a bar graph.	smma_lo_01302
Grade 2, Topic 16			
2.11	Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.		
Grade 2, Step Up to Grade 3			
3.2.A	The student is expected to compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.	Enter the number for a word name (1000 to 9999).	smma_lo_01065
		F: Find a number equal to 1 to 9 hundreds.	smma_lo_01007
		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
		Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	smma_lo_01008
		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
		Identify the expanded notation of a four-digit number.	smma_lo_01038
		Show a four-digit number with base-ten blocks.	smma_lo_01032
3.2.D	The student is expected to compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.	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
3.4.A	The student is expected to solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	Add two multiples of 100 (student choice, sums 200 to 900).	smma_lo_00046
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	smma_lo_00061
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	smma_lo_00071
		Add two addends (student choice, three-digit addends, sums 300 to 989, no regrouping).	smma_lo_00081
		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping).	smma_lo_00085
		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

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TX Standard	TX Standard Text	Item Description	Item ID
3.4.A	The student is expected to solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	Subtract a three-digit multiple of 10 from a number (student choice, minuends 222 to 999, no regrouping).	smma_lo_01458
		Subtract a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	smma_lo_01492
		Subtract two multiples of 10 (minuends 100 to 180, subtrahends 10 to 90).	smma_lo_01448
		Subtract two multiples of 100 (student choice, minuends 200 to 900, subtrahends 100 to 800).	smma_lo_01447
3.3.A	The student is expected to represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	F: Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
		Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	smma_lo_00403
		Enter the fraction representing the shaded amount (halves to eighths).	smma_lo_00422
		Identify a fraction representing the shaded part (halves to eighths).	smma_lo_00421
		Identify a fraction that represents a model (halves, thirds, fourths).	smma_lo_00405
		Identify a model that represents a fraction (halves, thirds, fourths).	smma_lo_00404
		Identify the figure showing a fraction of a region shaded (halves to eighths).	smma_lo_00420
		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 set of shapes that represents a fraction (halves, thirds, fourths).	smma_lo_00406
		Model a fraction a/b by filling in a out of b sections in a fraction model.	smma_lo_02034
3.3.C	The student is expected to explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number.		

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 1			
3.2	Represent and compare whole numbers understand relationships related to place value.		
3.2.A	The student is expected to compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.	Enter the number for a word name (1000 to 9999).	smma_lo_01065
		F: Find a number equal to 1 to 9 hundreds.	smma_lo_01007
		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
		Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	smma_lo_01008
		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
		Identify the expanded notation of a four-digit number.	smma_lo_01038
		Show a four-digit number with base-ten blocks.	smma_lo_01032
3.2.C	The student is expected to represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.	Round a three-digit number to the nearest hundred.	smma_lo_01036
		Round a three-digit number to the nearest hundred.	smma_lo_01650
		Round a three-digit number to the nearest hundred.	smma_lo_01651
		Round a three-digit number to the nearest hundred.	smma_lo_01652
		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_01028
		Round a two-digit number to the nearest ten.	smma_lo_01649
		Round a two-digit or three-digit number to the nearest ten.	smma_lo_01059
		Round two-digit numbers to the nearest ten.	smma_lo_01647
3.2.D	The student is expected to compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.	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
3.4.C	The student is expected to determine the value of a collection of coins and bills.	Determine the value of a combination of nickels, dimes, and quarters (values to $5.00).	smma_lo_00165
		Identify the number of dollars and dimes that represent a given amount ($1.10 to $3.50).	smma_lo_00180
		Write the value of a set of dimes in dollar form ($1.10 to $3.90).	smma_lo_00183
		Show a decimal money amount in dollars and coins ($1.00 to $5.00).	smma_lo_00774
		Write the value of a set of coins as a decimal amount ($1.00 to $3.20).	smma_lo_00784

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 2			
3.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
3.4.A	The student is expected to solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	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
		Add two multiples of 10 displayed horizontally (sums 20 to 90).	smma_lo_00044
		Add two multiples of 100 (student choice, sums 200 to 900).	smma_lo_00046
		Add two addends displayed horizontally (one- and two-digit addends, sums 11 to 99).	smma_lo_00049
		Add two addends (student choice, two-digit addends, sums 100 to 189, regrouping 10's to 100's).	smma_lo_00053
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	smma_lo_00061
		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
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	smma_lo_00071
		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, three-digit addends, sums 210 to 999, regrouping).	smma_lo_00085
		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 a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	smma_lo_01492
		Subtract two multiples of 10 (minuends 100 to 180, subtrahends 10 to 90).	smma_lo_01448
		Subtract two multiples of 100 (student choice, minuends 200 to 900, subtrahends 100 to 800).	smma_lo_01447
3.4.B	The student is expected to round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.	Determine the reasonableness of a sum or difference (two- and three-digit numbers).	smma_lo_01259
		Estimate the difference (three-digit, differences 100 to 800).	smma_lo_01676
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	smma_lo_01615
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	smma_lo_01621
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	smma_lo_01675

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TX Standard	TX Standard Text	Item Description	Item ID
3.4.B	The student is expected to round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.	Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	smma_lo_01580
Grade 3, Topic 3			
3.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
3.4.A	The student is expected to solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	Add three addends (two-digit addends, sums 33 to 99, no regrouping).	smma_lo_00056
		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 three addends (student choice, two-digit addends, sums 100 to 199, regrouping from tens to hundreds place).	smma_lo_00060
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	smma_lo_00061
		Add three addends displayed horizontally (one-digit addends, sums 20 to 27).	smma_lo_00062
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	smma_lo_00071
		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping).	smma_lo_00085
		Add three addends (student choice, two-digit addends, sums 40 to 297, regrouping).	smma_lo_00095
		Find the difference of two three-digit numbers (no regrouping).	smma_lo_01469
		Find the difference of two three-digit numbers (student choice, no regrouping).	smma_lo_01477
		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
		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 three-digit numbers.	smma_lo_01467
		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
		Subtract (student choice, minuends and subtrahends 110 to 999).	smma_lo_01460
		Subtract a three-digit multiple of 10 from a number (student choice, minuends 222 to 999, no regrouping).	smma_lo_01458

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 4			
3.4.D	The student is expected to determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10.	Use repeated addition to multiply (products 2 x 2 to 5 x 5).	smma_lo_00852
3.4.E	The student is expected to represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.	Create arrays for a given product (products 6 to 30).	smma_lo_01859
		F: Find the missing numbers on a number line counting by 3's or 9's (3 to 81).	smma_lo_01034
		Identify four arrays for a given product (products 6 to 30).	smma_lo_01858
		Make a picture to solve a multiplication problem (basic facts).	smma_lo_01237
		Solve addition and multiplication problems (products 2 × 6 to 2 × 9).	smma_lo_00854
3.4.F	The student is expected to recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	smma_lo_02036
3.4.K	The student is expected to solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	Identify and solve an expression that represents a multiplication problem in context (products 3 x 4 to 9 x 9).	smma_lo_01590
		Identify the method to solve a multiplication problem with extra information.	smma_lo_01267
		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
3.5.B	The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570
		Multiply whole numbers (products 1 x 6 to 5 x 9).	smma_lo_00863
		Multiply whole numbers (products 6 x 1 to 9 x 5).	smma_lo_00857
		Multiply whole numbers (products 6 x 6 to 9 x 9).	smma_lo_00867
		Multiply whole numbers displayed horizontally (products 1 x 6 to 5 x 9).	smma_lo_00859
		Multiply whole numbers displayed horizontally (products 6 x 6 to 9 x 9).	smma_lo_00868
3.5.C	The student is expected to describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24.	Interpret a multiplication equation by writing a comparison statement.	smma_lo_02025
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	smma_lo_02008

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 5			
3.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
3.4.E	The student is expected to represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.	Create arrays for a given product (products 6 to 30).	smma_lo_01859
		F: Find the missing numbers on a number line counting by 3's or 9's (3 to 81).	smma_lo_01034
		Identify four arrays for a given product (products 6 to 30).	smma_lo_01858
		Make a picture to solve a multiplication problem (basic facts).	smma_lo_01237
		Solve addition and multiplication problems (products 2 × 6 to 2 × 9).	smma_lo_00854
		Use an area model to solve a multiplication problem (two-digit factors).	smma_lo_01734
3.4.F	The student is expected to recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	Complete fact families with four facts (products 2 x 3 to 8 x 9).	smma_lo_00344
3.4.K	The student is expected to solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	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
		Identify and solve an expression that represents a multiplication problem in context (products 3 x 4 to 9 x 9).	smma_lo_01590
		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
		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
3.5.B	The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570
		Multiply whole numbers (products 1 x 6 to 5 x 9).	smma_lo_00863
		Multiply whole numbers (products 6 x 1 to 9 x 5).	smma_lo_00857
		Multiply whole numbers (products 6 x 6 to 9 x 9).	smma_lo_00867
		Multiply whole numbers displayed horizontally (products 1 x 6 to 5 x 9).	smma_lo_00859
		Multiply whole numbers displayed horizontally (products 6 x 6 to 9 x 9).	smma_lo_00868
3.5.C	The student is expected to describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24.	Interpret a multiplication equation by writing a comparison statement.	smma_lo_02025
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	smma_lo_02008

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 6			
3.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
3.4.H	The student is expected to determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.	Divide using graphic models (combinations to 5 x 5).	smma_lo_00279
		Identify a picture that represents a division problem (math facts).	smma_lo_01245
		Make a picture to solve a division problem (math facts).	smma_lo_01238
		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
3.4.J	The student is expected to determine a quotient using the relationship between multiplication and division.	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
		Represent a division problem as an unknown-factor problem; then find the missing factor.	smma_lo_02039
3.4.K	The student is expected to solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of	Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	smma_lo_01605
		Solve a one-step division problem (math facts 2 × 2 to 9 × 9).	smma_lo_01600
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	smma_lo_01664
3.5.B	The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7).	smma_lo_00285
		Find the quotient (dividends 6 × 6 to 9 × 9).	smma_lo_00349
		Multiply whole numbers (products to 5 x 5).	smma_lo_00855
		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	smma_lo_01569
		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
3.5.D	The student is expected to determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.	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
		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 dividend or divisor (combinations 4 x 4 to 7 x 7).	smma_lo_00285
Grade 3, Topic 7			
3.4.F	The student is expected to recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	Complete fact families with four facts (products 2 x 3 to 8 x 9).	smma_lo_00344

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TX Standard	TX Standard Text	Item Description	Item ID
3.4.I	The student is expected to determine if a number is even or odd using divisibility rules.	Identify an even or odd number (2 to 99).	smma_lo_01050
		Identify odd or even numbers (two- and three-digit).	smma_lo_01054
3.4.J	The student is expected to determine a quotient using the relationship between multiplication and division.	Divide (combinations 2 x 10 to 5 x 12).	smma_lo_00286
		Divide (combinations 5 x 9 to 6 x 12).	smma_lo_00288
		Represent a division problem as an unknown-factor problem; then find the missing factor.	smma_lo_02039
3.4.K	The student is expected to solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	smma_lo_01605
		Identify the method to solve a division problem with extra information.	smma_lo_01268
		Solve a one-step division problem (math facts 2 × 2 to 9 × 9).	smma_lo_01600
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	smma_lo_01664
3.5.B	The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7).	smma_lo_00285
		Find the quotient (dividends 6 × 6 to 9 × 9).	smma_lo_00349
		Multiply whole numbers (products to 5 x 5).	smma_lo_00855
		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	smma_lo_01569
3.5.D	The student is expected to determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.	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
		Find the missing factor (products to 5 x 5).	smma_lo_00856
		Find the missing factor (products to 5 x 5).	smma_lo_00858
		Complete fact families with four facts (products 2 x 3 to 8 x 9).	smma_lo_00344
		Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7).	smma_lo_00285
Grade 3, Topic 8			
3.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
3.4.G	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	smma_lo_00885
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876
		Multiply whole numbers (student choice, products 20 x 2 to 90 x 9, multiples of 10).	smma_lo_00878

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TX Standard	TX Standard Text	Item Description	Item ID
3.4.G	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
Grade 3, Topic 9			
3.4.G	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Multiply a two-digit number by a one-digit number (products 10 x 1 to 12 x 4).	smma_lo_00869
		Multiply whole numbers (products 12 x 6 to 19 x 9).	smma_lo_00896
		Multiply whole numbers (products 13 x 1 to 19 x 5).	smma_lo_00894
		Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	smma_lo_00885
		Multiply whole numbers (student choice, products 10 x 2 to 15 x 5).	smma_lo_00870
		Multiply whole numbers (student choice, products 10 x 6 to 15 x 9).	smma_lo_00874
		Multiply whole numbers (student choice, products 16 x 2 to 19 x 5).	smma_lo_00872
		Multiply whole numbers (student choice, products 16 x 6 to 19 x 9).	smma_lo_00876
		Multiply whole numbers (student choice, products 20 x 2 to 90 x 9, multiples of 10).	smma_lo_00878
		Multiply whole numbers (student choice, products 21 x 2 to 99 x 9).	smma_lo_00880
3.5.C	The student is expected to describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24.	Interpret a multiplication equation by writing a comparison statement.	smma_lo_02025
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	smma_lo_02008
Grade 3, Topic 10			
3.5	Analyze and create patterns and relationships.		
3.5.A	The student is expected to represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.	Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	smma_lo_01555
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	smma_lo_01568
3.5.B	The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	smma_lo_01570
		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	smma_lo_01569
		Solve for c in a × b = c (products 1 × 2 to 5 × 9).	smma_lo_00346
		Solve for c in a × b = c (products 6 × 2 to 9 × 12).	smma_lo_00353
		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

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TX Standard	TX Standard Text	Item Description	Item ID
3.5.B	The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	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
3.5.D	The student is expected to determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.	Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7).	smma_lo_00285
		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
		Solve for c in a × b = c (products 1 × 2 to 5 × 9).	smma_lo_00346
		Solve for c in a × b = c (products 6 × 2 to 9 × 12).	smma_lo_00353
		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 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 ÷ b = c (combinations 6 × 20 to 9 × 90, multiples of 10).	smma_lo_00365
		Solve for a or b in a ÷ b = c (combinations 6 × 6 to 9 × 9).	smma_lo_00354
		Solve for a or b in a x b = c (products 1 x 2 to 5 x 9).	smma_lo_00351
Grade 3, Topic 11			
3.3	Represent and explain fractional units.		
3.3.A	The student is expected to represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	F: Count shaded parts and the total number of parts (halves to eighths).	smma_lo_00419
		Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	smma_lo_00403
		Enter the fraction representing the shaded amount (halves to eighths).	smma_lo_00422
		Find a fraction equal to 1 (halves to eighths).	smma_lo_00427
		Identify a fraction representing the shaded part (halves to eighths).	smma_lo_00421
		Identify a fraction that represents a model (halves, thirds, fourths).	smma_lo_00405
		Identify a model that represents a fraction (halves, thirds, fourths).	smma_lo_00404
		Identify the figure showing a fraction of a region shaded (halves to eighths).	smma_lo_00420
		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 set of shapes that represents a fraction (halves, thirds, fourths).	smma_lo_00406

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TX Standard	TX Standard Text	Item Description	Item ID
3.3.A	The student is expected to represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	Model a fraction a/b by filling in a out of b sections in a fraction model.	smma_lo_02034
3.3.B	The student is expected to determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.	Enter the missing fraction on a number line (halves to eighths).	smma_lo_00430
3.3.E	The student is expected to solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	F: Identify a fractional portion of a set (halves to eighths).	smma_lo_00425
		F: Identify a fractional portion of a set (halves, thirds, fourths).	smma_lo_00415
		F: Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).	smma_lo_00413
		F: Identify the fraction representing shaded items in a set (halves, thirds, fourths).	smma_lo_00414
		F: Identify the picture that shows one number is one-half of another number.	smma_lo_00418
		Solve a problem by finding the fractional amount of a set (halves to eighths).	smma_lo_00424
		F: Using pictures, find a fractional amount of a whole number (product of halves to fourths and 2 to 16).	smma_lo_00428
3.3.F	The student is expected to represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.	Identify two equivalent fractions for 1/2.	smma_lo_01708
		Model equivalent fractions; identify equivalent fractions on a number line.	smma_lo_02035
3.3.G	The student is expected to explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.	Identify the figures with the equivalent fractional parts shaded.	smma_lo_00483
		Using models, find equivalent fractions (halves to sixteenths).	smma_lo_00433
		Model equivalent fractions; identify equivalent fractions on a number line.	smma_lo_02035
3.3.H	The student is expected to compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	Compare fractions (like denominators, thirds to sixteenths).	smma_lo_00447
		Using models, compare fractions (unlike denominators, halves to eighths).	smma_lo_00438
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	smma_lo_00435
		Using a number line, compare fractions (like denominators, halves to sixteenths).	smma_lo_00434

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 12			
3.6	Analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		
3.6.A	The student is expected to classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.	Identify matching congruent geometric solids.	smma_lo_00567
		Identify faces, edges, and vertices of solids.	smma_lo_00632
		Identify geometric solids (prisms, pyramids, cones, or spheres).	smma_lo_00667
3.6.B	The student is expected to use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.	Identify parallelograms, rhombuses, and trapezoids.	smma_lo_00620
		Identify the quadrilaterals in a set of figures.	smma_lo_00615
		Identify the quadrilaterals that are trapezoids or rhombuses.	smma_lo_00659
		In a set of quadrilaterals, identify all the parallelograms.	smma_lo_00621
Grade 3, Topic 13			
3.6.C	The student is expected to determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.	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
		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
		Apply the Distributive Property as a strategy to multiply whole numbers.	smma_lo_02038
3.6.D	The student is expected to decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.	Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	smma_lo_02032
		Using a grid, find the area of a simple figure (8 to 60 nonstandard units).	smma_lo_00786
		F: Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	smma_lo_00752
3.7.B	The student is expected to determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.	F: Count to find the perimeter (3 to 9 nonstandard units).	smma_lo_00708
		F: Find the perimeter of a figure (3 to 10 nonstandard units).	smma_lo_00757
		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

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Topic 14			
3.7	Select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.		
3.7.C	The student is expected to determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	F: Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	smma_lo_00155
		F: Determine elapsed time (1 to 6 hours, start and end times on the hour, can cross 12 o'clock).	smma_lo_00731
		F: 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
		F: Find the elapsed time (differences from 1 to 6 hours, does not cross 12 o'clock).	smma_lo_00142
		F: Find the time 5 to 50 minutes after the time shown (analog clock).	smma_lo_00798
3.7.E	The student is expected to determine liquid volume (capacity) or weight using appropriate units and tools.	Identify the reasonable customary capacity of an object (cups, pints, quarts, and gallons).	smma_lo_00794
		Identify the reasonable capacity of an object (milliliters and liters).	smma_lo_00811
		F: Choose the appropriate customary units of liquid measure (cups, quarts, and gallons).	smma_lo_01674
Grade 3, Topic 15			
3.8	Select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.		
3.8.A	The student is expected to summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	Draw the height of a bar that represents one column from a vertical bar graph.	smma_lo_01130
		Identify the number of categories in a vertical bar graph that are less than, equal to, and greater than a given value.	smma_lo_01148
		Analyze a bar graph to find the number of bars that fall within a given range.	smma_lo_01154
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	smma_lo_01174
3.8.B	The student is expected to solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	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
		F: Create a bar graph.	smma_lo_01769
		F: Make a pictograph from a set of data.	smma_lo_00146
		Read and interpret a horizontal pictograph with a scale of 2 (five items).	smma_lo_00140
		Read and interpret a pictograph with a scale of 2, 5 or 10.	smma_lo_01158
Grade 3, Topic 16			
3.9	Manage one’s financial resources effectively for lifetime financial security.		

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 3, Step Up to Grade 4			
4.2.A	The student is expected to interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of 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
4.4.H	The student is expected to solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.	Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	smma_lo_01573
4.3.E	The student is expected to represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.	Add fractions with like denominators (no simplifying).	smma_lo_01709
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	smma_lo_00441
4.3.B	The student is expected to decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations.	Using a model, rewrite a mixed number as a fraction (halves to eighths).	smma_lo_00446
		Determine addition expressions that are equivalent to a given fraction.	smma_lo_02146
4.6.A	The student is expected to identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.	Draw parallel, perpendicular, or intersecting lines on a grid.	smma_lo_00638
		Identify line segments in three- and four-sided figures.	smma_lo_00579
		Identify line segments.	smma_lo_00605
		Identify parallel and perpendicular streets on a map.	smma_lo_00619
		Identify the pairs of parallel line segments in a geometric drawing.	smma_lo_00639
		F: Match the labeled angles to the correct angle notation.	smma_lo_00617
Grade 4, Topic 1			
4.2	Represent and explain fractional units.		
4.2.A	The student is expected to interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of 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
4.2.B	The student is expected to represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.	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
		Express a number in expanded notation or determine the number from an expanded notation.	smma_lo_01097
		Identify a number with a given digit in the ones to hundred thousands place.	smma_lo_01045

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TX Standard	TX Standard Text	Item Description	Item ID
4.2.B	The student is expected to represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.	Identify a number with a given digit in the thousands to hundred millions place.	smma_lo_01064
		Identify a word name for a four-, five- or six-digit numbers.	smma_lo_01043
		F: Identify the decimal number with a 0 to 9 in the tenths or hundredths place.	smma_lo_00202
		Identify the digits in the period (hundreds, thousands, millions, and billions).	smma_lo_01083
		Identify the expanded notation of a five- or six-digit number.	smma_lo_01046
		Identify the number when given the word name (10,000 to 999,999).	smma_lo_01076
		Identify the value of a given digit in a four-digit number.	smma_lo_01062
		F: Match a decimal number to its word name (to thousandths).	smma_lo_00227
		F: Match the word name with the decimal number (0.10 to 9.99).	smma_lo_00204
4.2.C	The student is expected to compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =.	Compare two whole numbers (three to seven-digit numbers).	smma_lo_01711
		Compare numbers (1,000 to 9,999).	smma_lo_01039
		Order five numbers from least to greatest (three- to six-digit numbers).	smma_lo_01710
4.2.D	The student is expected to round whole numbers to a given place value through the hundred thousands place.	Round a three- to five-digit number to the nearest hundred.	smma_lo_01081
		Round four- to five-digit numbers in context (to the nearest thousand).	smma_lo_01106

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TX Standard	TX Standard Text	Item Description	Item ID
4.2.E	The student is expected to represent decimals, including tenths and hundredths, using concrete and visual models and money.	Enter a decimal number on a number line (1.11 to 9.89).	smma_lo_00213
		Find the missing decimal number on a number line (1.0 to 9.89).	smma_lo_00215
4.2.F	The student is expected to compare and order decimals using concrete and visual models to the hundredths.	Order three decimal numbers (tenths to hundredths).	smma_lo_00218
4.2.G	The student is expected to relate decimals to fractions that name tenths and hundredths.	Determine the fraction and decimal that represent a model (base-ten blocks, tenths, 0.1 to 0.9).	smma_lo_00185
		Match a fraction to a decimal (tenths, 0.1 to 0.9).	smma_lo_00184
4.2.H	The student is expected to determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.	Enter a decimal number on a number line (1.11 to 9.89).	smma_lo_00213
		Find the missing decimal number on a number line (1.0 to 9.89).	smma_lo_00215
		Find the missing decimal number on a number line (tenths, 0.1 to 0.9).	smma_lo_00188
Grade 4, Topic 2			
4.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
4.4.A	The student is expected to add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.	Add decimals numbers using mental math (sums 1.0 to 99.8, regrouping).	smma_lo_00217
		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
		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 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 two addends (student choice, three-digit addends, sums 1010 to 1898, regrouping).	smma_lo_00091
		Add two decimal numbers (sums 1.0 to 98.9, regrouping).	smma_lo_00201
		Add two decimal numbers (tenths, sums 1.0 to 2.0, regrouping).	smma_lo_00192
		Add two decimal numbers using mental math (sums 1.1 to 9.9, no regrouping).	smma_lo_00193
		Add two decimal numbers using mental math (sums 10.1 to 99.9, no regrouping).	smma_lo_00196
		Align the decimal numbers in a vertical addition problem; then solve (hundredths, regrouping).	smma_lo_00211

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4.4.A	The student is expected to add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.	Align the decimal numbers in a vertical subtraction problem; then solve (hundredths, regrouping).	smma_lo_00212
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and hundreds places).	smma_lo_01498
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens and thousands places).	smma_lo_01501
		Find the difference of two whole numbers (student choice, four-digit numbers, regrouping from tens, hundreds, and thousands places).	smma_lo_01504
		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
		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 place).	smma_lo_01493
		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
		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
		Subtract decimal numbers (minuends and subtrahends 0.1 to 99.9, with or without regrouping).	smma_lo_00203
		Subtract decimal numbers using mental math (minuends and subtrahends 10.1 to 99.9, no regrouping).	smma_lo_00197
		Subtract money amounts (sums less than $17.00, regrouping).	smma_lo_00208
		Subtract money amounts (sums less than $50.00, regrouping).	smma_lo_00214
4.4.G	The student is expected to round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.	Estimate the difference of 2 four-digit numbers to the nearest thousand.	smma_lo_01614

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4.8.C	The student is expected to solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	Subtract money amounts (sums less than $17.00, regrouping).	smma_lo_00208
Grade 4, Topic 3			
4.4	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
4.4.D	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Measure topsoil in a soil sample; calculate how long it took to form.	smma_lo_01323
		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 1000 x 2 to 9999 x 9).	smma_lo_00892
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	smma_lo_00886
4.4.G	The student is expected to round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.	Estimate the product by rounding the second factor.	smma_lo_01603
Grade 4, Topic 4			
4.4.D	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Measure topsoil in a soil sample; calculate how long it took to form.	smma_lo_01323
		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 1000 x 2 to 9999 x 9).	smma_lo_00892
		Multiply whole numbers (student choice, products 101 x 2 to 999 x 9).	smma_lo_00886
Grade 4, Topic 5			
4.4.D	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00893

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TX Standard	TX Standard Text	Item Description	Item ID
4.4.G	The student is expected to round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.	Estimate the product by rounding each factor.	smma_lo_01622
4.5.A	The student is expected to represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	Identify a number sentence that could be used to solve a multiplication problem.	smma_lo_01270
		F: Make a picture to solve a multistep addition and multiplication problem in context.	smma_lo_01592
		Solve a two-step multiplication and addition problem in context.	smma_lo_01633
Grade 4, Topic 6			
4.4.D	The student is expected to use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	Find the missing factor (products 20 x 11 to 90 x 99, multiples of 10).	smma_lo_00891
		Find the missing factor (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00893
		Multiply whole numbers (student choice, products 21 x 11 to 99 x 99).	smma_lo_00903
		Identify equivalent arrays with different factors (two-digit factors).	smma_lo_01733
		Multiply whole numbers (products 20 x 20 to 90 x 90, multiples of 10).	smma_lo_00889
		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 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
		Use an area model to solve a multiplication problem (two-digit factors).	smma_lo_01734
4.5.A	The student is expected to represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	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
		Identify a number sentence that could be used to solve a multiplication problem.	smma_lo_01270
		F: Make a picture to solve a multistep addition and multiplication problem in context.	smma_lo_01592
		Solve a two-step multiplication and addition problem in context.	smma_lo_01633

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 4, Topic 7			
4.4.F	The student is expected to use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor.	Divide (combinations 2 x 20 to 5 x 90).	smma_lo_00291
		Divide (combinations 6 x 20 to 9 x 90).	smma_lo_00293
		Estimate the quotient to the nearest ten (three-digit dividends, one-digit divisors).	smma_lo_00314
4.4.G	The student is expected to round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.	Estimate the quotient to the nearest ten (three-digit dividends, one-digit divisors).	smma_lo_00314
4.4.H	The student is expected to solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.	Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	smma_lo_01573
Grade 4, Topic 8			
4.4.F	The student is expected to use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor.	Divide (combinations 2 x 20 to 5 x 90).	smma_lo_00291
		Divide (combinations 6 x 20 to 9 x 90).	smma_lo_00293
		Divide using the long division algorithm (four-digit dividend, one-digit divisor, remainder).	smma_lo_00300
		Divide using the long division algorithm (one-digit divisor, no remainder).	smma_lo_00290
		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_00292
		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
4.4.G	The student is expected to round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.	Estimate the quotient to the nearest ten (three-digit dividends, one-digit divisors).	smma_lo_00314
		Identify a reasonable answer for a division problem.	smma_lo_00246
4.4.H	The student is expected to solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.	Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	smma_lo_01573

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 4, Topic 9			
4.5	Analyze and create patterns and relationships.		
4.5.B	The student is expected to represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.	Describe the relationship between two sets of numbers in a relation or function using multiplication (factors 2 - 5).	smma_lo_01655
		Describe the relationship between two sets of numbers in a relation or function using multiplication, addition, or subtraction.	smma_lo_01653
		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
		Determine the output of one-function machine, given an input and sample inputs and outputs (combinations 2 x 2 to 9 x 9).	smma_lo_00358
		Generate a table of values given a rule.	smma_lo_01724
		Identify the addition or subtraction rule of the function.	smma_lo_01682
		Identify the multiplication or division rule of the function.	smma_lo_01684
		Identify the one-step rule in the relation or function (addition and subtraction).	smma_lo_01722
		F: Identify the one-step rule in the relation or function (multiplication and division).	smma_lo_01723
		F: Look for a pattern to solve a problem.	smma_lo_01276
Grade 4, Topic 10			
4.3.C	The student is expected to determine if two given fractions are equivalent using a variety of methods.	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
4.3.D	The student is expected to compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <.	Compare fractions (unlike denominators).	smma_lo_00462
		Compare fractions (unlike denominators).	smma_lo_00495
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	smma_lo_00437
		Use a model to compare two fractions (halves to eighths, unlike denominators).	smma_lo_00429
		Using models, compare fractions (unlike denominators, halves to eighths).	smma_lo_00438
		Using models, compare fractions (unlike denominators, halves to sixteenths).	smma_lo_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	smma_lo_00435
4.3.G	The student is expected to represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.	Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.	smma_lo_00431

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 4, Topic 11			
4.3	Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
4.3.B	The student is expected to decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations.	Using a model, rewrite a mixed number as a fraction (halves to eighths).	smma_lo_00446
4.3.E	The student is expected to represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.	Add fractions with like denominators (no simplifying).	smma_lo_01709
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	smma_lo_02016
		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
4.3.F	The student is expected to evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.	Estimate the difference of two fractions.	smma_lo_01707
Grade 4, Topic 12			
4.8	Solve problems by collecting, organizing, displaying, and interpreting data.		
4.8.A	The student is expected to identify relative sizes of measurement units within the customary and metric systems.	Choose the appropriate unit of capacity (ounce, cup, pint, quart, and gallon).	smma_lo_01864
		Compare unlike customary units of capacity (cups, pints, quarts, and gallons).	smma_lo_00799
		Compare unlike customary units of length (inches, feet, and yards).	smma_lo_00792
		Compare unlike customary units of weight and identify the correct statement (ounces and pounds).	smma_lo_00801
		Compare unlike metric units and identify the correct statement (mm, cm, m, km; mL, L; mg, g, kg).	smma_lo_00820
		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
		Identify the reasonable customary capacity of an object (cups, pints, quarts, and gallons).	smma_lo_00794
		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

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TX Standard	TX Standard Text	Item Description	Item ID
4.8.B	The student is expected to convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	Convert between customary units of weight (ounces and pounds).	smma_lo_00797
		Convert customary units of capacity (cups, pints, quarts, and gallons).	smma_lo_00796
		Convert customary units of length (inches, feet, and yards).	smma_lo_00791
		Convert metric units of length (mm, cm, m, and km; whole numbers).	smma_lo_00814
		Express yards and feet as an equivalent number of feet, or feet and inches as an equivalent number of inches.	smma_lo_00166
4.8.C	The student is expected to solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	Convert hours to minutes.	smma_lo_01672
Grade 4, Topic 13			
4.5.A	The student is expected to represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	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
		Identify a number sentence that could be used to solve a multiplication problem.	smma_lo_01270
		Solve a two-step multiplication and addition problem in context.	smma_lo_01633
4.5.D	The student is expected to solve problems related to perimeter and area of rectangles where dimensions are whole numbers.	Find the area of a rectangle (36 to 144 customary or metric square units).	smma_lo_00173
		Find the area of a rectangle using a formula.	smma_lo_00810
		Given a perimeter, mark equilateral polygons with the same side measures.	smma_lo_00849
		Identify rectangles that have equal areas, but different dimensions.	smma_lo_00823

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TX Standard	TX Standard Text	Item Description	Item ID
4.8.C	The student is expected to solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	Given the ending time and the elapsed time, find the starting time.	smma_lo_01613
		Find the change from one dollar (item costs 55 to 99 cents).	smma_lo_01598
		Find the change from one dollar for two to four items (each 10, 15, or 20 cents).	smma_lo_01609
		Given the ending time and the elapsed time, find the starting time.	smma_lo_01613
		Make a picture to find the change received from a purchase (change back from $1.00).	smma_lo_01583
		Solve a problem in context that involves adding three amounts expressed as dollars and cents.	smma_lo_01608
		Subtract money amounts (sums less than $17.00, regrouping).	smma_lo_00208
Grade 4, Topic 14			
4.6	Analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		
4.6.A	The student is expected to identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.	Count the points of intersection of two or more lines (0 to 5 intersection points).	smma_lo_00635
		Draw parallel, perpendicular, or intersecting lines on a grid.	smma_lo_00638
		Identify line segments in three- and four-sided figures.	smma_lo_00579
		Identify line segments.	smma_lo_00605
		Identify parallel and perpendicular streets on a map.	smma_lo_00619
		Identify the pairs of parallel line segments in a geometric drawing.	smma_lo_00639
		F: Match the labeled angles to the correct angle notation.	smma_lo_00617
4.6.B	The student is expected to identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.	Complete a symmetrical drawing.	smma_lo_00647
		Draw a vertical or horizontal line of symmetry.	smma_lo_00608
		Identify lines that are lines of symmetry.	smma_lo_00623
		Identify the horizontal line of symmetry.	smma_lo_00597
		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
		Identify the vertical line of symmetry.	smma_lo_00595
4.6.C	The student is expected to apply knowledge of right angles to identify acute, right, and obtuse triangles.	F: Determine whether an angle is larger than, smaller than, or the same size as a right angle.	smma_lo_00624
		Identify acute, obtuse, and right triangles.	smma_lo_00655
		Identify all triangles of a particular class (acute, right, or obtuse).	smma_lo_01774
		F: Identify an angle as acute, right, or obtuse.	smma_lo_00628
4.6.D	The student is expected to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a	Identify the quadrilaterals in a set of figures.	smma_lo_00615
		In a set of quadrilaterals, identify all the parallelograms.	smma_lo_00621
		Identify the quadrilaterals that are trapezoids or rhombuses.	smma_lo_00659

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4.7	Select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.		
4.7.C	The student is expected to determine the approximate measures of angles in degrees to the nearest whole number using a protractor.	Given the measure of an angle (initial side at 0 degrees, measure 10 to 180 degrees).	smma_lo_00631
		F: Identify the better estimate for an angle measure.	smma_lo_00657
		Measure an angle using the appropriate protractor.	smma_lo_00646
		F: Select the appropriate protractor to measure an angle.	smma_lo_00644
		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
		Use a protractor to measure an angle.	smma_lo_00636
4.7.D	The student is expected to draw an angle with a given measure.	Measure angles in degrees using a protractor.	smma_lo_00663
Grade 4, Topic 15			
4.9	Solve problems by collecting, organizing, displaying, and interpreting data.		
4.9.B	The student is expected to solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.	F: Identify the value of a data item on a stem-and-leaf plot.	smma_lo_01186
Grade 4, Topic 16			
4.10	Manage one's financial resources effectively for lifetime financial security.		
Grade 4, Step Up to Grade 5			
5.3.A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	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 best estimate of a sum, difference, or product.	smma_lo_00231
5.3.H	The student is expected to represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.	F: Add fractions; no simplifying (unlike denominators).	smma_lo_00465
		F: Add fractions; no simplifying (unlike denominators).	smma_lo_00467
		F: Add fractions; simplify if necessary (unlike denominators).	smma_lo_00471
		F: Subtract fractions; no simplifying (unlike denominators).	smma_lo_00466
		F: Subtract fractions; no simplifying (unlike denominators).	smma_lo_00468
		F: Subtract fractions; simplify if necessary (unlike denominators).	smma_lo_00472

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5.3.I	The student is expected to represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models.	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
		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
5.3.J	The student is expected to represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models.	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
5.4.H	The student is expected to represent and solve problems related to perimeter and/or area and related to volume.	Find the volume of a rectangular solid by counting cubes.	smma_lo_00833
5.6.B	The student is expected to determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.	Find the volume of a prism by packing the prism with unit cubes.	smma_lo_02042
Grade 5, Topic 1			
5.2	Represent, compare, and order positive rational numbers and understand relationships as related to place value.		
5.2.A	Represent the value of the digit in decimals through the thousandths using expanded notation and numerals.	Identify the place value of a digit in a decimal number (tenths to ten thousandths).	smma_lo_00241
		F: Enter a decimal number in a place-value chart (tenths to thousandths).	smma_lo_01089
5.2.B	Compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =.	Compare decimal numbers (0.1 to 9.9).	smma_lo_00191
		Compare two decimal numbers (10.01 to 99.99).	smma_lo_00216
		Order three decimal numbers (tenths to hundredths).	smma_lo_00218
		Compare decimal numbers (to thousandths).	smma_lo_00225
		Identify the symbol (< or >) needed to complete the inequality.	smma_lo_00254
5.2.C	Round decimals to tenths or hundredths.	Round a decimal to the nearest tenth, hundredth, or whole number.	smma_lo_00230
5.3.B	Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	Multiply whole numbers (student choice, products 100 x 20 to 990 x 90, multiples of 10).	smma_lo_00902
Grade 5, Topic 2			
5.3	Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.		
5.3A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Identify the symbol (< or >) needed to complete the inequality.	smma_lo_00254
		Make a picture to solve a two-step problem in context (addition and subtraction).	smma_lo_01052
		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	smma_lo_01566

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5.3A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	smma_lo_01580
		Estimate the total cost of four items by rounding to the nearest dollar (sums to $15.00).	smma_lo_01591
		Estimate the difference of 2 four-digit numbers to the nearest thousand.	smma_lo_01614
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	smma_lo_01615
		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_01621
		Estimate the difference (three-digit, differences 100 to 800).	smma_lo_01676
5.3.K	The student is expected to add and subtract positive rational numbers fluently.	Add the decimal numbers provided on a data table.	smma_lo_01785
		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
		Subtract the decimal numbers provided on a data table.	smma_lo_01786
Grade 5, Topic 3			
5.2.C	The student is expected to round decimals to tenths or hundredths.	Round a decimal to the nearest tenth, hundredth, or whole number.	smma_lo_00230
5.3	Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.		
5.3.A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Estimate the product of two numbers (factors 101 to 949).	smma_lo_00912
		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 best estimate of a sum, difference, or product.	smma_lo_00231
5.3.B	Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	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 100 x 21 to 990 x 90, multiples of 10).	smma_lo_00905
		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 101 x 21 to 999 x 99).	smma_lo_00907
5.3.D	The student is expected to represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models.	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

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5.3.E	The student is expected to solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers.	Find the missing decimal number on a number line; then count by multiples of tenths to find the product.	smma_lo_00220
		Identify the location of the decimal point of the product of two decimals (factors, tenths to hundredths).	smma_lo_00222
		Multiply a decimal and a whole number displayed horizontally (0.02 x 2 to 0.09 x 5).	smma_lo_00221
		Multiply decimals by 10, 100, or 1000.	smma_lo_00235
		Find the number of dollar bills needed to buy two to four items (each $1.79 to $3.99 each).	smma_lo_01629
5.4.B	The student is expected to represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.	Solve for c in a × b = c (products 6 × 2 to 9 × 12).	smma_lo_00353
Grade 5, Topic 4			
5.3	Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.		
5.3.A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Choose the best estimate for a long division problem (three-digit dividends, two-digit divisors).	smma_lo_00315
		Estimate the quotient in a long division problem (three-digit dividend, two-digit divisor, remainder).	smma_lo_00301
5.3.C	The student is expected to solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.	Multiply multiples of 10 using mental math (20 x 20 to 90 x 90).	smma_lo_00299
		Estimate the quotient in a long division problem — (three-digit dividend, two-digit divisor, remainder).	smma_lo_00301
		Divide using the long division algorithm (three-digit number, two-digit divisor, remainder).	smma_lo_00304
		Interpret the quotient and remainder of a division problem in context (three-digit dividends).	smma_lo_01617
Grade 5, Topic 5			
5.3	Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.		
5.3.C	The student is expected to solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.	Multiply multiples of 10 using mental math (20 x 20 to 90 x 90).	smma_lo_00299
		F: Find the missing dividend or divisor (combinations 20 × 20 to 90 × 90).	smma_lo_00303
		Divide using the long division algorithm (three-digit number, two-digit divisor, remainder).	smma_lo_00304
		Choose the best estimate for a long division problem (three-digit dividends, two-digit divisors).	smma_lo_00315
Grade 5, Topic 6			
5.3	Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.		
5.3.A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Estimate the quotient in a long division problem (three-digit dividend, two-digit divisor, remainder).	smma_lo_00301
		Identify the best estimate for a quotient (decimal divided by a whole number).	smma_lo_00238

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5.3.G	The student is expected to solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm.	Divide a decimal by a whole number.	smma_lo_00239
		Divide a decimal by a whole number.	smma_lo_00248
Grade 5, Topic 7			
5.3.A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Estimate the sum, product, or quotient in problems with fractions.	smma_lo_01095
5.3.H	The student is expected to represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.	F: Add fractions; no simplifying (unlike denominators).	smma_lo_00465
		F: Add fractions; no simplifying (unlike denominators).	smma_lo_00467
		F: Add fractions; simplify if necessary (unlike denominators).	smma_lo_00471
		F: Subtract fractions; no simplifying (unlike denominators).	smma_lo_00466
		F: Subtract fractions; no simplifying (unlike denominators).	smma_lo_00468
		F: Subtract fractions; simplify if necessary (unlike denominators).	smma_lo_00472
5.3.K	The student is expected to add and subtract positive rational numbers fluently.	F: Add fractions; no simplifying (unlike denominators).	smma_lo_00465
		F: Add fractions; no simplifying (unlike denominators).	smma_lo_00467
		F: Add fractions; simplify if necessary (unlike denominators).	smma_lo_00471
		F: Subtract fractions; no simplifying (unlike denominators).	smma_lo_00466
		F: Subtract fractions; no simplifying (unlike denominators).	smma_lo_00468
		F: Subtract fractions; simplify if necessary (unlike denominators).	smma_lo_00472
5.4.A	The student is expected to identify prime and composite numbers.	F: Determine three factors of a given number.	smma_lo_01107
		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
		Identify sets of prime and composite numbers.	smma_lo_01119
		F: Identify the complete set of factors for a number (2 to 25).	smma_lo_01071
		F: Identify the number that is divisible by a given factor (numbers 2 to 81, factors 2 to 9).	smma_lo_01066
		F: Identify which numbers are divisible by another number (divisors 2 to 10).	smma_lo_01101

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TX Standard	TX Standard Text	Item Description	Item ID
Grade 5, Topic 8			
5.3.A	The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	Estimate the sum, product, or quotient in problems with fractions.	smma_lo_01095
5.3.H	The student is expected to represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.	Add mixed numbers within a context; simplify if necessary (unlike denominators).	smma_lo_00509
		Add mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00499
		Add mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00504
		Subtract mixed numbers within a context; simplify if necessary (unlike denominators).	smma_lo_00510
		Subtract mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00500
		Subtract mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00505
5.3.K	The student is expected to add and subtract positive rational numbers fluently.	Add mixed numbers within a context; simplify if necessary (unlike denominators).	smma_lo_00509
		Add mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00499
		Add mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00504
		Subtract mixed numbers within a context; simplify if necessary (unlike denominators).	smma_lo_00510
		Subtract mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00500
		Subtract mixed numbers; simplify if necessary (unlike denominators).	smma_lo_00505
Grade 5, Topic 9			
5.3	Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.		
5.3.I	The student is expected to represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models.	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
		Multiply a whole number by a proper fraction; no simplifying.	smma_lo_00470
		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
		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
5.3.J	The student is expected to represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models.	Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	smma_lo_02052
		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

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TX Standard	TX Standard Text	Item Description	Item ID
5.3.J	The student is expected to represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models.	Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	smma_lo_02156
5.3.L	The student is expected to divide whole numbers by unit fractions and unit fractions by whole numbers.	Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	smma_lo_02052
		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
Grade 5, Topic 10			
5.4	Develop concepts of expressions and equations.		
5.4.B	The student is expected to represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.	F: Identify related multiplication and division number sentences that can be used to solve a problem.	smma_lo_01080
5.4.F	The student is expected to simplify numerical expressions that do not involve exponents, including up to two levels of grouping.	Evaluate an expression using the order of operations.	smma_lo_01091
Grade 5, Topic 11			
5.4.C	The student is expected to generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph.	Make a table and a graph when given a rule in the form y = ax or y = x + a.	smma_lo_02139
5.8	Identify locations on a coordinate plane.		
5.8.A	The student is expected to describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin.	Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01808

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5.8.B	The student is expected to describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane.	Find the coordinates for a point on a grid.	smma_lo_01077
		Graph a point on a coordinate grid (Quadrant I).	smma_lo_01735
		Identify a point on a coordinate grid given the ordered pair.	smma_lo_01092
		F: 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
5.8.C	The student is expected to graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	smma_lo_01808
		Identify a point on a coordinate grid given the ordered pair.	smma_lo_01092
		F: 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
		F: Find the coordinates for a point on a grid.	smma_lo_01077
Grade 5, Topic 12			
5.5	Classify two dimensional figures by attributes and properties.		
Grade 5, Topic 13			
5.4.G	The student is expected to use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (V = l x w x h, V = s x s x s, and V = Bh).	Find the volume of a prism by packing the prism with unit cubes.	smma_lo_02042
5.4.H	The student is expected to represent and solve problems related to perimeter and/or area and related to volume.	Compute the volume of right rectangular prisms using formulas.	smma_lo_02043
		F: Determine if the perimeter, area, or volume is needed to solve the problem.	smma_lo_00826
		Determine the volume of a box given the height, width, and length (60 to 480 customary or metric cubic units).	smma_lo_00174
		Find the perimeter of a polygon (decimal numbers, metric units).	smma_lo_00805
		Find the volume of a rectangular solid by counting cubes.	smma_lo_00833
		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
5.6	Understand, recognize, and quantify volume.		
5.6.B	The student is expected to determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.	Find the volume of a prism by packing the prism with unit cubes.	smma_lo_02042
Grade 5, Topic 14			
5.7	Select appropriate units, strategies, and tools to solve problems involving measurement.		
5.7.A	The student is expected to solve problems by calculating conversions within a measurement system, customary or metric.	Add metric measurements with unlike units and express the sum in terms of the larger unit.	smma_lo_00172

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Grade 5, Topic 15			
5.9	Solve problems by collecting, organizing, displaying and interpreting data.		
5.9.A	The student is expected to represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots.	Create a vertical bar graph from a table and interpret data in the graph.	smma_lo_01130
		Create a bar graph.	smma_lo_01769
5.9.C	The student is expected to solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.	Find the frequency of a single data item on a stem-and-leaf plot.	smma_lo_01188
Grade 5, Topic 16			
5.10	Manage one's financial resources effectively for lifetime financial security.		
5.10.F	The student is expected to balance a simple budget.	Identify the inequality translated from a written phrase.	smma_lo_01853
Grade 5, Step Up to Grade 6			
6.2.B	The student is expected to identify a number, its opposite, and its absolute value.	Describe situations that can be represented by opposite quantities.	smma_lo_02086
		Evaluate the absolute value of a number.	smma_lo_01824
		Evaluate the expression -(-a), were a has values 1 to 99.	smma_lo_01518
		Identify absolute value as a distance from zero on a number line.	smma_lo_01823
6.2.C	The student is expected to locate, compare, and order integers and rational numbers using a number line.	F: Compare hundredths to multiples of ¼.	smma_lo_00209
		Compare rational numbers in real-world contexts.	smma_lo_02109
		Complete statements of order for rational numbers in real-world contexts.	smma_lo_02110
		Determine the least or greatest integer (-10 to 10).	smma_lo_01102
		Locate the missing integer on a number line (-3 to -12).	smma_lo_00101
		Read the temperature on a thermometer to nearest degree (-10 to 10 degrees).	smma_lo_00804
6.3.A	The student is expected to recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.	Divide a fraction by a whole number; simplify if necessary.	smma_lo_00489
		Divide a whole number by a fraction; simplify if necessary.	smma_lo_01787
		Divide a whole number by a fraction.	smma_lo_00492
		Divide fractions; simplify if necessary.	smma_lo_00487
		Multiply a fraction and a whole number; simplify first.	smma_lo_00478
		Multiply a fraction and a whole number; simplify first.	smma_lo_00478
6.4.C	The student is expected to give examples of ratios as multiplicative comparisons of two quantities describing the same attribute.	Identify two unit rates for a given word problem.	smma_lo_02114

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6.4.E	The student is expected to represent ratios and percents with concrete models, fractions, and decimals.	Determine the decimal and percent that is represented by a model (base-ten blocks, hundredths).	smma_lo_00256
		Express a percent as a fraction and simplify.	smma_lo_00269
		Identify equivalent representations of numbers.	smma_lo_01114
		Write a ratio in three different forms.	smma_lo_01825
6.4.G	The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.	Express a fraction as a percent (denominator is 100).	smma_lo_01714
		Determine the equivalent fraction for a decimal (the denominator is a factor of 100).	smma_lo_00259
6.11	The student applies mathematical process standards to use coordinate geometry to identify locations on a plane.		
6.11.A	The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.	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
		Graph points on a coordinate plane based on a real-world context.	smma_lo_02112

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