



# SuccessMaker®

**Alabama Mathematics Course of Study 2019  
Kindergarten**

**Alignments to SuccessMaker  
Providing rigorous intervention  
for K-8 learners with unparalleled precision**

| Alabama Mathematics Standards Code | Alabama Mathematics Course of Study 2019 Kindergarten   | SuccessMaker Item Description  | Item ID       |
|------------------------------------|---|--|---------------|
| FC                                 | Foundations of Counting   |  |               |
|                                    | Know number names and the count sequence.   |  |               |
| FC.1                               | Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones. | Addition and Subtraction Targeted Lesson 1: Counting On and Back by 1s for Numbers 1 to 20 |               |
|                                    |   | Count by 2's, 4's, 5's, or 10's (2 to 20, 4 to 40, 5 to 50, 80 to 200).                    | SMMA_LO_01030 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 9).                              | SMMA_LO_00948 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 5).                              | SMMA_LO_00940 |
|                                    |   | Count by 2's, 3's, or 10's (11 to 209, not multiples of 2, 3, 10).                         | SMMA_LO_01056 |
| FC.2                               | Count to 100 by ones beginning with any given number between 0 and 99.                              | Find the number that comes before a given number, counting by 1's (1 to 9).                | SMMA_LO_00949 |
|                                    |   | Find a missing number in a sequence, counting by 1's (1 to 9).                             | SMMA_LO_00960 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 9).                              | SMMA_LO_00948 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 5).                              | SMMA_LO_00940 |
|                                    |   | Find a missing number in a sequence, counting by 1's (1 to 20).                            | SMMA_LO_00951 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 5).                              | SMMA_LO_00939 |
|                                    |   | Find a missing number in a sequence, counting by 1's (10 to 20).                           | SMMA_LO_00970 |
|                                    |   | Find a missing number in a sequence, counting by 1's (51 to 99).                           | SMMA_LO_00983 |
|                                    |   | Find a missing number in a sequence, counting by 1's (11 to 50).                           | SMMA_LO_00982 |

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| FC.3                               | Write numerals from 0 to 20.  | Enter the number shown (0 to 4).  | SMMA_LO_00001 |
|                                    |   | Enter the number shown (1 to 9).  | SMMA_LO_00942 |
|                                    |   | Enter the number shown (5 to 9).  | SMMA_LO_00002 |
|                                    |   | Enter the number for a word name (two-digit).   | SMMA_LO_01001 |
|                                    |   | Enter the number shown (1 to 5).  | SMMA_LO_00932 |
|                                    |   | Enter the number for a word name (100 to 999).  | SMMA_LO_01042 |
|                                    |   | Enter the number of ones equal to number 1 to 9.                                      | SMMA_LO_00973 |
|                                    |   | Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones). | SMMA_LO_00979 |
| FC.3.a                             | Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects). | Identify a set with the same number of objects as a given set (1 to 5 objects).       | SMMA_LO_00922 |
|                                    |   | Addition and Subtraction Targeted Lesson 24: Ten and Ones                             |               |
|                                    |   | Make a group with the same number of objects as a given group (6 to 9 objects).       | SMMA_LO_00929 |
|                                    | Count to tell the number of objects.  |   |               |
| FC.4                               | Connect counting to cardinality using a variety of concrete objects.  | Identify the nth object in a sequence (first to fifth).                               | SMMA_LO_00941 |
|                                    |   | Identify the ordinal word for the nth object in a sequence (first to fifth).          | SMMA_LO_00968 |
| FC.4.a                             | Say the number names in consecutive order when counting objects.  | Find the next number in a sequence, counting by 1's (1 to 9).                         | SMMA_LO_00948 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 5).                         | SMMA_LO_00940 |

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| FC.4.c                             | Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted. | Determine the number of arrangements that can be made from two groups with two items.               | SMMA_LO_01717 |
|                                    |   | Determine the arrangements that can be made with a group of two and a group of three items.         | SMMA_LO_01718 |
| FC.4.d                             | Explain that each successive number name refers to a quantity that is one larger.   | Find the next number in a sequence, counting by 1's (1 to 9).                                       | SMMA_LO_00948 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 5).                                       | SMMA_LO_00940 |
|                                    |   | Find the next number in a sequence, counting by 1's (1 to 5).                                       | SMMA_LO_00939 |
| FC.5                               | Count to answer "how many?" questions.  | Count objects by pairing each object with one number 1 to 10; determine how many objects there are. | SMMA_LO_02092 |
| FC.5.a                             | Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle.                                | Count objects not arranged in a row (6 to 9 objects).   | SMMA_LO_00943 |
|                                    |   | Count objects not arranged in a row (1 to 5 objects).   | SMMA_LO_00935 |
|                                    |   | Count specific objects within a larger set (6 to 9 objects).  | SMMA_LO_00958 |
|                                    |   | Count objects arranged in a row (1-5 objects).  | SMMA_LO_00933 |
|                                    |   | Count objects arranged in a row (one to nine objects).  | SMMA_LO_00957 |
|                                    |   | Count specific objects within a larger set (1 to 6 objects).  | SMMA_LO_00936 |
| FC.5.b                             | Count using no more than 10 concrete objects in a scattered configuration.  | Count objects not arranged in a row (6 to 9 objects).   | SMMA_LO_00943 |
|                                    |   | Count objects not arranged in a row (1 to 5 objects).   | SMMA_LO_00935 |
|                                    |   | Count specific objects within a larger set (6 to 9 objects).  | SMMA_LO_00958 |
|                                    |   | Count specific objects within a larger set (1 to 6 objects).  | SMMA_LO_00936 |

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| FC.5.c                             | Draw the number of objects that matches a given numeral from 0 to 20.   | Identify a set with the same number of objects as a given set (1 to 5 objects). | SMMA_LO_00922 |
|                                    |   | Addition and Subtraction Targeted Lesson 24: Ten and Ones                       |               |
|                                    |   | Make a group with the same number of objects as a given group (6 to 9 objects). | SMMA_LO_00929 |
|                                    | Compare numbers.  |   |               |
| FC.6                               | Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies. | Identify a set with the same number of objects as a given set (1 to 5 objects). | SMMA_LO_00922 |
|                                    |   | Identify a group with fewer objects than a given group (1 to 5 objects).        | SMMA_LO_00924 |
|                                    |   | Identify a number that is greater than or less than a spoken number (1 to 9).   | SMMA_LO_00946 |
|                                    |   | Identify a group with more objects than a given group (1 to 5 objects).         | SMMA_LO_00923 |
| FC.7                               | Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols).  | Identify a number that is greater than or less than a spoken number (1 to 9).   | SMMA_LO_00946 |
|                                    |   | Compare sums (two-digit addends, multiples of 10).                              | SMMA_LO_00334 |
|                                    |   | Compare numbers using < or > symbols (1 to 19).                                 | SMMA_LO_00325 |
|                                    |   | Compare differences (minuends 1 to 9).  | SMMA_LO_00337 |
|                                    |   | Compare sums (sums 1 to 9).   | SMMA_LO_00326 |
| OA                                 | Operations and Algebraic Thinking   |   |               |
|                                    | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  |   |               |

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| OA.8                               | Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations. | Model and apply joining stories to solve problems (sums 1 to 9).   | SMMA_LO_01863 |
|                                    |   | Count the objects in two sets and add (sums 6 to 10).  | SMMA_LO_00008 |
|                                    |   | Count two sets of objects to find the total (sums 6 to 10).  | SMMA_LO_00006 |
|                                    |   | 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 |
|                                    |   | Identify a picture that represents a subtraction problem (one or two-digit).                                     | SMMA_LO_01244 |
|                                    |   | Addition and Subtraction Targeted Lesson 8: Addition and Subtraction Word Problems with Numbers Between 1 and 20 |               |
|                                    |   | Count two sets of objects to find the total (sums 2 to 4).   | SMMA_LO_00003 |
|                                    |   | Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract   |               |
|                                    |   | Identify the picture that represents a subtraction problem in context (minuends 2 to 10).                        | SMMA_LO_01542 |
|                                    |   | Make a picture to solve a two-step problem in context (addition and subtraction).                                | SMMA_LO_01552 |
|                                    |   | Identify a picture that represents a subtraction problem (minuends 5 to 10).                                     | SMMA_LO_01235 |
|                                    |   | Make a picture to solve a two-step problem in context (addition and subtraction).                                | SMMA_LO_01551 |
|                                    |   | Count two sets of objects to find the total (sums 4 to 6).   | SMMA_LO_00004 |
|                                    |   | Addition and Subtraction Targeted Lesson 4: Numbers with Sums Between 11 and 20                                  |               |

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|                                    |   | Addition and subtraction word problems within 10 with both addends unknown.                         | SMMA_LO_02183 |
|                                    |   | Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).        | SMMA_LO_01568 |
|                                    |   | Count objects in two sets and add (sums 1 to 5).  | SMMA_LO_00007 |
|                                    |   | Identify a picture that represents an addition problem (sums 2 to 6).                               | SMMA_LO_01228 |
|                                    |   | Count two sets of objects to find the total (sums 2 to 5).  | SMMA_LO_00005 |
|                                    |   | Addition and Subtraction Targeted Lesson 7: Subtraction Word Problems with Numbers Between 1 and 20 |               |
| OA.9                               | Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem.   | Identify the operation from pictures and contexts up to 20.   | SMMA_LO_00321 |
| OA.10                              | Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. | Show a number using base-ten blocks (two-digit).  | SMMA_LO_00978 |
|                                    |   | Compose numbers from 11 to 19 given ten ones and some further ones by using objects.                | SMMA_LO_02095 |
|                                    |   | Model the numbers from 11 to 19 with place value blocks.  | SMMA_LO_02018 |
|                                    |   | Decompose numbers 2-10 into pairs in more than one way by using objects.                            | SMMA_LO_02096 |
|                                    |   | Model multiples of 10 (from 10 to 90) with place value blocks.                                      | SMMA_LO_02019 |
| OA.11                              | For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.           | 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 |

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|                                    |   | Addition and Subtraction Targeted Lesson 10: Adding a One-Digit Number to a Two-Digit Number by Making Tens     |               |
|                                    |   | 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 |
| OA.12                              | Fluently add and subtract within 5.                   | Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).                        | SMMA_LO_01433 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 20.   | SMMA_SG_00390 |
|                                    |   | Act out the problem to find the sum (basic facts).  | SMMA_LO_01241 |
|                                    |   | Add two numbers presented in words using basic math facts (sums 1 to 18).                                       | SMMA_LO_00024 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 10.   | SMMA_SG_00220 |
|                                    |   | Add using basic math facts (addends 0 to 5, sums 1 to 5).   | SMMA_LO_00014 |
|                                    |   | Subtract using basic math facts displayed horizontally (minuends 6 to 9).                                       | SMMA_LO_01417 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                         | SMMA_SG_00560 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.                         | SMMA_SG_00240 |
|                                    |   | Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).  | SMMA_LO_01435 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                         | SMMA_SG_00360 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.                         | SMMA_SG_00290 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                         | SMMA_SG_00380 |
|                                    |   | Subtract using basic math facts (minuends 2 to 10).   | SMMA_LO_01413 |

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|                                    |   | Subtract a one-digit number from a two-digit number displayed horizontally (minuends 11 to 19, subtrahends 1 to 9). | SMMA_LO_01443 |
|                                    |   | Add using basic math facts displayed horizontally (sums 10 to 18).  | SMMA_LO_00042 |
|                                    |   | Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).                     | SMMA_LO_01429 |
|                                    |   | Subtract using basic math facts displayed horizontally (minuends 0 to 5).   | SMMA_LO_01415 |
|                                    |   | Add vertically using basic math facts (sums 11 to 18).  | SMMA_LO_00022 |
|                                    |   | Add using basic math facts (sums 1 to 5).   | SMMA_LO_00010 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 15.   | SMMA_SG_00310 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 15.   | SMMA_SG_00300 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                             | SMMA_SG_00320 |
|                                    |   | Find the difference of two three-digit numbers (no regrouping).   | SMMA_LO_01469 |
|                                    |   | Add two addends (sums 6 to 10).   | SMMA_LO_00012 |
|                                    |   | Add using basic math facts displayed horizontally (sums 6 to 10).   | SMMA_LO_00013 |
|                                    |   | Find the difference of two three-digit numbers.   | SMMA_LO_01467 |
|                                    |   | Identify the missing operation in a subtraction or addition number sentence (basic facts).                          | SMMA_LO_01031 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                             | SMMA_SG_00400 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 10.   | SMMA_SG_00200 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 20.   | SMMA_SG_00470 |

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|                                    |   | Use guess and check to solve an addition and subtraction problem (basic facts).                              | SMMA_LO_01240 |
|                                    |   | Subtract using basic math facts (minuends 1 to 9).   | SMMA_LO_01419 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 20.  | SMMA_SG_00410 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                      | SMMA_SG_00650 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                      | SMMA_SG_00480 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 15.  | SMMA_SG_00270 |
|                                    |   | Add using basic math facts displayed horizontally (sums 2 to 5).   | SMMA_LO_00011 |
|                                    |   | Subtract using basic math facts (minuends 0 to 5).   | SMMA_LO_01416 |
|                                    |   | Add two addends vertically (sums 10 to 18).  | SMMA_LO_00041 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.                      | SMMA_SG_00370 |
|                                    |   | Subtract using basic math facts (minuends 6 to 9).   | SMMA_LO_01418 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 10.  | SMMA_SG_00210 |
|                                    |   | Add using basic math facts displayed horizontally (sums 10 to 18).   | SMMA_LO_00023 |
|                                    |   | Subtract vertically using basic math facts (minuends 15 to 18, subtrahends 6 to 9).                          | SMMA_LO_01444 |
|                                    |   | Practice addition using basic facts; sums less than or equal to 10.  | SMMA_SG_00250 |
|                                    |   | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.                      | SMMA_SG_00230 |
|                                    |   | Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place). | SMMA_LO_01483 |

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|                                    |  | Practice addition using basic facts; sums less than or equal to 15.                     | SMMA_SG_00340 |
|                                    |  | Subtract a number from 10 (subtrahends 1 to 9).   | SMMA_LO_01424 |
|                                    |  | Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12. | SMMA_SG_00690 |
|                                    | Understand simple patterns.  |   |               |
| OA.13                              | Duplicate and extend simple patterns using concrete objects.   | Extend a 1-1-2 or 1-2-2 pattern of congruent shapes.                                    | SMMA_LO_00558 |
|                                    |  | Extend a geometric pattern.   | SMMA_LO_01691 |
|                                    |  | Extend a 1-2-3 pattern of similar figures.  | SMMA_LO_00560 |
|                                    |  | Extend an iterative pattern.  | SMMA_LO_01754 |
|                                    |  | Extend a 1-2-1-2 pattern of geometric figures.  | SMMA_LO_00520 |
|                                    |  | Extend a 1-2-3 pattern of geometric figures.  | SMMA_LO_00585 |
|                                    |  | Extend a 1-1-2-2 pattern of pictures.   | SMMA_LO_00521 |
|                                    |  | Extend a 1-2-2 pattern of pictures.   | SMMA_LO_00556 |
|                                    |  | Extend a 1-1-2-2 pattern of geometric figures.  | SMMA_LO_00522 |
|                                    |  | Extend a 1-2-1-2 pattern of pictures.   | SMMA_LO_00519 |
| ON                                 | Operations with Numbers  |   |               |
|                                    | Work with numbers 11-19 to gain foundations for place value.   |   |               |
| ON.14                              | Compose and decompose numbers from 11 to 19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | Show a number using base-ten blocks (two-digit).  | SMMA_LO_00978 |
|                                    |  | Decompose numbers from 11 to 19 into ten ones and some further ones.                    | SMMA_LO_02094 |
|                                    |  | Decompose two-digit numbers in multiple ways.   | SMMA_LO_02160 |
|                                    |  | Compose numbers from 11 to 19 given ten ones and some further ones by using objects.    | SMMA_LO_02095 |
|                                    |  | Model the numbers from 11 to 19 with place value blocks.                                | SMMA_LO_02018 |

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|                                    |   | Decompose numbers 2-10 into pairs in more than one way by using objects.                     | SMMA_LO_02096 |
|                                    |   | Model multiples of 10 (from 10 to 90) with place value blocks.                               | SMMA_LO_02019 |
| DA                                 | Data Analysis   |  |               |
|                                    | Collect and analyze data and interpret results.   |  |               |
| DA.15                              | Classify objects into given categories of 10 or fewer; count the number of objects in each category and sort the categories by count.   | Identify a pair of objects that are not the same size.                                       | SMMA_LO_00692 |
|                                    |   | Identify the group with the greatest number of shapes of a given type (1 to 6).              | SMMA_LO_00959 |
| DA.15.a                            | Categorize data on Venn diagrams, pictographs, and 'yes-no' charts using real objects, symbolic representations, or pictorial representations.  | Make a pictograph from a set of data.  | SMMA_LO_00146 |
|                                    |   | Read and interpret a horizontal or vertical pictograph (six items).                          | SMMA_LO_00150 |
| G                                  | Geometry  |  |               |
|                                    | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).   |  |               |
| G.18                               | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. | Identify triangles or rectangles by name.  | SMMA_LO_00546 |
|                                    |   | Match a geometric figure to its name (circle, triangle, square, or rectangle).               | SMMA_LO_00568 |
|                                    |   | Identify triangles or rectangles by name.  | SMMA_LO_00530 |
|                                    |   | Identify circles or squares by name.   | SMMA_LO_00529 |
|                                    |   | Identify the object behind or in front of another object in a three-dimensional perspective. | SMMA_LO_00584 |

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|                                    |   | Identify the object that is near or far from another object.                   | SMMA_LO_00574 |
|                                    |   | Identify circles or squares by name.   | SMMA_LO_00544 |
| G.19                               | Correctly name shapes regardless of their orientations or overall sizes.                      | Identify triangles or rectangles by name.                                      | SMMA_LO_00546 |
|                                    |   | Match a geometric figure to its name (circle, triangle, square, or rectangle). | SMMA_LO_00568 |
|                                    |   | Identify triangles or rectangles by name.                                      | SMMA_LO_00530 |
|                                    |   | Identify circles or squares by name.   | SMMA_LO_00529 |
|                                    |   | Identify circles or squares by name.   | SMMA_LO_00544 |
| G.20                               | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). | Identify triangles or rectangles by name.                                      | SMMA_LO_00546 |
|                                    |   | Match a geometric figure to its name (circle, triangle, square, or rectangle). | SMMA_LO_00568 |
|                                    |   | Identify triangles or rectangles by name.                                      | SMMA_LO_00530 |
|                                    |   | Identify a geometric solid (cylinder, pyramid, or rectangular prism).          | SMMA_LO_00616 |
|                                    |   | Identify circles or squares by name.   | SMMA_LO_00529 |
|                                    |   | Identify parallelograms by their attributes.                                   | SMMA_LO_02215 |
|                                    |   | Identify polygons and circles (pentagons, hexagons, octagons, parallelograms). | SMMA_LO_00627 |
|                                    |   | Identify triangles, squares, rectangles, and pentagons.                        | SMMA_LO_00550 |
|                                    |   | Identify parallelograms, rhombuses, and trapezoids.                            | SMMA_LO_00620 |
|                                    |   | In a set of quadrilaterals, identify all the parallelograms.                   | SMMA_LO_00621 |
|                                    |   | Identify a geometric figure (circle, triangle, rectangle, or square).          | SMMA_LO_00531 |
|                                    |   | Identify rectangles by their attributes.                                       | SMMA_LO_02216 |
|                                    |   | Identify circles or squares by name.   | SMMA_LO_00544 |

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|                                    |   | Identify geometric solids (prisms, pyramids, cones, or spheres).   | SMMA_LO_00667 |
|                                    |   | Count the geometric figures in a picture.                          | SMMA_LO_00572 |
|                                    | Analyze, compare, create, and compose shapes.   |  |               |
| G.21                               | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or “corners”), and other attributes. | Match compound figures that have the same shape (different sizes). | SMMA_LO_00594 |
|                                    |   | Identify the smaller or bigger rectangle.                          | SMMA_LO_00747 |
|                                    |   | Match complex congruent figures in different orientations.         | SMMA_LO_00581 |
|                                    |   | Match similar figures in different orientations.                   | SMMA_LO_00566 |
| G.22                               | Model shapes in the world by building them from sticks, clay balls, or other components and by drawing them.  |  |               |
| G.23                               | Use simple shapes to compose larger shapes.   | Compose simple shapes to form larger shapes.                       | SMMA_LO_02181 |

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