



# SuccessMaker®

**Alabama Mathematics Course of Study 2019  
Grade 3**

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

Alabama Mathematics Standards Code	Alabama Mathematics Course of Study 2019 Grade 3	SuccessMaker Item Description	Item ID
OA	Operations and Algebraic Thinking		
	Represent and solve problems involving multiplication and division.		
OA.1	Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.	Multiplication and Division Targeted Lesson 2: Equal Groups in Context	
		Multiplication and Division Targeted Lesson 1: Multiplication as Equal Groups	
OA.2	Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares.	Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	SMMA_LO_01663
OA.3	Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.	Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Multiplication and Division Targeted Lesson 2: Equal Groups in Context	
		Identify equivalent arrays with different factors.	SMMA_LO_01715
		Multiplication and Division Targeted Lesson 1: Multiplication as Equal Groups	
		Multiplication and Division Targeted Lesson 3: Multiplication as Arrays	
		Identify equivalent arrays with different factors (two-digit factors).	SMMA_LO_01733
		Multiply with fractions to calculate the weight in campers' backpacks.	SMMA_LO_02507
		Create arrays for a given product (products 6 to 30).	SMMA_LO_01859

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		Represent the product of 2 two-digit numbers using arrays, area models, or equations.	SMMA_LO_00884
OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Find the missing dividend or divisor (combinations 2 x 13 to 5 x 19).	SMMA_LO_00309
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		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 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 1 x 6 to 5 x 9).	SMMA_LO_00860
		Solve for c in $a \times b = c$ (products 1 x 2 to 5 x 9).	SMMA_LO_00346
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862
		Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7, no remainder).	SMMA_LO_00285
		Solve for c in $a \times b = c$ (products 6 x 2 to 9 x 12).	SMMA_LO_00353
		Find the quotient (dividends 6 ÷ 6 to 9 ÷ 9).	SMMA_LO_00349
		Find the missing factor (products 2 x 2 to 12 x 12).	SMMA_LO_00881
		Find the missing factor (products 20 x 11 to 90 x 99, multiples of 10).	SMMA_LO_00891

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	Understand properties of multiplication and the relationship between multiplication and division.		
OA.5	Develop and apply properties of operations as strategies to multiply and divide.	Ratios and Equations Targeted Lesson 26: The Multiplication Property of Equality	
		Apply properties of operations to add two linear expressions.	SMMA_LO_02149
OA.6	Use the relationship between multiplication and division to represent division as an equation with an unknown factor.	Find the missing dividend or divisor in a number sentence (combinations $7 \times 13$ to $9 \times 19$ , all signs).	SMMA_LO_00320
		Multiplication and Division Targeted Lesson 33: Relating Division to Multiplication	
		Multiplication and Division Targeted Lesson 10: Inverse Operations	
		Find the missing factor and quotient in two related number sentences (products $0.2 \times 2$ to $0.9 \times 5$ ).	SMMA_LO_00219
		Determine the missing factor in the multiplication number sentence (decimals, to ten-thousandths).	SMMA_LO_00240
		Estimate the missing factor in a number sentence (round to the nearest ten, products 2,010 to 81,090).	SMMA_LO_00913
	Multiply and divide within 100.		
OA.7	Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.	Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	SMMA_LO_02037
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00840
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00750
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00880

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		Multiplication and Division Targeted Lesson 30: Using the Distributive Property	
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00760
		Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	SMMA_LO_02036
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00820
		Model multiples of 10 (from 10 to 90) with place value blocks.	SMMA_LO_02019
OA.7.a	Fluently determine all products obtained by multiplying two one-digit numbers.	Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Multiply whole numbers (products to $5 \times 5$ ).	SMMA_LO_00855
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00500
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00890
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00870
		Multiply two one-digit numbers (products $6 \times 2$ to $9 \times 5$ ).	SMMA_LO_00865
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00460
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00830
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00540
		Complete fact families with four facts (products $2 \times 3$ to $8 \times 9$ ).	SMMA_LO_00344
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00630

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		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00680
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00550
		Compare products (products 2 x 2 to 9 x 9).	SMMA_LO_00350
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00570
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00750
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00450
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00490
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00510
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00660
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00760
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00520
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00860
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859

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		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00580
OA.7.b	State automatically all products of two one-digit numbers by the end of third grade.	Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00500
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00890
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00870
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00460
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00830
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00540
		Complete fact families with four facts (products 2 x 3 to 8 x 9).	SMMA_LO_00344
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00630
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00680
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00550
		Compare products (products 2 x 2 to 9 x 9).	SMMA_LO_00350

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		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00570
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00750
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00450
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00490
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00510
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00660
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00760
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00520
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00860
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Multiply two one-digit numbers (displayed horizontally) (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00580
	Solve problems involving the four operations and identify and explain patterns in arithmetic.		



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OA.8	Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.	Choose a method to solve a two-step problem.	SMMA_LO_01289
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Addition and Subtraction Targeted Lesson 14: Two-Step Addition and Subtraction Problems with Numbers Between 1 and 100	
		Work backwards to solve a problem with a missing number.	SMMA_LO_01266
		Identify the missing information needed to solve a two-step problem; then solve the problem.	SMMA_LO_01274
		Work backward to solve a two-step problem.	SMMA_LO_01288
		Addition and Subtraction Targeted Lesson 13: Introducing Two-Step Word Problems	
		Multiplication and Division Targeted Lesson 16: Hidden Questions and First-Step Equations	
OA.9	Recognize and explain arithmetic patterns using properties of operations.	Identify the missing picture in a 1-2-3-1-2-3 pattern.	SMMA_LO_00607
		Look for a pattern to solve a problem.	SMMA_LO_01276
		Identify the missing geometric figure in a 1-2-1-2 pattern.	SMMA_LO_00591
		Find the missing two-digit number in a sequence of odd or even numbers.	SMMA_LO_01002
		Identify the rule for an iterative pattern.	SMMA_LO_01840

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		Match patterns of geometric figures.	SMMA_LO_00539
		Identify an expression to describe the pattern generated by a table.	SMMA_LO_01742
		Identify a two-step expression to describe the pattern generated by a table (input = 100).	SMMA_LO_01752
		Identify a two-step expression to describe the pattern generated by a table (input = 1000).	SMMA_LO_01753
NBT	Operations with Numbers: Base Ten		
	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
NBT.10	Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.	Estimate the product by rounding the second factor. (two-digit number to the nearest 10)	SMMA_LO_01603
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
		Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).	SMMA_LO_01052
		Round a two-digit number to the nearest ten.	SMMA_LO_01649
		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
		Addition and Subtraction Targeted Lesson 25: Rounding to the Nearest 10 or 100	
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01675
		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 sum by rounding to the nearest 10 (two-digit addends).	SMMA_LO_01615
		Round a three-digit number to the nearest hundred.	SMMA_LO_01651

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		Round a three-digit number to the nearest hundred.	SMMA_LO_01036
		Round a three-digit number to the nearest hundred.	SMMA_LO_01652
		Round two-digit numbers to the nearest ten.	SMMA_LO_01647
		Round a two-digit or three-digit number to the nearest ten.	SMMA_LO_01059
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01621
		Round a three-digit number to the nearest hundred.	SMMA_LO_01650
NBT.11	Use various strategies to add and subtract fluently within 1000.	Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018
		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
		Identify the word name for a three-digit number.	SMMA_LO_01009
NBT.12	Use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit whole number by a multiple of ten (from 10 to 90).	Multiplication and Division Targeted Lesson 19: How Many Tens?	
		Multiplication and Division Targeted Lesson 20: Using Equations to Multiply Tens	
		Multiply whole numbers (student choice, 2-digit multiple of 10 x 1-digit, products 20 x 2 to 90 x 9).	SMMA_LO_00878
		Multiply by a multiple of 10 (student choice, 10,000 x 20 to 99,999 x 90).	SMMA_LO_00908
		Multiplication and Division Targeted Lesson 18: How Much Is 15 Tens?	
		Multiplication and Division Targeted Lesson 17: Multiplying by Multiples of Ten	
		Multiplication and Division Targeted Lesson 21: Times Tens Concentration	

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		Multiply a three-digit number by a one-digit number (student choice, products 100 x 2 to 990 x 9, multiples of 10).	SMMA_LO_00882
		Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	SMMA_LO_00885
		Multiplication and Division Targeted Lesson 22: Solving Problems With Multiples of 10 and 10	
	Develop understanding of fractions as numbers.		
NBT.13	Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.	Fractions and Decimals Targeted Lesson 3: Unit Fractions	
		Fractions and Decimals Targeted Lesson 2: Identifying Fractions Using Area Models	
		Use addition to find an equivalent fraction for $\frac{1}{2}$ .	SMMA_LO_01706
		Represent a fraction $\frac{a}{b}$ as a sum of fractions $\frac{1}{b}$ , where a and b are whole numbers and $b > 0$ , including when $a > b$ .	SMMA_LO_02191
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
		Fractions and Decimals Targeted Lesson 13: Fractions and Mixed Numbers	
NBT.14	Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram.	Fractions and Decimals Targeted Lesson 3: Unit Fractions	
		Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Fractions and Decimals Targeted Lesson 16: Subtracting Fractions with Like Denominators	

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		Fractions and Decimals Targeted Lesson 1: Identifying Fractions Using Sets	
		Fractions and Decimals Targeted Lesson 8: Equivalent Fraction Linear Models	
		Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	SMMA_LO_02190
		Fractions and Decimals Targeted Lesson 4: Fractions Using Number Lines	
		Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.	SMMA_LO_00431
		Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430
		Represent a unit fraction $1/b$ by partitioning a number line and then finding $1/b$ on it.	SMMA_LO_02148
		Fractions and Decimals Targeted Lesson 13: Fractions and Mixed Numbers	
NBT.14.a	Represent a unit fraction ( $1/b$ ) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts as specified by the denominator.	Fractions and Decimals Targeted Lesson 3: Unit Fractions	
		Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Fractions and Decimals Targeted Lesson 1: Identifying Fractions Using Sets	
		Fractions and Decimals Targeted Lesson 8: Equivalent Fraction Linear Models	
		Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	SMMA_LO_02190
		Fractions and Decimals Targeted Lesson 4: Fractions Using Number Lines	
		Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430

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		Represent a unit fraction $1/b$ by partitioning a number line and then finding $1/b$ on it.	SMMA_LO_02148
NBT.14.b	Represent a fraction ( $a/b$ ) on a number line by marking off a lengths of size ( $1/b$ ) from zero.	Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Fractions and Decimals Targeted Lesson 1: Identifying Fractions Using Sets	
		Fractions and Decimals Targeted Lesson 8: Equivalent Fraction Linear Models	
		Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	SMMA_LO_02190
		Fractions and Decimals Targeted Lesson 4: Fractions Using Number Lines	
		Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430
		Represent a unit fraction $1/b$ by partitioning a number line and then finding $1/b$ on it.	SMMA_LO_02148
NBT.15	Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.	Identify the figures with the equivalent fractional parts shaded.	SMMA_LO_00483
		Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Fractions and Decimals Targeted Lesson 7: Equivalent Fraction Set Models	
		Compare fractions to 1 on the number line (halves to eighths).	SMMA_LO_00432
		Using a number line, compare fractions (like denominators, halves to sixteenths).	SMMA_LO_00434
NBT.15.a	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	Find a fraction equal to 1 (halves to eighths).	SMMA_LO_00427
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443

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		Fractions and Decimals Targeted Lesson 9: Whole Number Fractions	
NBT.15.b	Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that fractions must refer to the same whole for the comparison to be valid). Record comparisons using $<$ , $>$ , or $=$ and justify conclusions.	Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Compare fractions (like denominators, thirds to sixteenths).	SMMA_LO_00447
		Fractions and Decimals Targeted Lesson 10: Comparing Fractions	
		Fractions and Decimals Targeted Lesson 11: More Comparing Fractions	
		Using a number line, compare fractions (like denominators, halves to sixteenths).	SMMA_LO_00434
DA	Data Analysis		
	Represent and interpret data.		
DA.16	For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories.	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
		Multiplication and Division Targeted Lesson 7: Using Data from Graphs with Different Scales	
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	SMMA_LO_01299
DA.16.a	Determine a simple probability from a context that includes a picture.	In the context of randomly selecting a card that has one of two pictures on it, compute the probability of each picture being selected from a set of cards (total of 4 to 7 cards).	SMMA_LO_01211
		Given a sentence describing an observed event, label a future occurrence as certain, possible, or impossible.	SMMA_LO_01143

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		Within the context of selecting without replacement from a cup containing three balls, each of a different color, label a given event prior to each selection as certain, possible, or impossible.	SMMA_LO_01147
		Given information about a current situation, classify a future event as being certain, possible, or impossible.	SMMA_LO_01139
		Using a graphical representation of an urn and a set of balls of two colors, modify a random experiment so that the qualitative probability of getting one color is greater than that of getting the other color.	SMMA_LO_01161
		Express an event as a ratio of the number of favorable outcomes to the total number of outcomes (bowl containing marbles of two colors).	SMMA_LO_01179
		Create a set of colored balls whose contents are specified by whether it is certain, possible, or impossible to select a particular color.	SMMA_LO_01153
		Given a graphical representation of an urn containing balls of three colors, determine qualitatively which event is more probable to occur (5 to 8 times as many balls of one color as of the other color).	SMMA_LO_01157
		Given a graphical representation of a spinner partitioned into sectors of different sizes, each containing one of several possible pictures, label events as certain or impossible or pairs of events as more, less, or equally likely.	SMMA_LO_01212
		Given a graphical representation of an urn containing balls of three colors, determine qualitatively which event is more probable to occur.	SMMA_LO_01163



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		Given a graphical representation of an urn containing balls of two colors, determine qualitatively which color is more probable to be randomly selected (2 to 4 times as many balls of one color as of the other color).	SMMA_LO_01159
		Write a fraction to express the probability of an event.	SMMA_LO_01667
		Within the context of repeated selections without replacement from a bag containing two balls of the same color, label events as certain or impossible.	SMMA_LO_01141
		Given the graphical representation of a bowl containing marbles of two colors, represent on a qualitative ordinal scale the probability of an event (6 to 11 marbles in the bowl).	SMMA_LO_01165
		Given a graphical representation of a bowl containing marbles of two colors, represent on a qualitative ordinal scale the probability of an event and its complement.	SMMA_LO_01171
		In the context of randomly selecting a card that has a certain me on it, compute the probability of each me being selected from a set of cards.	SMMA_LO_01215
		Determine the probability of an event.	SMMA_LO_01197
DA.17	Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.	Choose a title for a line plot and label the units.	SMMA_LO_01643
		Measure the amount of rainfall for the week; then complete the chart and determine the total amount of rainfall for the month.	SMMA_LO_01327
		Measure the length of a bar to the nearest $\frac{1}{4}$ inch or 0.5 cm.	SMMA_LO_00822
M	Measurement		

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	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
M.18	Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes).	Set the digital clock to match the time on the analog clock to the exact minute.	SMMA_LO_01670
		Show time to the minute using digital and analog clocks.	SMMA_LO_00771
M.18.a	Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.	Solve time and distance problems (whole numbers).	SMMA_LO_00842
		Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	SMMA_LO_00155
		Find the time one to five hours before or after a given time (not crossing 12 o'clock).	SMMA_LO_00153
		Find the time one to twelve hours and ten to fifty-five minutes from a starting time.	SMMA_LO_00175
		Find the time one to five hours before or after a given time (across 12 o'clock).	SMMA_LO_00162
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_02155
		Given the ending time and the elapsed time, find the starting time.	SMMA_LO_01613
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_00775
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547

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M.19	Estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg).	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
M.19.a	Use the four operations to solve one-step word problems involving masses or volumes given in the same metric units.	Find the number of grams that represents a percentage of the total weight (whole numbers).	SMMA_LO_01636
		Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	SMMA_LO_01301
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
M.20	Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.	Multiplication and Division Targeted Lesson 23: Counting and Calculating the Area of Rectangles	
		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
		Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
M.21	Count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.	Estimate the area of a figure on a grid (3 to 11 square units).	SMMA_LO_00808
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802

Alabama Mathematics Standards Code	Alabama Mathematics Course of Study 2019 Grade 3	SuccessMaker Item Description	Item ID
		Find the area of an irregular figure displayed on a grid (12 to 50 square units).	SMMA_LO_01280
		Using a grid, find the area of a simple figure (8 to 60 nonstandard units).	SMMA_LO_00786
		Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
		Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028
		Count squares to find the area (2 to 8 units).	SMMA_LO_00706
M.22	Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.	Find the area of a rectangle using a formula.	SMMA_LO_00810
		Multiplication and Division Targeted Lesson 25: Using Addition and Multiplication to Find the Area of Rectangles	
		Multiplication and Division Targeted Lesson 23: Counting and Calculating the Area of Rectangles	
		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
		Determine side lengths and areas in squares, and side lengths and volumes in cubes.	SMMA_LO_02217
		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
		Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
		Multiplication and Division Targeted Lesson 24: Matching Areas of Rectangles	
		Find the area of a rectangle (36 to 144 customary or metric square units).	SMMA_LO_00173
		Represent the product of 2 two-digit numbers using arrays, area models, or equations.	SMMA_LO_00884

Alabama Mathematics Standards Code	Alabama Mathematics Course of Study 2019 Grade 3	SuccessMaker Item Description	Item ID
M.23	Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials.	Find the combined area of two walkways and the total cost of paving stones to cover the walkway.	SMMA_LO_02501
		Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
		Decompose Shapes into triangles and rectangles to find the area.	SMMA_LO_02168
		Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	SMMA_LO_02032
		Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
	Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
M.24	Construct rectangles with the same perimeter and different areas or the same area and different perimeters.	Multiplication and Division Targeted Lesson 27: Relating Area and Perimeter	
		Identify rectangles that have equal areas, but different dimensions.	SMMA_LO_00823
		Identify examples of relationships between area and perimeter.	SMMA_LO_00850
M.25	Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles.	Given a perimeter, mark equilateral polygons with the same side measures.	SMMA_LO_00849
		Given the length of one side of a rectangle, measure another side, and then find the perimeter.	SMMA_LO_00788
		Identify the shape with the greater perimeter (3 to 11 nonstandard units).	SMMA_LO_00734
		Multiplication and Division Targeted Lesson 28: Area and Perimeter Word Problems	

Alabama Mathematics Standards Code	Alabama Mathematics Course of Study 2019 Grade 3	SuccessMaker Item Description	Item ID
		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
		Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00790
		Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00805
		Given the lengths of all sides, find the perimeter of a rectangle.	SMMA_LO_00821
G	Geometry		
	Reason with shapes and their attributes.		
G.26	Recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.	Identify the regular polygons.	SMMA_LO_00651
		Classify quadrilaterals based on their attributes.	SMMA_LO_02199
		Identify polygons by their attributes.	SMMA_LO_02211
		Count the number of sides in a polygon.	SMMA_LO_00586
		Identify polygons and circles (pentagons, hexagons, octagons, parallelograms).	SMMA_LO_00627
		Identify figures with more or fewer than a given number of sides.	SMMA_LO_00587