



SuccessMaker®

**Arkansas Mathematics Curriculum Framework 2016
Grade 1**

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

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 1	SuccessMaker Item Description	Item ID
AR.Math.Content.1.OA	Operations and Algebraic Thinking		
AR.Math.Content.1.OA.A	Represent and solve problems involving addition and subtraction		
AR.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	SMMA_LO_01433
		Add ten to a number (sums 11 to 19), given in words.	SMMA_LO_00038
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	SMMA_LO_01436
		Add two numbers presented in words using basic math facts (sums 1 to 18).	SMMA_LO_00024
		Solve a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01545
		Addition and Subtraction Targeted Lesson 7: Subtraction Word Problems with Numbers Between 1 and 20	
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00390
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01412
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01434

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		Addition and Subtraction Targeted Lesson 8: Addition and Subtraction Word Problems with Numbers Between 1 and 20	
		Add two addends vertically (sums 10 to 18).	SMMA_LO_00041
		Solve an addition problem in context (same objects, sums 2 to 5).	SMMA_LO_01540
		Solve an addition problem in context (four addends, sums 0 to 25).	SMMA_LO_01587
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00470
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00410
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01411
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	SMMA_LO_01435
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	SMMA_LO_01442
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	SMMA_LO_01235

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AR.Math.Content.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	Solve an addition problem in context (three addends, sums 9 to 18).	SMMA_LO_01576
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00390
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Add three addends displayed horizontally (sums 6 to 10).	SMMA_LO_00029
		Add three addends (sums 6 to 10).	SMMA_LO_00028
		Add vertically using basic math facts (sums 11 to 18).	SMMA_LO_00022
		Add three addends (audio presentation, sums 3 to 5).	SMMA_LO_00027
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01549
		Add three addends presented horizontally (one-digit addends, sums 10 to 19).	SMMA_LO_00032
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01557
		Add three addends (one-digit addends, sums 11 to 19).	SMMA_LO_00031
		Add three addends (sums 2 to 5).	SMMA_LO_00026
		Act out the solution to an addition problem in context (three addends, sums 1 to 9).	SMMA_LO_01537

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		Act out a problem to find the sum of three numbers (one-digit addends).	SMMA_LO_01249
AR.Math.Content.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction		
AR.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract. Note: Students need not use formal terms for these properties.	Apply the Associative Property of Addition to add three numbers.	SMMA_LO_02135
		Addition and Subtraction Targeted Lesson 6: Using the Associative Property with Sums of 10	
		Addition and Subtraction Targeted Lesson 3: Adding Numbers from 1 to 20 Using the Commutative Property	
		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
AR.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.	Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract	
		Solve a subtraction problem by finding the missing addend.	SMMA_LO_02023
		Addition and Subtraction Targeted Lesson 16: Subtracting Two-Digit Numbers: Strategies Including "Think Addition"	

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		Find the missing two-digit addend in a number sentence (sums are 0).	SMMA_LO_00103
		Find the missing addend in a number sentence (three addends, -10 to 10).	SMMA_LO_00123
		Find the missing two-digit addend in a number sentence (sums are 0, missing addend is first).	SMMA_LO_00104
		Find the missing subtrahend in a number sentence (minuends -9 to 0, differences -9 to 0).	SMMA_LO_01512
AR.Math.Content.1.OA.C	Add and subtract within 20.		
AR.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Relate counting to addition and subtraction.	SMMA_LO_02010
		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 2 to 5).	SMMA_LO_00005
		Add a two-digit number to a one-digit number by counting (sums up to 18), given in words.	SMMA_LO_00039
		Count two sets of objects to find the total (sums 4 to 6).	SMMA_LO_00004
		Count objects in two sets and add (sums 1 to 5).	SMMA_LO_00007
		Count two sets of objects to find the total (sums 2 to 4).	SMMA_LO_00003
		Count two sets of objects to find the total (sums 6 to 10).	SMMA_LO_00006

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AR.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as: Note: Computational fluency is demonstrating the method of student choice. Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers.		
AR.Math.Content.1.OA.C.6.a	Counting on	Addition and Subtraction Targeted Lesson 1: Counting On and Back by 1s for Numbers 1 to 20	
		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 2 to 5).	SMMA_LO_00005
		Relate counting to addition and subtraction.	SMMA_LO_02010
		Count two sets of objects to find the total (sums 4 to 6).	SMMA_LO_00004
		Count objects in two sets and add (sums 1 to 5).	SMMA_LO_00007
		Count two sets of objects to find the total (sums 2 to 4).	SMMA_LO_00003
		Count two sets of objects to find the total (sums 6 to 10).	SMMA_LO_00006
AR.Math.Content.1.OA.C.6.c	Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$)	Decompose numbers 2-10 into pairs in more than one way by using objects.	SMMA_LO_02096
		Decompose numbers from 11 to 19 into ten ones and some further ones.	SMMA_LO_02094

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AR.Math.Content.1.OA.C.6.d	Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$)	Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	SMMA_LO_01433
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	SMMA_LO_01436
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00390
		Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract	
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01434
		Addition and Subtraction Targeted Lesson 16: Subtracting Two-Digit Numbers: Strategies Including "Think Addition"	
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00470
		Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	SMMA_LO_02014
		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 20.	SMMA_SG_00410

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		Find the missing addend in a number sentence (three addends, -10 to 10).	SMMA_LO_00123
		Subtract 10 from a two-digit number (student choice, minuends 11 to 19).	SMMA_LO_01441
		Find the missing two-digit addend in a number sentence (sums are 0, missing addend is first).	SMMA_LO_00104
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	SMMA_LO_01435
		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 10 from a number (minuends 11 to 19, horizontal presentation).	SMMA_LO_01442
AR.Math.Content.1.OA.D	Work with addition and subtraction equations.		
AR.Math.Content.1.OA.D.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	Determine if equations involving addition and subtraction are true or false.	SMMA_LO_02024
AR.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Complete fact families with four facts (sums 3 to 10).	SMMA_LO_00322
		Find the missing minuend in a subtraction number sentence (minuends 10 to 99, no regrouping).	SMMA_LO_01486

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		Find the missing minuend in a subtraction number sentence (minuends 15 to 18).	SMMA_LO_01455
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	SMMA_LO_01687
		Identify and solve the number sentence for a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01562
		Identify the missing number (addend or sum) in an addition equation, for numbers 20 and less.	SMMA_LO_02010
		Find the missing minuend in a subtraction number sentence (minuends 0 to 9).	SMMA_LO_01440
		Find the missing addend in a number sentence (a multiple of 10 and a one-digit addend, sums 11 to 99, no regrouping).	SMMA_LO_00050
		Find the missing minuend in a number sentence (minuends 21 to 99).	SMMA_LO_01478
		Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01550
		Find the missing minuend in a subtraction number sentence (minuends 11 to 19).	SMMA_LO_01468

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		Identify a missing number in related addition and subtraction number sentences (two-digit sums, two-digit differences).	SMMA_LO_01060
		Find the missing minuend in a subtraction number sentence (minuends 10 to 14).	SMMA_LO_01451
		Find the missing addend in a number sentence (a one-digit and a two-digit addend, sums 10 to 99, no regrouping).	SMMA_LO_00070
		Find the missing subtrahend in a subtraction number sentence (minuends 15 to 18).	SMMA_LO_01449
		Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	SMMA_LO_02014
		Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	SMMA_LO_01470
		Identify a missing number in an addition and subtraction fact family.	SMMA_LO_01035
		Find the missing subtrahend in a subtraction number sentence (minuends 10 to 14).	SMMA_LO_01446
		Find the missing addend in a number sentence. (sums 2 to 9)	SMMA_LO_00037

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		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 11 to 19).	SMMA_LO_01464
		Find the missing subtrahend in a number sentence (minuends 10 to 99).	SMMA_LO_01480
		Find the missing addend in a number sentence (sums 10 to 18).	SMMA_LO_00048
		Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01546
		Find the missing minuend in a subtraction number sentence (minuends 20-98, subtrahends 11-89)	SMMA_LO_01491
AR.Math.Content.1.NBT	Number and Operations in Base Ten		
AR.Math.Content.1.NBT.A	Extend the counting sequence.		
AR.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Identify the word name for a three-digit number.	SMMA_LO_01009
		Enter the number for a word name (two-digit).	SMMA_LO_01001
		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

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		Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	SMMA_LO_00979
		Enter the number of ones equal to number 1 to 9.	SMMA_LO_00973
		Find the number that comes before a given number, counting by 1's (1 to 9).	SMMA_LO_00949
		Enter the number for a word name (100 to 999).	SMMA_LO_01042
		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 (1 to 20).	SMMA_LO_00951
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00939
		Enter the number shown (0 to 4).	SMMA_LO_00001
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940
AR.Math.Content.1.NBT.B	Understand place value.		
AR.Math.Content.1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		
AR.Math.Content.1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Compose numbers from 11 to 19 given ten ones and some further ones by using objects.	SMMA_LO_02095
AR.Math.Content.1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones.	Enter the number of tens for a given multiple of ten (10 to 90).	SMMA_LO_00975

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		Addition and Subtraction Targeted Lesson 24: Ten and Ones	
		Model multiples of 10 (from 10 to 90) with place value blocks.	SMMA_LO_02019
AR.Math.Content.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Compare numbers using $<$ or $>$ symbols (1 to 19).	SMMA_LO_00325
		Compare numbers using $<$ or $>$ symbols (20 to 99).	SMMA_LO_00328
		Addition and Subtraction Targeted Lesson 27: Comparing Numbers to 100	
AR.Math.Content.1.NBT.C	Use place value understanding and properties of operations to add and subtract		
AR.Math.Content.1.NBT.C.4	Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning. Strategies should be based on place-value, properties of operations, and/or the relationship between addition and subtraction.	Find the sum of two numbers displayed horizontally (a one-digit and a two-digit addend, sums 20 to 98, regrouping), given horizontally.	SMMA_LO_00055
		Addition and Subtraction Targeted Lesson 11: Adding Two-Digit Numbers Mentally	
		Add two addends displayed horizontally (one-digit and a two-digit addend, sums 11 to 99).	SMMA_LO_00049

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		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract	
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Add two addends (student choice, a one-digit and a two-digit addend, sums 20 to 98, regrouping).	SMMA_LO_00054
		Add three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00090
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	SMMA_LO_00064
		Addition and Subtraction Targeted Lesson 8: Addition and Subtraction Word Problems with Numbers Between 1 and 20	
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	SMMA_LO_01556
		Add three addends (student choice, one-digit and two-digit addends, sums 21 to 99, no regrouping).	SMMA_LO_00079

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		Addition and Subtraction Targeted Lesson 12: Adding Two-Digit Numbers: Two Strategies	
		Add two addends (one- and two-digit addends, sums 11 to 99, no regrouping).	SMMA_LO_00033
AR.Math.Content.1.NBT.C.5	Mentally find 10 more or 10 less than a given two-digit number, without having to count. Students should be able to explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	SMMA_LO_02020
AR.Math.Content.1.NBT.C.6	Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used. Strategies should be based on place value, properties of operations, and/or the relationship between addition and subtraction. Note: Differences should be zero or positive.	Subtract multiples of 10 (minuends 20 to 90, subtrahends 10 to 80, horizontal presentation).	SMMA_LO_01438
		Subtract multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).	SMMA_LO_01437
		Subtract two multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).	SMMA_LO_01426
		Subtract two multiples of 10 (minuends 100 to 180, subtrahends 10 to 90).	SMMA_LO_01448
AR.Math.Content.1.MD	Measurement and Data		

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AR.Math.Content.1.MD.A	Measure lengths indirectly and by iterating length units.		
AR.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Order three objects by length.	SMMA_LO_02147
		Given 3 objects, Identify the shortest or longest object.	SMMA_LO_00693
AR.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Find the total length of two objects (nonstandard units, sums 2 to 5).	SMMA_LO_00720
		Find the length of objects using concrete models for standard units of length.	SMMA_LO_02187
		Find the distance between two objects (2 to 8 nonstandard units).	SMMA_LO_00732
		Count to find how long or tall (2 to 9 nonstandard units).	SMMA_LO_00705
		Count to find the height and width (2 to 5 nonstandard units).	SMMA_LO_00713
		Measure the length of an object (2 to 7 nonstandard units).	SMMA_LO_00777
AR.Math.Content.1.MD.B	Work with time and money.		

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AR.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks. Note: The intention of this standard is to continue the introduction of the concept with the goal of mastery by the end of third grade.	Tell time to the hour using an analog clock.	SMMA_LO_00714
		Find a fraction of an hour in minutes ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, or $\frac{3}{4}$ hour).	SMMA_LO_00817
		Tell time to the hour using digital and analog clocks.	SMMA_LO_00716
		Tell time to the half-hour using an analog clock.	SMMA_LO_00724
		Find the time 5 to 50 minutes after the time shown (analog clock).	SMMA_LO_00798
		Show time to the minute using digital and analog clocks.	SMMA_LO_00771
		Set time to 5-minute intervals using digital and analog clocks.	SMMA_LO_00744
AR.Math.Content.1.MD.B.4	Identify and know the value of a penny, nickel, dime, and quarter.	Identify pennies or dimes.	SMMA_LO_02208
		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 (10 to 99 cents).	SMMA_LO_00760
		Enter the amount of money shown (1 to 5 cents in pennies).	SMMA_LO_00699
		Identify the coin worth 1, 5, 10, or 25 cents.	SMMA_LO_00702
		Identify nickels or dimes.	SMMA_LO_00698
AR.Math.Content.1.MD.C	Represent and interpret data.		

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AR.Math.Content.1.MD.C.6	Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs. Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another.	Use data from a bar graph and equations that represent the situation to find how many snacks are needed for Fitness Day	SMMA_LO_02500
AR.Math.Content.1.G	Geometry		
AR.Math.Content.1.G.A	Reason with shapes and their attributes.		
AR.Math.Content.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Distinguish between defining and non-defining attributes.	SMMA_LO_02157
AR.Math.Content.1.G.A.2	Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape. Note: Students do not need to learn formal names such as “right rectangular prism.”	Compose simple shapes to form larger shapes.	SMMA_LO_02181
AR.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Match the word name of the fraction to the fraction (halves to eighths).	SMMA_LO_00416

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		Describe partitioned circles as having two halves, three thirds, or four fourths equal shares.	SMMA_LO_02174
		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 the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
		Match the word name of a fraction to a fraction (halves, thirds, fourths).	SMMA_LO_00411
		Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400
		Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Identify the figure divided into equal parts (halves to eighths in words).	SMMA_LO_00417
		Count the number of equal parts in a fractional model (2 to 8 parts).	SMMA_LO_00402