



SuccessMaker®

**Arkansas Mathematics Curriculum Framework 2016
Kindergarten**

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

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Kindergarten	SuccessMaker Item Description	Item ID
AR.Math.Content.K.CC	Counting and Cardinality		
AR.Math.Content.K.CC.A	Know number names and the count sequence.		
AR.Math.Content.K.CC.A.1	Count to 100 by ones, fives, and tens.	Count by 5's, 6's, or 7's (through 70).	SMMA_LO_01058
		Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948
		Count by 2's, 3's, or 10's (11 to 209, not multiples of 2, 3, 10).	SMMA_LO_01056
		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 5).	SMMA_LO_00940
AR.Math.Content.K.CC.A.2	Count forward, by ones, from any given number up to 100.	Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948
		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
		Find the number that comes before a given number, counting by 1's (1 to 9).	SMMA_LO_00949
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00939
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940
AR.Math.Content.K.CC.A.3	Read, write, and represent numerals from 0 to 20.	Enter the number shown (5 to 9).	SMMA_LO_00002
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00042
		Enter the number shown (1 to 9).	SMMA_LO_00942

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		Enter the number shown (1 to 5).	SMMA_LO_00932
		Enter the number for a word name (two-digit).	SMMA_LO_01001
		Identify the word name for a three-digit number.	SMMA_LO_01009
		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
		Enter the number shown (0 to 4).	SMMA_LO_00001
AR.Math.Content.K.CC.B	Count to tell the number of objects.		
AR.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects: Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.	Count objects by pairing each object with one number 1 to 10; determine how many objects there are when 1 more is added.	SMMA_LO_02093
AR.Math.Content.K.CC.B.4.a	Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence).	Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948
		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
		Count specific objects within a larger set (1 to 6 objects).	SMMA_LO_00936

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		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 (6 to 9 objects).	SMMA_LO_00958
AR.Math.Content.K.CC.B.4.b	Understand that the last number said tells the number of objects counted.	Determine the arrangements that can be made with a group of two and a group of three items.	SMMA_LO_01718
		Determine the number of arrangements that can be made from two groups with two items.	SMMA_LO_01717
AR.Math.Content.K.CC.B.4.c	Understand that each successive number 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_00939
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940
AR.Math.Content.K.CC.B.5	Count to answer "how many?" Note: As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.	Count objects arranged in a row (1-5 objects).	SMMA_LO_00933
AR.Math.Content.K.CC.B.5.a	Count up to 20 objects in any arrangement.	Count objects arranged in a row (1-5 objects).	SMMA_LO_00933

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		Count objects not arranged in a row (6 to 9 objects).	SMMA_LO_00943
		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
		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
AR.Math.Content.K.CC.B.5.b	Count up to 10 objects in a scattered configuration.	Count objects not arranged in a row (6 to 9 objects).	SMMA_LO_00943
		Count objects arranged in a row (one to nine objects).	SMMA_LO_00957
		Count objects not arranged in a row (1 to 5 objects).	SMMA_LO_00935
AR.Math.Content.K.CC.B.5.c	Given a number from 1-20, count out that many objects.	Count specific objects within a larger set (1 to 6 objects).	SMMA_LO_00936
		Count specific objects within a larger set (6 to 9 objects).	SMMA_LO_00958
		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_00940
AR.Math.Content.K.CC.C	Compare numbers.		

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AR.Math.Content.K.CC.C.6	Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10.	Identify a number, model, or word with the same value (1 to 9).	SMMA_LO_00965
		Make a group with one more object than a given group (six to nine objects).	SMMA_LO_00930
		Make a group with one fewer object than a given group (6 to 9 objects).	SMMA_LO_00931
		Match objects to show a one-to-one correspondence (2 to 5 objects).	SMMA_LO_00921
		Identify the number with the greatest value (1 to 9).	SMMA_LO_00947
		Create a set with one fewer object than a given set (1 to 9 objects).	SMMA_LO_00955
		Create a set with one more object than a given set (1 to 9 objects).	SMMA_LO_00954
		Identify a number that is greater than or less than a spoken number (1 to 9).	SMMA_LO_00946
		Make a group with the same number of objects as a given group (6 to 9 objects).	SMMA_LO_00929
		Create a set with the same, more, or fewer number of objects than a given group (1 to 9 objects).	SMMA_LO_00953

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AR.Math.Content.K.CC.C.7	Compare two numbers between 0 and 20 presented as written numerals. Note: The use of the symbols for greater than/less than should not be introduced in this grade level. Appropriate terminology to use would be more than, less than, or the same as.	Identify a number that is greater than or less than a spoken number (1 to 9).	SMMA_LO_00946
AR.Math.Content.K.CC.C.8	Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames).	Identify a number, model, or word with the same value (1 to 9).	SMMA_LO_00965
		Make a group with one fewer object than a given group (6 to 9 objects).	SMMA_LO_00931
		Make a group with 6 to 9 objects.	SMMA_LO_00945
		Create a set with one fewer object than a given set (1 to 9 objects).	SMMA_LO_00955
		Create a set with one more object than a given set (1 to 9 objects).	SMMA_LO_00954
		Identify a number that is greater than or less than a spoken number (1 to 9).	SMMA_LO_00946
		Make a group with the same number of objects as a given group (6 to 9 objects).	SMMA_LO_00929
		Create a set with the same, more, or fewer number of objects than a given group (1 to 9 objects).	SMMA_LO_00953
		Enter the number of ones equal to number 1 to 9.	SMMA_LO_00973
		Identify a number from a spoken number (6 to 9).	SMMA_LO_00944

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		Find the number that comes before a given number, counting by 1's (1 to 9).	SMMA_LO_00949
		Identify the number of objects for a word name. (1 to 9 objects).	SMMA_LO_00964
AR.Math.Content.K.OA	Operations and Algebraic Thinking		
AR.Math.Content.K.OA.A	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
AR.Math.Content.K.OA.A.1	Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2+3$), or equations (e.g., $2+3 =$).	Count the objects in two sets and add (sums 6 to 10).	SMMA_LO_00008
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01412
		Identify the picture that represents a subtraction problem in context (minuends 2 to 10).	SMMA_LO_01542
		Count two sets of objects to find the total (sums 2 to 5).	SMMA_LO_00005
		Identify a picture that represents a subtraction problem (one or two-digit).	SMMA_LO_01244
		Identify a picture that represents an addition problem (sums 2 to 6).	SMMA_LO_01228
		Act out the problem to find the sum (basic facts).	SMMA_LO_01241
		Act out the solution to a subtraction problem in context (minuends 1 to 6).	SMMA_LO_01536

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		Count two sets of objects to find the total (sums 4 to 6).	SMMA_LO_00004
		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, pictorial models).	SMMA_LO_01411
		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
		Identify the pictorial solution to a subtraction problem (minuends 2 to 9).	SMMA_LO_01422
		Act out the solution to an addition problem in context (three addends, sums 1 to 9).	SMMA_LO_01537
		Act out a problem to find the sum of three numbers (one-digit addends).	SMMA_LO_01249
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	SMMA_LO_01235
AR.Math.Content.K.OA.A.2	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00220
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00240

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		Identify the picture that represents a subtraction problem in context (minuends 2 to 10).	SMMA_LO_01542
		Identify a picture that represents a subtraction problem (one or two-digit).	SMMA_LO_01244
		Identify a picture that represents an addition problem (sums 2 to 6).	SMMA_LO_01228
		Addition and Subtraction Targeted Lesson 8: Addition and Subtraction Word Problems with Numbers Between 1 and 20	
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00290
		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 10.	SMMA_SG_00250
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00230
		Subtract a number from 10 (subtrahends 1 to 9).	SMMA_LO_01424
		Subtract using basic math facts (minuends 6 to 9).	SMMA_LO_01418
AR.Math.Content.K.OA.A.3	Use objects, drawings, etc., to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Decompose numbers 2-10 into pairs in more than one way by using objects.	SMMA_LO_02096

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		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
		Create a set with one more object than a given set (1 to 9 objects).	SMMA_LO_00954
		Make a group with the same number of objects as a given group (6 to 9 objects).	SMMA_LO_00929
		Count specific objects within a larger set (6 to 9 objects).	SMMA_LO_00958
		Count two sets of objects to find the total (sums 6 to 10).	SMMA_LO_00006
AR.Math.Content.K.OA.A.4	Find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation. Note: Use of different manipulatives such as ten-frames, cubes, or two-color counters, assists students in visualizing these number pairs.	Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00220
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00210
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00200
AR.Math.Content.K.OA.A.5	Fluently add and subtract within 10 by using various strategies and manipulatives. Note: Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies).	Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00220

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00240
		Addition and Subtraction Targeted Lesson 7: Subtraction Word Problems with Numbers Between 1 and 20	
		Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract	
		Add two addends (sums 6 to 10).	SMMA_LO_00012
		Identify the picture that represents a subtraction problem in context (minuends 2 to 10).	SMMA_LO_01542
		Add three addends displayed horizontally (sums 6 to 10).	SMMA_LO_00029
		Identify a picture that represents a subtraction problem (one or two-digit).	SMMA_LO_01244
		Subtract using basic math facts (minuends 2 to 10).	SMMA_LO_01413
		Identify a picture that represents an addition problem (sums 2 to 6).	SMMA_LO_01228
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00210
		Addition and Subtraction Targeted Lesson 8: Addition and Subtraction Word Problems with Numbers Between 1 and 20	
		Add three addends (sums 6 to 10).	SMMA_LO_00028
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00290

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		Add two addends in words (one-digit addends, sums 6 to 10).	SMMA_LO_00016
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00200
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01549
		Add four addends (one-digit addends, sums 3 to 10).	SMMA_LO_00030
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01557
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00250
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01553
		Enter the number of ones equal to number 1 to 9.	SMMA_LO_00973
		Identify the pictorial solution to a subtraction problem (minuends 2 to 9).	SMMA_LO_01422
		Addition and subtraction word problems within 10 with both addends unknown.	SMMA_LO_02183
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00230
		Subtract a number from 10 (subtrahends 1 to 9).	SMMA_LO_01424
		Subtract using basic math facts displayed horizontally (minuends 6 to 9).	SMMA_LO_01417

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		Write an addition number sentence to represent a picture (sums 1 to 9).	SMMA_LO_00036
		Subtract using basic math facts (minuends 1 to 9).	SMMA_LO_01419
		Act out the solution to an addition problem in context (three addends, sums 1 to 9).	SMMA_LO_01537
		Subtract using basic math facts (minuends 6 to 9).	SMMA_LO_01418
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	SMMA_LO_01235
AR.Math.Content.K.NBT	Number and Operations in Base Ten		
AR.Math.Content.K.NBT.A	Work with numbers 11-19 to gain foundations for place value.		
AR.Math.Content.K.NBT.A.1	Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings.	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
		Compose numbers from 11 to 19 given ten ones and some further ones by using objects.	SMMA_LO_02095
		Model multiples of 10 (from 10 to 90) with place value blocks.	SMMA_LO_02019

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AR.Math.Content.K.MD	Measurement and Data		
AR.Math.Content.K.MD.A	Describe and compare measureable attributes.		
AR.Math.Content.K.MD.A.2	Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute.	Identify a set of numbers between two numbers, or less than or greater than a given number (101 to 999).	SMMA_LO_01068
		Identify a number that is greater than or less than a spoken number (1 to 9).	SMMA_LO_00946
AR.Math.Content.K.MD.B	Classify objects and count the number of objects in each category.		
AR.Math.Content.K.MD.B.3	Classify, sort, and count objects using both measureable and non-measureable attributes such as size, number, color, or shape. Note: Limit category count to be less than or equal to 10. Students should be able to give the reason for the way the objects were sorted.	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
		Make a group with one more object than a given group (six to nine objects).	SMMA_LO_00930
		Match simple geometric figures that have the same size, shape, and color.	SMMA_LO_00514
		Count objects not arranged in a row (6 to 9 objects).	SMMA_LO_00943
		Make a group with one fewer object than a given group (6 to 9 objects).	SMMA_LO_00931
		Make a group with 6 to 9 objects.	SMMA_LO_00945

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		Identify a pair of objects that are not the same size.	SMMA_LO_00692
		Match geometric figures that have the same size and shape (simple figures).	SMMA_LO_00516
		Identify a number that is greater than or less than a spoken number (1 to 9).	SMMA_LO_00946
		Identify the figure that is a different color from a given figure.	SMMA_LO_00541
AR.Math.Content.K.MD.C	Work with time and money.		
AR.Math.Content.K.MD.C.4	Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks, both analog and digital, and calendars are tools that measure time.	Identify the tool for a particular use (thermometer, scale, clock).	SMMA_LO_00761
AR.Math.Content.K.MD.C.5	Read time to the hour on digital and analog clocks. Note: This is an introductory skill and is addressed more formally in the upcoming grade levels.	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
AR.Math.Content.K.MD.C.6	Identify pennies, nickels, and dimes, and know the value of each. Note: This is an introduction skill and is addressed more formally in the upcoming grade levels.	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

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		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
		Enter the amount of money shown (10 to 19 cents in pennies, nickels, and dimes).	SMMA_LO_00722
		Find equivalence of nickels and dimes (1 to 5 dimes).	SMMA_LO_00738
		Identify the coin equivalent to 5, 10, or 25 pennies.	SMMA_LO_00727
		Enter the amount of money shown (6 to 9 cents in pennies).	SMMA_LO_00704
		Enter the amount of money shown (11 to 50 cents in pennies and dimes).	SMMA_LO_00715
AR.Math.Content.K.G	Geometry		
AR.Math.Content.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
AR.Math.Content.K.G.A.1	Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects. Note: Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of, or beside.	Identify the object behind or in front of another object in a three-dimensional perspective.	SMMA_LO_00584
		Identify the object that is near or far from another object.	SMMA_LO_00574
AR.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size. Note: Orientation refers to the way the shape is turned (upside down, sideways).	Identify triangles or rectangles by name.	SMMA_LO_00546

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		Match compound figures that have the same shape (different sizes).	SMMA_LO_00594
		Identify circles or squares by name.	SMMA_LO_00529
		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_00544
AR.Math.Content.K.G.A.3	Identify shapes as two-dimensional (flat) or three-dimensional (solid).	Identify geometric solids (cones, cubes, cylinders, pyramids, rectangular prisms, spheres).	SMMA_LO_00622
		Identify circles or squares by name.	SMMA_LO_00529
		Identify triangles, squares, rectangles, and pentagons.	SMMA_LO_00550
		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 geometric solids (prisms, pyramids, cones, or spheres).	SMMA_LO_00667
		Identify a geometric solid (cylinder, pyramid, or rectangular prism).	SMMA_LO_00616
		Identify circles or squares by name.	SMMA_LO_00544
		Identify a geometric figure (circle, triangle, rectangle, or square).	SMMA_LO_00531

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AR.Math.Content.K.G.B	Analyze, compare, create, and compose shapes.		
AR.Math.Content.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length). Note: 2-D shapes: squares, circles, triangles, rectangles, and hexagons 3-D shapes: cube, cone, cylinder, and sphere	Identify the smaller or bigger rectangle.	SMMA_LO_00747
		Match compound figures that have the same shape (different sizes).	SMMA_LO_00594
		Match similar figures in different orientations.	SMMA_LO_00566
		Match complex congruent figures in different orientations.	SMMA_LO_00581
		Identify shapes that are alike.	SMMA_LO_00549
		Identify the figure with a different shape.	SMMA_LO_00547
AR.Math.Content.K.G.B.6	Compose two-dimensional shapes to form larger two-dimensional shapes.	Compose simple shapes to form larger shapes.	smma_lo_02181