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SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Colorado Mathematics Standards Code	Colorado Mathematics Academic Standards, Grade 3	SuccessMaker Item Description	Item ID
1	Number and Quantity		
3.NF.A	Number & Operations-Fractions: Develop understanding of fractions as numbers.		
3.NF.A.1	Describe a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
		Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		Model a fraction a/b by filling in a out of b sections in a fraction model.	SMMA_LO_02034
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
3.NF.A.2	Describe a fraction as a number on the number line; represent fractions on a number line diagram.		
3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Represent a unit fraction 1/b by partitioning a number line and then finding 1/b on it.	SMMA_LO_02148
3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
3.NF.A.3.c	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
	Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.		
2	Algebra and Functions		
3.OA.A	Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division.		
	Academic Context and Connections		
	Entrepreneurial Skills: Critical Thinking/Problem Solving		
MP4	Model with mathematics.		
4	Use arrays to represent whole-number multiplication and division problems.	Divide using graphic models (combinations to 5 x 5).	SMMA_LO_00279
		Identify and solve an expression that represents a multiplication problem in context (products 3 x 4 to 9 x 9).	SMMA_LO_01590
		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	SMMA_LO_01569
3.OA.B	Operations & Algebraic Thinking: Apply properties of multiplication and the relationship between multiplication and division.		
3.OA.B.6	Interpret division as an unknown-factor problem.	Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
	For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.		
	Academic Context and Connections		

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	Personal Skills: Adaptability/Flexibility		
1	Flexibly work with different but related arrangements of factors and products or dividends, divisors, and quotients.	Identify a missing number in an addition and subtraction fact family.	SMMA_LO_01035
3.OA.C	Operations & Algebraic Thinking: Multiply and divide within 100.		
	Academic Context and Connections		
	Professional Skills: Task/Time Management		
1	Efficiently solve multiplication and division problems by using facts committed to memory.	Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Find the missing factor (products to 5 x 5).	SMMA_LO_00856
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00877
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Find the missing factor (products 6 x 1 to 9 x 5).	SMMA_LO_00866
		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00873
		Make a picture to solve a division problem (math facts).	SMMA_LO_01238
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00860
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Complete fact families with four facts (products 2 x 3 to 8 x 9).	SMMA_LO_00344
		Divide using basic facts (combinations to 5 x 5).	SMMA_LO_00280
		Divide (combinations 6 x 6 to 9 x 9, no remainder).	SMMA_LO_00284
		Make a picture to solve a quotitive division problem (dividends to 20).	SMMA_LO_01565
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	SMMA_LO_00282
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
3	Data, Statistics, and Probability		

Colorado Mathematics Standards Code	Colorado Mathematics Academic Standards, Grade 3	SuccessMaker Item Description	Item ID
3.MD.A	Measurement & Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Set the digital clock to match the time on the analog clock to the exact minute.	SMMA_LO_01670
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547
3.MD.B	Measurement & Data: Represent and interpret data.		
	Academic Context and Connections		
	Entrepreneurial Skills: Literacy/Reading		
1	Analyze data to distinguish the factual evidence offered, to reason about judgments, to draw conclusions, and to speculate about ideas the data represents.	Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		Read and interpret a horizontal pictograph with a scale of 2 (five items).	SMMA_LO_00140
		Given a chart of tree growth, infer which of two years there was more rainfall.	SMMA_LO_01305
		Given a bar graph of tree growth, calculate the height a tree grew from one year to another.	SMMA_LO_01303
MP4	Model with mathematics.		
3	Model real-world quantities with statistical representations such as bar graphs and line graphs.	Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302
3.MD.C	Measurement & Data: Geometric measurement: Use concepts of area and relate area to multiplication and to addition.		
3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Count squares to find the area (2 to 8 units).	SMMA_LO_00706
		Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
		Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
3.MD.C.7	Use concepts of area and relate area to the operations of multiplication and addition.		

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3.MD.C.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	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
3.MD.C.7.b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
		Find the area of a rectangle (36 to 144 customary or metric square units).	SMMA_LO_00173
		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
3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
	Academic Context and Connections		
MP3	Construct viable arguments and critique the reasoning of others.		
1	Defend calculations of area using multiplication and by tiling the area with square units and comparing the results.	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
4	Geometry		
3.G.A	Geometry: Reason with shapes and their attributes.		
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
		Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		Identify a fractional portion of a set (halves, thirds, fourths).	SMMA_LO_00415

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		Identify the fraction representing shaded items in a set (halves, thirds, fourths).	SMMA_LO_00414
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
	For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		