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SuccessMaker®

Colorado Academic Standards Mathematics 2020 Grade 3

Alignments to SuccessMaker

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Prepared by Savvas Learning Company, formerly Pearson K12 Learning.

Colorado Academic Standards' Code	Colorado Academic Standards Mathematics 2020 Grade 3	SuccessMaker Item Descriptions	Item IDs
1	Number and Quantity		
3.NBT.A	Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.		
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a two-digit number to the nearest ten.	SMMA_LO_01028
		Round a three-digit number to the nearest hundred.	SMMA_LO_01036
		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 or three-digit number to the nearest ten.	SMMA_LO_01059
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	SMMA_LO_01615
		Round two-digit numbers to the nearest ten.	SMMA_LO_01647
		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_01649
		Round a three-digit number to the nearest hundred.	SMMA_LO_01650
		Round a three-digit number to the nearest hundred.	SMMA_LO_01651
		Round a three-digit number to the nearest hundred.	SMMA_LO_01652
		Estimate the difference (three-digit, differences 100 to 800).	SMMA_LO_01676
		Addition and Subtraction Targeted Lesson 25: Rounding to the Nearest 10 or 100	

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3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place and the hundreds to the tens place).	SMMA_LO_01490
		Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).	SMMA_LO_00089
		Add three addends (student choice, a two-digit and 2 three-digit addends, sums 211 to 2097, regrouping in all places).	SMMA_LO_00097
		Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	SMMA_LO_01479
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from tens place to ones place).	SMMA_LO_01475
		Subtract a three-digit multiple of 10 from a number (student choice, minuends 222 to 999, no regrouping).	SMMA_LO_01458
		Add two addends (student choice, three-digit addends, sums 1000 to 1998, regrouping in all places).	SMMA_LO_00096
		Find the difference of two whole numbers (student choice, regrouping from tens place to ones place and hundreds place to tens place).	SMMA_LO_01489
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place and the hundreds to the tens place).	SMMA_LO_01490
		Subtract (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_01450
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	SMMA_LO_00061

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		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping ones).	SMMA_LO_00085
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01485
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 998, regrouping).	SMMA_LO_00059
		Add two addends (student choice, a two-digit and a three-digit addend, sums 100 to 999, no regrouping).	SMMA_LO_00065
		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	SMMA_LO_00071
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	SMMA_LO_01471
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01487
		Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).	SMMA_LO_00089
		Subtract a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	SMMA_LO_01492
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	SMMA_LO_01481
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01483
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	SMMA_LO_01560

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		Subtract (student choice, minuends and subtrahends 110 to 999).	SMMA_LO_01460
		Addition and Subtraction Targeted Lesson 16: Subtracting Two-Digit Numbers: Strategies Including "Think Addition"	
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	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 whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	SMMA_LO_00885
		Multiplication and Division Targeted Lesson 17: Multiplying by Multiples of Ten	
		Multiplication and Division Targeted Lesson 18: How Much Is 15 Tens?	
		Multiplication and Division Targeted Lesson 19: How Many Tens?	
		Multiplication and Division Targeted Lesson 20: Using Equations to Multiply Tens	
		Multiplication and Division Targeted Lesson 21: Times Tens Concentration	
		Multiplication and Division Targeted Lesson 22: Solving Problems with Multiples of 10 and 10	

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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 $1/b$.	Describe fractions in terms of the number of parts in a whole and the relative size of those parts (e.g., larger, smaller).	SMMA_LO_02137
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	SMMA_LO_00409
		Identify the fraction representing a shaded region (halves, thirds, fourths).	SMMA_LO_00410
		Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).	SMMA_LO_00413
		Identify the fraction representing shaded items in a set (halves, thirds, fourths).	SMMA_LO_00414
		Identify a fractional portion of a set (halves, thirds, fourths).	SMMA_LO_00415
		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
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
		Solve a problem by finding the fractional amount of a set (halves to eighths).	SMMA_LO_00424
		Identify a fractional portion of a set (halves to eighths).	SMMA_LO_00425
		Model a fraction a/b by filling in a out of b sections in a fraction model.	SMMA_LO_02034

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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.a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ 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
		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	
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.	Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430
		Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.	SMMA_LO_00431
		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 4: Fractions Using Number Lines	
3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Fractions and Decimals Targeted Lesson 10: Comparing Fractions	
		Fractions and Decimals Targeted Lesson 11: More Comparing Fractions	

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3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Model equivalent fractions; identify equivalent fractions on a number line.	SMMA_LO_02035
		Identify the figures with the equivalent fractional parts shaded.	SMMA_LO_00483
		Fractions and Decimals Targeted Lesson 7: Equivalent Fraction Set Models	
		Fractions and Decimals Targeted Lesson 6: Equivalent Fraction Area Models	
3.NF.A.3.b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 3/4).	SMMA_LO_00452
		Identify two equivalent fractions for 1/2.	SMMA_LO_01708
		Find the missing numerator or denominator in an equivalent fraction (simplified fractions 1/2 to 3/4).	SMMA_LO_00451
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Generate a table of equivalent fractions for a fraction in simplest form.	SMMA_LO_01791
		Identify two equivalent fractions for 1/2.	SMMA_LO_01708
		Fractions and Decimals Targeted Lesson 6: Equivalent Fraction Area Models	
		Fractions and Decimals Targeted Lesson 7: Equivalent Fraction Set Models	
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
	.	Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Fractions and Decimals Targeted Lesson 9: Whole Number Fractions	

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3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Using a number line, compare fractions (like denominators, halves to sixteenths).	SMMA_LO_00434
		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	
2	Algebra and Functions		
3.OA.A	Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division.		
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Multiplication and Division Targeted Lesson 1: Multiplication as Equal Groups	
		Multiplication and Division Targeted Lesson 2: Equal Groups in Context	

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3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	Make a picture to solve a division problem (math facts).	SMMA_LO_01238
		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
		Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	SMMA_LO_01663
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Divide using graphic models (combinations to 5 x 5).	SMMA_LO_00279
		Identify the method to solve a multiplication problem with extra information.	SMMA_LO_01267
		Identify the method to solve a division problem with extra information.	SMMA_LO_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	SMMA_LO_01283
		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
		Make a picture to solve a quotative division problem (dividends to 20).	SMMA_LO_01565
		Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	SMMA_LO_01570
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246

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		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	SMMA_LO_01569
		Find twice the amount of the money shown (products to 20).	SMMA_LO_01571
		Solve a multiplication problem in context (counting feedback, products 2 x 2 to 5 x 5).	SMMA_LO_01572
		Solve a multiplication problem in context (repeated addition feedback, products 2 x 2 to 5 x 5).	SMMA_LO_01578
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Solve a multiplication problem in context with extra information.	SMMA_LO_01589
		Identify and solve an expression that represents a multiplication problem in context (products 3 x 4 to 9 x 9).	SMMA_LO_01590
		Solve a problem using data in a table (twice, half, three times, or four times an amount).	SMMA_LO_01593
		Solve a one-step division problem (math facts 2 ÷ 2 to 9 ÷ 9).	SMMA_LO_01600
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	SMMA_LO_01664
		Identify four arrays for a given product (products 6 to 30).	SMMA_LO_01858
		Multiplication and Division Targeted Lesson 2: Equal Groups in Context	
		Multiplication and Division Targeted Lesson 14: More Multiplication and Division Word Problems	

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3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 =_ ÷ 3, 6 × 6 = ?	Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7, no remainder).	SMMA_LO_00285
		Solve for a or b in a x b = c (products 1 x 2 to 5 x 9).	SMMA_LO_00351
		Solve for c in a x b = c (products 1 x 2 to 5 x 9).	SMMA_LO_00346
		Solve for a or b in a ÷ b = c.	SMMA_LO_00352
		Solve for c in a x b = c (products 6 x 2 to 9 x 12).	SMMA_LO_00353
		Solve for a or b in a ÷ b = c.	SMMA_LO_00354
		Find the missing factor (products to 5 x 5).	SMMA_LO_00856
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00860
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		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 6 x 6 to 9 x 9).	SMMA_LO_00877
		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
3.OA.B	Operations & Algebraic Thinking: Apply properties of multiplication and the relationship between multiplication and division.		
3.OA.B.5	Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	SMMA_LO_02036
		Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	SMMA_LO_02037

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		Apply the Distributive Property as a strategy to multiply whole numbers.	SMMA_LO_02038
3.OA.B.6	Interpret division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
3.OA.C	Operations & Algebraic Thinking: Multiply and divide within 100.		
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Divide using basic facts (combinations to 5 x 5).	SMMA_LO_00280
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	SMMA_LO_00282
		Divide (combinations 6 x 6 to 9 x 9, no remainder).	SMMA_LO_00284
		Divide (combinations 2 x 10 to 5 x 12, no remainder).	SMMA_LO_00286
		Divide (combinations 5 x 9 to 6 x 12, no remainder).	SMMA_LO_00288
		Divide (combinations 2 x 13 to 5 x 19, no remainder).	SMMA_LO_00305
		Solve for c in a x b = c (products 1 x 2 to 5 x 9).	SMMA_LO_00346
		Find the quotient (dividends 6 ÷ 6 to 9 ÷ 9).	SMMA_LO_00349
		Solve for c in a x b = c (products 6 x 2 to 9 x 12).	SMMA_LO_00353
		Practice division using basic facts; dividend, divisor less than or equal to 30.	SMMA_SG_00740
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00550
		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

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		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 division using basic facts; dividend, divisor less than or equal to 50.	SMMA_SG_00810
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00820
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00580
		Practice division using basic facts; dividend, divisor less than or equal to 30.	SMMA_SG_00720
		Practice division using basic facts; dividend, divisor less than or equal to 20.	SMMA_SG_00620
		Practice division using basic facts; dividend, divisor less than or equal to 20.	SMMA_SG_00600
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00880
		Practice division using basic facts; dividend, divisor less than or equal to 50.	SMMA_SG_00780
		Practice division using basic facts; dividend, divisor less than or equal to 50.	SMMA_SG_00770
		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
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00840
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855

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		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Multiplication and Division Targeted Lesson 33: Relating Division to Multiplication	
3.OA.D	Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This evidence outcome is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order of operations when there are no parentheses to specify a particular order.)	Work backward to solve a two-step problem.	SMMA_LO_01288
		Find the missing information needed to solve a problem; then solve.	SMMA_LO_01293
		Make a picture to find the change received from a purchase (change back from $1.00).	SMMA_LO_01583
		Estimate the distance by rounding (d = rt).	SMMA_LO_01606

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		Solve a two-step multiplication and addition problem in context.	SMMA_LO_01633
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		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_01551
		Addition and Subtraction Targeted Lesson 13: Introducing Two-Step Word Problems	
		Addition and Subtraction Targeted Lesson 14: Two-Step Addition and Subtraction Problems with Numbers Between 1 and 100	
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Identify if the sum, difference, or product of two numbers is even or odd.	SMMA_LO_01086
3	Data, Statistics, and Probability		
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.	Find the elapsed time (differences from 1 to 6 hours, does not cross 12 o'clock).	SMMA_LO_00142
		Find the time one to five hours before or after a given time (not crossing 12 o'clock).	SMMA_LO_00153
		Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	SMMA_LO_00155

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		Find the time one to five hours before or after a given time (across 12 o'clock).	SMMA_LO_00162
		Find the time one to twelve hours and ten to fifty-five minutes from a starting time.	SMMA_LO_00175
		Determine elapsed time (1 to 6 hours, start and end times on the hour, can cross 12 o'clock).	SMMA_LO_00731
		Find the elapsed time (1 1/2 to 6 1/2 hours, start times and end times on the hour or half-hour, can cross 12 o'clock).	SMMA_LO_00770
		Show time to the minute using digital and analog clocks.	SMMA_LO_00771
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_00775
		Find the time 5 to 50 minutes after the time shown (analog clock).	SMMA_LO_00798
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547
		Set the digital clock to match the time on the analog clock to the exact minute.	SMMA_LO_01670
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_02155
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (This excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Identify the reasonable capacity of an object (milliliters and liters).	SMMA_LO_00811
		Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	SMMA_LO_01301

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3.MD.B	Measurement & Data: Represent and interpret data.		
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Read and interpret a horizontal pictograph with a scale of 2 (five items).	SMMA_LO_00140
		Make a pictograph from a set of data.	SMMA_LO_00146
		Label the categories of a vertical bar graph based on data from a table.	SMMA_LO_01138
		Read and interpret a pictograph with a scale of 2, 5 or 10.	SMMA_LO_01158
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	SMMA_LO_01172
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	SMMA_LO_01174
		Complete and interpret a pictograph.	SMMA_LO_01207
		Create a bar graph using data from a chart of values.	SMMA_LO_01696
		Create a bar graph.	SMMA_LO_01769
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.	Measure the length of a bar to the nearest 1/4 inch or 0.5 cm.	SMMA_LO_00822
		Make a line plot to show measurement data in fractions of a unit.	SMMA_LO_02196
		Make a line plot to show measurement data in whole number units.	SMMA_LO_02158

Colorado Academic Standards' Code	Colorado Academic Standards Mathematics 2020 Grade 3	SuccessMaker Item Descriptions	Item IDs
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
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802
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.	Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
		Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
		Identify the figure in a set with the least or greatest area (figures are made up of squares).	SMMA_LO_00776
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
		Using a grid, find the area of a simple figure (8 to 60 nonstandard units).	SMMA_LO_00786
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802
		Estimate the area of a figure on a grid (3 to 11 square units).	SMMA_LO_00808
		Find the area of an irregular figure displayed on a grid (12 to 50 square units).	SMMA_LO_01280
		Count squares to find the area (2 to 8 units).	SMMA_LO_00706

Colorado Academic Standards' Code	Colorado Academic Standards Mathematics 2020 Grade 3	SuccessMaker Item Descriptions	Item IDs
3.MD.C.7	Use concepts of area and relate area to the operations of multiplication and addition.		
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
		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
		Multiplication and Division Targeted Lesson 23: Counting and Calculating the Area of Rectangles	
		Multiplication and Division Targeted Lesson 24: Matching Areas of Rectangles	
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 (36 to 144 customary or metric square units).	SMMA_LO_00173
		Find the area of a rectangle using a formula.	SMMA_LO_00810
		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
		Multiplication and Division Targeted Lesson 26: Solving Area Word Problems	

Colorado Academic Standards' Code	Colorado Academic Standards Mathematics 2020 Grade 3	SuccessMaker Item Descriptions	Item IDs
3.MD.C.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	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
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Multiplication and Division Targeted Lesson 29: The Distributive Property and Area	
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 area of a rectilinear figure in a context by decomposing it into two rectangles.	SMMA_LO_02032
		Decompose Shapes into triangles and rectangles to find the area.	SMMA_LO_02168
3.MD.D	Measurement & Data: Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Find the perimeter of a rectangle (24 to 48 customary or metric units).	SMMA_LO_00169
		Given the length of one side of a rectangle, measure another side, and then find the perimeter.	SMMA_LO_00788
		Identify rectangles that have equal areas, but different dimensions.	SMMA_LO_00823
		Given the lengths of all sides, find the perimeter of a rectangle.	SMMA_LO_00821

Colorado Academic Standards' Code	Colorado Academic Standards Mathematics 2020 Grade 3	SuccessMaker Item Descriptions	Item IDs
		Given a perimeter, mark equilateral polygons with the same side measures.	SMMA_LO_00849
		Identify examples of relationships between area and perimeter.	SMMA_LO_00850
		Multiplication and Division Targeted Lesson 27: Relating Area and Perimeter	
		Multiplication and Division Targeted Lesson 28: Area and Perimeter Word Problems	
4	Geometry		
3.G.A	Geometry: Reason with shapes and their attributes.		
3.G.A.1	Explain that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Identify the quadrilaterals in a set of figures.	SMMA_LO_00615
		Identify parallelograms, rhombuses, and trapezoids.	SMMA_LO_00620
		Identify the quadrilaterals that are trapezoids or rhombuses.	SMMA_LO_00659
		Classify quadrilaterals based on their attributes.	SMMA_LO_02199
		Identify rectangles by their attributes.	SMMA_LO_02216

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3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 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.	Identify a model that represents a fraction (halves, thirds, fourths).	SMMA_LO_00404
		Identify a fraction that represents a model (halves, thirds, fourths).	SMMA_LO_00405
		Draw one to two segments to divide a figure into two to four congruent parts.	SMMA_LO_00640
		Partition shapes into equal parts.	SMMA_LO_02000
		Fractions and Decimals Targeted Lesson 2: Identifying Fractions Using Area Models	
		Fractions and Decimals Targeted Lesson 3: Unit Fractions	