



SuccessMaker®

Investigations 3 Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Standard	Standard Text	SM Skill Description	SM CATALOG
Grade K - Topic 1			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590

"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.

Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590
Investigation 2: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 3: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 3: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 3: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 3: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 3: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692
Grade K-Topic 2			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 1: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590

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Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 2: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 2: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958

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Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.CC.C.7	Standard CCSS.Math.Content.K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.		smma_lo_00946; smma_lo_00947; smma_lo_01023
Investigation 2: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590
Investigation 2: K.MD.A.2	Standard CCSS.Math.Content.K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.		smma_lo_00689; smma_lo_00694; smma_lo_00695; smma_lo_00696; smma_lo_00709; smma_lo_00710; smma_lo_00712; smma_lo_00713; smma_lo_00743; smma_lo_00747; smma_lo_00781
Investigation 2: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Grade K-Topic 3			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958

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Standard	Standard Text	SM Skill Description	SM CATALOG
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Investigation 1: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590
Investigation 1: K.G.A.2	Standard CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.		smma_lo_00529; smma_lo_00530; smma_lo_00531; smma_lo_00544; smma_lo_00546; smma_lo_00550; smma_lo_00565; smma_lo_00568; smma_lo_00571; smma_lo_00572; smma_lo_00616; smma_lo_00622
Investigation 1: K.G.A.3	Standard CCSS.Math.Content.K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		smma_lo_01677

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Investigation 1: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 1: K.G.B.5	Standard CCSS.Math.Content.K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		smma_lo_00611
Investigation 1: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692
Investigation 1: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981

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Investigation 2: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 2: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590
Investigation 2: K.G.A.2	Standard CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.		smma_lo_00529; smma_lo_00530; smma_lo_00531; smma_lo_00544; smma_lo_00546; smma_lo_00550; smma_lo_00565; smma_lo_00568; smma_lo_00571; smma_lo_00572; smma_lo_00616; smma_lo_00622
Investigation 2: K.G.A.3	Standard CCSS.Math.Content.K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		smma_lo_01677

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 2: K.G.B.5	Standard CCSS.Math.Content.K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		smma_lo_00611
Investigation 2: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692
Investigation 2: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Grade K-Topic 4			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.MD.A.2	Standard CCSS.Math.Content.K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.		smma_lo_00689; smma_lo_00694; smma_lo_00695; smma_lo_00696; smma_lo_00709; smma_lo_00710; smma_lo_00712; smma_lo_00713; smma_lo_00743; smma_lo_00747; smma_lo_00781
Investigation 1: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692
Investigation 1: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 1: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 2: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692
Investigation 2: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 2: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 2: K.OA.A.3	Standard CCSS.Math.Content.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		smma_lo_02096

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.OA.A.5	Standard CCSS.Math.Content.K.OA.A.5: Fluently add and subtract within 5.		smma_lo_00010; smma_lo_00011; smma_lo_01415; smma_lo_01416
Investigation 3: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 3: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 3: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 3: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 3: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 3: K.CC.C.7	Standard CCSS.Math.Content.K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.		smma_lo_00946; smma_lo_00947; smma_lo_01023
Investigation 3: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590
Investigation 3: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 3: K.OA.A.3	Standard CCSS.Math.Content.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		smma_lo_02096
Investigation 3: K.OA.A.5	Standard CCSS.Math.Content.K.OA.A.5: Fluently add and subtract within 5.		smma_lo_00010; smma_lo_00011; smma_lo_01415; smma_lo_01416
Grade K-Topic 5			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 1: K.G.A.1	Standard CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		smma_lo_00524; smma_lo_00525; smma_lo_00526; smma_lo_00532; smma_lo_00540; smma_lo_00543; smma_lo_00552; smma_lo_00570; smma_lo_00574; smma_lo_00575; smma_lo_00584; smma_lo_00590

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.G.A.2	Standard CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.		smma_lo_00529; smma_lo_00530; smma_lo_00531; smma_lo_00544; smma_lo_00546; smma_lo_00550; smma_lo_00565; smma_lo_00568; smma_lo_00571; smma_lo_00572; smma_lo_00616; smma_lo_00622
Investigation 1: K.G.A.3	Standard CCSS.Math.Content.K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		smma_lo_01677
Investigation 1: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 1: K.G.B.5	Standard CCSS.Math.Content.K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		smma_lo_00611
Investigation 1: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.NBT.A.1	Standard CCSS.Math.Content.K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		smma_lo_00972; smma_lo_00973; smma_lo_02094; smma_lo_02095
Grade K-Topic 6			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 1: K.CC.C.7	Standard CCSS.Math.Content.K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.		smma_lo_00946; smma_lo_00947; smma_lo_01023
Investigation 1: K.MD.A.2	Standard CCSS.Math.Content.K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.		smma_lo_00689; smma_lo_00694; smma_lo_00695; smma_lo_00696; smma_lo_00709; smma_lo_00710; smma_lo_00712; smma_lo_00713; smma_lo_00743; smma_lo_00747; smma_lo_00781
Investigation 1: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.NBT.A.1	Standard CCSS.Math.Content.K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		smma_lo_00972; smma_lo_00973; smma_lo_02094; smma_lo_02095
Investigation 1: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 1: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 2: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.NBT.A.1	Standard CCSS.Math.Content.K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		smma_lo_00972; smma_lo_00973; smma_lo_02094; smma_lo_02095
Investigation 2: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 2: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 2: K.OA.A.5	Standard CCSS.Math.Content.K.OA.A.5: Fluently add and subtract within 5.		smma_lo_00010; smma_lo_00011; smma_lo_01415; smma_lo_01416
Investigation 3: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 3: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 3: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 3: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 3: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.MD.B.3	Standard CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.		smma_lo_00541; smma_lo_00547; smma_lo_00576; smma_lo_00692
Investigation 3: K.NBT.A.1	Standard CCSS.Math.Content.K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		smma_lo_00972; smma_lo_00973; smma_lo_02094; smma_lo_02095
Investigation 3: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 3: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 3: K.OA.A.3	Standard CCSS.Math.Content.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		smma_lo_02096

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.OA.A.5	Standard CCSS.Math.Content.K.OA.A.5: Fluently add and subtract within 5.		smma_lo_00010; smma_lo_00011; smma_lo_01415; smma_lo_01416
Grade K-Topic 7			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.G.A.2	Standard CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.		smma_lo_00529; smma_lo_00530; smma_lo_00531; smma_lo_00544; smma_lo_00546; smma_lo_00550; smma_lo_00565; smma_lo_00568; smma_lo_00571; smma_lo_00572; smma_lo_00616; smma_lo_00622
Investigation 1: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 1: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 1: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 2: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.G.A.2	Standard CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.		smma_lo_00529; smma_lo_00530; smma_lo_00531; smma_lo_00544; smma_lo_00546; smma_lo_00550; smma_lo_00565; smma_lo_00568; smma_lo_00571; smma_lo_00572; smma_lo_00616; smma_lo_00622

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 2: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 2: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 3: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 3: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
		CCSS.Math.Content.K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	smma_lo_02093
Investigation 3: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 3: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 3: K.G.A.2	Standard CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.		smma_lo_00529; smma_lo_00530; smma_lo_00531; smma_lo_00544; smma_lo_00546; smma_lo_00550; smma_lo_00565; smma_lo_00568; smma_lo_00571; smma_lo_00572; smma_lo_00616; smma_lo_00622

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.G.B.4	Standard CCSS.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).		smma_lo_00545; smma_lo_00553; smma_lo_00555; smma_lo_00557; smma_lo_00566; smma_lo_00567; smma_lo_00581; smma_lo_00586; smma_lo_00587; smma_lo_00589; smma_lo_00596; smma_lo_00592
Investigation 3: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 3: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Grade K-Topic 8			
Investigation 1: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 1: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 1: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 1: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 1: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 1: K.OA.A.5	Standard CCSS.Math.Content.K.OA.A.5: Fluently add and subtract within 5.		smma_lo_00010; smma_lo_00011; smma_lo_01415; smma_lo_01416
Investigation 2: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 2: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 2: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965
Investigation 2: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 2: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 2: K.MD.A.2	Standard CCSS.Math.Content.K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.		smma_lo_00689; smma_lo_00694; smma_lo_00695; smma_lo_00696; smma_lo_00709; smma_lo_00710; smma_lo_00712; smma_lo_00713; smma_lo_00743; smma_lo_00747; smma_lo_00781
Investigation 2: K.NBT.A.1	Standard CCSS.Math.Content.K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		smma_lo_00972; smma_lo_00973; smma_lo_02094; smma_lo_02095

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 2: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 2: K.OA.A.4	Standard CCSS.Math.Content.K.OA.A.4: For any number from 1 to 9, 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.		smma_lo_02097
Investigation 3: K.CC.A.1	Standard CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.		smma_lo_00971; smma_lo_00981
Investigation 3: K.CC.A.2	Standard CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		smma_lo_00700; smma_lo_00940; smma_lo_00949; smma_lo_00950; smma_lo_00951; smma_lo_00960; smma_lo_00970; smma_lo_00982; smma_lo_00983; smma_lo_00985
Investigation 3: K.CC.A.3	Standard CCSS.Math.Content.K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		smma_lo_00932; smma_lo_00934; smma_lo_00942; smma_lo_00964; smma_lo_00965

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.CC.B.4	Standard CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	CCSS.Math.Content.K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	smma_lo_00948
		CCSS.Math.Content.K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	smma_lo_00939; smma_lo_02092
Investigation 3: K.CC.B.5	Standard CCSS.Math.Content.K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		smma_lo_00003; smma_lo_00933; smma_lo_00935; smma_lo_00936; smma_lo_00938; smma_lo_00943; smma_lo_00945; smma_lo_00956; smma_lo_00957; smma_lo_00958
Investigation 3: K.CC.C.6	Standard CCSS.Math.Content.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.		smma_lo_00922; smma_lo_00923; smma_lo_00924; smma_lo_00926; smma_lo_00927; smma_lo_00928; smma_lo_00929; smma_lo_00930; smma_lo_00931; smma_lo_00953; smma_lo_00954; smma_lo_00955; smma_lo_00959
Investigation 3: K.MD.A.2	Standard CCSS.Math.Content.K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.		smma_lo_00689; smma_lo_00694; smma_lo_00695; smma_lo_00696; smma_lo_00709; smma_lo_00710; smma_lo_00712; smma_lo_00713; smma_lo_00743; smma_lo_00747; smma_lo_00781

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: K.NBT.A.1	Standard CCSS.Math.Content.K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		smma_lo_00972; smma_lo_00973; smma_lo_02094; smma_lo_02095
Investigation 3: K.OA.A.1	Standard CCSS.Math.Content.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		smma_lo_00004; smma_lo_00005; smma_lo_00006; smma_lo_00007; smma_lo_00008; smma_lo_00013; smma_lo_00726; smma_lo_01228; smma_lo_01229; smma_lo_01230; smma_lo_01235; smma_lo_01412; smma_lo_01413; smma_lo_01414; smma_lo_01417; smma_lo_01863
Investigation 3: K.OA.A.2	Standard CCSS.Math.Content.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		smma_lo_00035; smma_lo_01411; smma_lo_01535; smma_lo_01536; smma_lo_01540
Investigation 3: K.OA.A.3	Standard CCSS.Math.Content.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		smma_lo_02096

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 1-Topic 1			
Investigation 1: 1.G.A.2	Standard CCSS.Math.Content.1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as "right rectangular prism."		smma_lo_00564
Investigation 1: 1.MD.C.4	Standard CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		smma_lo_00131; smma_lo_00135; smma_lo_00150; smma_lo_01124; smma_lo_01132; smma_lo_01141; smma_lo_01299; smma_lo_01644
Investigation 1: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018
Investigation 1: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015
Investigation 2: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 2: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 2: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 2: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 2: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Investigation 3: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 3: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 3: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 3: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023
Investigation 3: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015
Investigation 3: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 3: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Grade 1-Topic 2			
Investigation 1: 1.G.A.2	Standard CCSS.Math.Content.1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as "right rectangular prism."		smma_lo_00564
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 1: 1.OA.A.2	Standard CCSS.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.		smma_lo_01241; smma_lo_01242; smma_lo_01249; smma_lo_01537; smma_lo_01549; smma_lo_01557; smma_lo_01576
Investigation 1: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 1: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 2: 1.MD.C.4	Standard CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		smma_lo_00131; smma_lo_00135; smma_lo_00150; smma_lo_01124; smma_lo_01132; smma_lo_01141; smma_lo_01299; smma_lo_01644
Investigation 2: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 2: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015
Grade 1-Topic 3			
Investigation 1: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 1: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 1: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 1: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023
Investigation 1: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 1: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Investigation 2: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 2: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 2: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 2: 1.OA.A.2	Standard CCSS.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.		smma_lo_01241; smma_lo_01242; smma_lo_01249; smma_lo_01537; smma_lo_01549; smma_lo_01557; smma_lo_01576
Investigation 2: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 2: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023
Investigation 2: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 2: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024
Investigation 3: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 3: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 3: 1.OA.A.2	Standard CCSS.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.		smma_lo_01241; smma_lo_01242; smma_lo_01249; smma_lo_01537; smma_lo_01549; smma_lo_01557; smma_lo_01576
Investigation 3: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 3: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 3: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024
Investigation 4: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 4: 1.MD.C.4	Standard CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		smma_lo_00131; smma_lo_00135; smma_lo_00150; smma_lo_01124; smma_lo_01132; smma_lo_01141; smma_lo_01299; smma_lo_01644

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 4: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 4: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 4: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 4: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024
Grade 1-Topic 4			
Investigation 1: 1.MD.A.1	Standard CCSS.Math.Content.1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.		smma_lo_02147

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.MD.A.2	Standard CCSS.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		smma_lo_00720; smma_lo_00721; smma_lo_00722; smma_lo_00777
Investigation 1: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 1: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 1: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 1: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 1: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Investigation 2: 1.G.A.2	Standard CCSS.Math.Content.1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as "right rectangular prism."		smma_lo_00564
Investigation 2: 1.G.A.3	Standard CCSS.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.		smma_lo_02137

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 2: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 2: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 2: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 2: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 2: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023
Investigation 2: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Grade 1-Topic 5			
Investigation 1: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 1: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 1: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 1: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Investigation 2: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 2: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 2: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 2: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 2: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 2: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Investigation 3: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 3: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 3: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
Investigation 3: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	smma_lo_02018

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 3: 1.OA.B.3	Standard CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.		smma_lo_02021; smma_lo_02022; smma_lo_02026; smma_lo_02135
Investigation 3: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 3: 1.OA.D.7	Standard CCSS.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.		smma_lo_02024

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Grade 1-Topic 6			
Investigation 1: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 1: 1.MD.C.4	Standard CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		smma_lo_00131; smma_lo_00135; smma_lo_00150; smma_lo_01124; smma_lo_01132; smma_lo_01141; smma_lo_01299; smma_lo_01644
Investigation 1: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 1: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 2: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.MD.C.4	Standard CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		smma_lo_00131; smma_lo_00135; smma_lo_00150; smma_lo_01124; smma_lo_01132; smma_lo_01141; smma_lo_01299; smma_lo_01644
Investigation 2: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 2: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 2: 1.OA.A.2	Standard CCSS.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.		smma_lo_01241; smma_lo_01242; smma_lo_01249; smma_lo_01537; smma_lo_01549; smma_lo_01557; smma_lo_01576
Investigation 2: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Grade 1-Topic 7			
Investigation 1: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 1: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554
Investigation 1: 1.NBT.C.4	Standard CCSS.Math.Content.1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		smma_lo_00025; smma_lo_00033; smma_lo_00050; smma_lo_00054; smma_lo_00984
Investigation 1: 1.NBT.C.5	Standard CCSS.Math.Content.1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		smma_lo_02020
Investigation 1: 1.NBT.C.6	Standard CCSS.Math.Content.1.NBT.C.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		smma_lo_01426; smma_lo_01437; smma_lo_01438; smma_lo_01441

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.A.1	Standard CCSS.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.		smma_lo_01232; smma_lo_01239; smma_lo_01422; smma_lo_01423; smma_lo_01544; smma_lo_01545; smma_lo_01546; smma_lo_01550; smma_lo_01553; smma_lo_01555; smma_lo_01559; smma_lo_01562; smma_lo_01568
Investigation 1: 1.OA.A.2	Standard CCSS.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.		smma_lo_01241; smma_lo_01242; smma_lo_01249; smma_lo_01537; smma_lo_01549; smma_lo_01557; smma_lo_01576
Investigation 1: 1.OA.C.5	Standard CCSS.Math.Content.1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		smma_lo_00015

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 1.OA.D.8	Standard CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		smma_lo_00037; smma_lo_00048; smma_lo_00322; smma_lo_00323; smma_lo_00324; smma_lo_00327; smma_lo_00329; smma_lo_00330; smma_lo_00331; smma_lo_00332; smma_lo_00333; smma_lo_01035; smma_lo_01432; smma_lo_01440; smma_lo_01446; smma_lo_01449; smma_lo_01451; smma_lo_01455; smma_lo_01464; smma_lo_01468; smma_lo_01656; smma_lo_01857; smma_lo_02010
Investigation 2: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Investigation 2: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 2: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 2: 1.NBT.B.3	Standard CCSS.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 $<$.		smma_lo_00328; smma_lo_00997; smma_lo_00998; smma_lo_00999; smma_lo_01554

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 1.NBT.C.5	Standard CCSS.Math.Content.1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		smma_lo_02020
Investigation 2: 1.OA.B.4	Standard CCSS.Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.		smma_lo_02023
Investigation 2: 1.OA.C.6	Standard CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		smma_lo_00012; smma_lo_00014; smma_lo_00016; smma_lo_00017; smma_lo_00020; smma_lo_00021; smma_lo_00022; smma_lo_00023; smma_lo_00024; smma_lo_00030; smma_lo_00038; smma_lo_00039; smma_lo_00041; smma_lo_00042; smma_lo_00045; smma_lo_01240; smma_lo_01418; smma_lo_01419; smma_lo_01420; smma_lo_01421; smma_lo_01424; smma_lo_01425; smma_lo_01427; smma_lo_01429; smma_lo_01430; smma_lo_01433; smma_lo_01434; smma_lo_01435; smma_lo_01436; smma_lo_01442; smma_lo_01443; smma_lo_01444;
Investigation 3: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 1.NBT.A.1	Standard CCSS.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.		smma_lo_00977; smma_lo_01001
Investigation 3: 1.NBT.B.2	Standard CCSS.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:	CCSS.Math.Content.1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."	smma_lo_02017
		CCSS.Math.Content.1.NBT.B.2c: 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).	smma_lo_00974; smma_lo_00975; smma_lo_02019
Investigation 3: 1.NBT.C.4	Standard CCSS.Math.Content.1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		smma_lo_00025; smma_lo_00033; smma_lo_00050; smma_lo_00054; smma_lo_00984
Investigation 3: 1.NBT.C.5	Standard CCSS.Math.Content.1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		smma_lo_02020

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 1-Topic 8			
Investigation 1: 1.G.A.2	Standard CCSS.Math.Content.1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as "right rectangular prism."		smma_lo_00564
Investigation 1: 1.MD.B.3	Standard CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.		smma_lo_00714; smma_lo_00716; smma_lo_00724
Grade 2-Topic 1			
Investigation 1: 2.G.A.1	Standard CCSS.Math.Content.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.		smma_lo_00578; smma_lo_00627
Investigation 1: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 1: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 1: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 2: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 2: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 2: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 2: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 3: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 3: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 3: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 3: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 3: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 3: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 4: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 4: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 4: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Grade 2-Topic 2			
Investigation 1: 2.G.A.1	Standard CCSS.Math.Content.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.		smma_lo_00578; smma_lo_00627
Investigation 1: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 2: 2.G.A.1	Standard CCSS.Math.Content.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.		smma_lo_00578; smma_lo_00627
Investigation 2: 2.G.A.2	Standard CCSS.Math.Content.2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		smma_lo_00706

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 2: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 3: 2.G.A.1	Standard CCSS.Math.Content.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.		smma_lo_00578; smma_lo_00627
Investigation 3: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 3: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 3: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Grade 2-Topic 3			
Investigation 1: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 1: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 1: 2.NBT.A.1	Standard CCSS.Math.Content.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	CCSS.Math.Content.2.NBT.A.1a: 100 can be thought of as a bundle of ten tens - called a "hundred."	smma_lo_02011

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 1: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 1: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 2: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 2: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 2: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 2: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 2: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 2: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 3: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 3: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 3: 2.NBT.A.1	Standard CCSS.Math.Content.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	CCSS.Math.Content.2.NBT.A.1a: 100 can be thought of as a bundle of ten tens - called a "hundred."	smma_lo_02011
		CCSS.Math.Content.2.NBT.A.1b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	smma_lo_01007; smma_lo_01008
Investigation 3: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 3: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 3: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 3: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 3: 2.NBT.B.8	Standard CCSS.Math.Content.2.NBT.B.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		smma_lo_00057; smma_lo_01459

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013
Investigation 3: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 3: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Grade 2-Topic 4			
Investigation 1: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.MD.D.10	Standard CCSS.Math.Content.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		smma_lo_00138; smma_lo_01130; smma_lo_01131; smma_lo_01133; smma_lo_01135; smma_lo_01144; smma_lo_01146; smma_lo_01148; smma_lo_01150; smma_lo_01158; smma_lo_01302; smma_lo_01303; smma_lo_01304; smma_lo_01698
Investigation 1: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 1: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 2: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.MD.D.10	Standard CCSS.Math.Content.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		smma_lo_00138; smma_lo_01130; smma_lo_01131; smma_lo_01133; smma_lo_01135; smma_lo_01144; smma_lo_01146; smma_lo_01148; smma_lo_01150; smma_lo_01158; smma_lo_01302; smma_lo_01303; smma_lo_01304; smma_lo_01698
Investigation 2: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 2: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Grade 2-Topic 5			
Investigation 1: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806
Investigation 1: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 1: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 1: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 1: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 1: 2.NBT.B.8	Standard CCSS.Math.Content.2.NBT.B.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		smma_lo_00057; smma_lo_01459

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013
Investigation 1: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 2: 2.NBT.A.1	Standard CCSS.Math.Content.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	CCSS.Math.Content.2.NBT.A.1a: 100 can be thought of as a bundle of ten tens - called a "hundred."	smma_lo_02011
Investigation 2: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 2: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 2: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 2: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 2: 2.NBT.B.8	Standard CCSS.Math.Content.2.NBT.B.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		smma_lo_00057; smma_lo_01459

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 3: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 3: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806
Investigation 3: 2.NBT.A.1	Standard CCSS.Math.Content.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	CCSS.Math.Content.2.NBT.A.1a: 100 can be thought of as a bundle of ten tens - called a "hundred."	smma_lo_02011
Investigation 3: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 3: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029
Investigation 3: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 3: 2.NBT.B.8	Standard CCSS.Math.Content.2.NBT.B.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		smma_lo_00057; smma_lo_01459
Investigation 3: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013
Investigation 3: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Grade 2-Topic 6			
Investigation 1: 2.MD.A.1	Standard CCSS.Math.Content.2.MD.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		smma_lo_00703; smma_lo_00750; smma_lo_00755; smma_lo_00762; smma_lo_00785
Investigation 1: 2.MD.A.4	Standard CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		smma_lo_02015
Investigation 1: 2.MD.B.5	Standard CCSS.Math.Content.2.MD.B.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		smma_lo_00748; smma_lo_00753; smma_lo_00756
Investigation 1: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 1: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029
Investigation 1: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 2: 2.MD.A.1	Standard CCSS.Math.Content.2.MD.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		smma_lo_00703; smma_lo_00750; smma_lo_00755; smma_lo_00762; smma_lo_00785
Investigation 2: 2.MD.A.2	Standard CCSS.Math.Content.2.MD.A.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		smma_lo_02003
Investigation 2: 2.MD.A.3	Standard CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.		smma_lo_00728

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.MD.A.4	Standard CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		smma_lo_02015
Investigation 2: 2.MD.B.5	Standard CCSS.Math.Content.2.MD.B.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		smma_lo_00748; smma_lo_00753; smma_lo_00756
Investigation 2: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 2: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806
Investigation 2: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 2: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Grade 2-Topic 7			
Investigation 1: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806
Investigation 1: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 1: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029
Investigation 1: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.G.A.2	Standard CCSS.Math.Content.2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		smma_lo_00706
Investigation 2: 2.NBT.A.2	Standard CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s.		smma_lo_00992; smma_lo_01003; smma_lo_01004; smma_lo_01021; smma_lo_01030; smma_lo_01231
Investigation 2: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 2: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;
Investigation 2: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Investigation 2: 2.OA.C.4	Standard CCSS.Math.Content.2.OA.C.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		smma_lo_00852; smma_lo_00853
Grade 2-Topic 8			
Investigation 1: 2.MD.B.6	Standard CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.		smma_lo_00961; smma_lo_00962; smma_lo_00963; smma_lo_00993; smma_lo_00996; smma_lo_01034; smma_lo_01037
Investigation 1: 2.MD.C.7	Standard CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		smma_lo_00744; smma_lo_00779; smma_lo_00806

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 1: 2.NBT.B.5	Standard CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		smma_lo_00040; smma_lo_00044; smma_lo_00049; smma_lo_00055; smma_lo_00062; smma_lo_00064; smma_lo_00067; smma_lo_00069; smma_lo_00070; smma_lo_00082; smma_lo_00084; smma_lo_00336; smma_lo_00338; smma_lo_00340; smma_lo_00341; smma_lo_00342; smma_lo_00343; smma_lo_00347; smma_lo_00989; smma_lo_01060; smma_lo_01428; smma_lo_01450; smma_lo_01452; smma_lo_01454; smma_lo_01462; smma_lo_01463; smma_lo_01470; smma_lo_01472; smma_lo_01473; smma_lo_01478; smma_lo_01480; smma_lo_01486;

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095
Investigation 1: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013
Investigation 1: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 1: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.MD.C.8	Standard CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.		smma_lo_00143; smma_lo_00165; smma_lo_00180; smma_lo_00183; smma_lo_00699; smma_lo_00704; smma_lo_00715; smma_lo_00738; smma_lo_00740; smma_lo_00745; smma_lo_00760; smma_lo_00765; smma_lo_00774; smma_lo_00778; smma_lo_00784; smma_lo_01541; smma_lo_01543; smma_lo_01579; smma_lo_01584; smma_lo_01611
Investigation 2: 2.NBT.A.3	Standard CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		smma_lo_01009; smma_lo_01010; smma_lo_01018; smma_lo_01033; smma_lo_01042; smma_lo_01047
Investigation 2: 2.NBT.A.4	Standard CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		smma_lo_00334; smma_lo_01019; smma_lo_01020; smma_lo_01026; smma_lo_01027; smma_lo_01029
Investigation 2: 2.NBT.B.6	Standard CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.		smma_lo_00043; smma_lo_00051; smma_lo_00056; smma_lo_00060; smma_lo_00079; smma_lo_00087; smma_lo_00090; smma_lo_00092; smma_lo_00095

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.NBT.B.7	Standard CCSS.Math.Content.2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		smma_lo_00046; smma_lo_00047; smma_lo_00053; smma_lo_00058; smma_lo_00059; smma_lo_00061; smma_lo_00065; smma_lo_00068; smma_lo_00071; smma_lo_00074; smma_lo_00075; smma_lo_00081; smma_lo_00083; smma_lo_00085; smma_lo_00086; smma_lo_00088; smma_lo_00345; smma_lo_01016; smma_lo_01017; smma_lo_01447; smma_lo_01448; smma_lo_01456; smma_lo_01457; smma_lo_01458; smma_lo_01460; smma_lo_01467; smma_lo_01469; smma_lo_01471; smma_lo_01475; smma_lo_01477; smma_lo_01479; smma_lo_01481;
Investigation 2: 2.NBT.B.9	Standard CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		smma_lo_02012; smma_lo_02013

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 2.OA.A.1	Standard CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		smma_lo_01000; smma_lo_01247; smma_lo_01250; smma_lo_01266; smma_lo_01310; smma_lo_01538; smma_lo_01551; smma_lo_01552; smma_lo_01556; smma_lo_01558; smma_lo_01560; smma_lo_01561; smma_lo_01563; smma_lo_01567; smma_lo_01574; smma_lo_01581; smma_lo_01587; smma_lo_01646; smma_lo_01686; smma_lo_01687; smma_lo_01695
Investigation 2: 2.OA.B.2	Standard CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.		smma_lo_02014
Grade 3-Topic 1			
Investigation 1: 3.OA.A.1	Standard CCSS.Math.Content.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.		smma_lo_01237; smma_lo_01246

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 1: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 1: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086
Investigation 2: 3.OA.A.1	Standard CCSS.Math.Content.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.		smma_lo_01237; smma_lo_01246

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 2: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 2: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 2: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 3: 3.OA.A.1	Standard CCSS.Math.Content.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.		smma_lo_01237; smma_lo_01246
Investigation 3: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 3: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868
Investigation 3: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 3.MD.C.7	Standard CCSS.Math.Content.3.MD.C.7: Relate area to the operations of multiplication and addition.	CCSS.Math.Content.3.MD.C.7a: 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.	smma_lo_02029
		CCSS.Math.Content.3.MD.C.7b: 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.	smma_lo_00173; smma_lo_00823; smma_lo_02030
		CCSS.Math.Content.3.MD.C.7c: 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.	smma_lo_01715; smma_lo_01716; smma_lo_02031
Investigation 4: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 4: 3.OA.A.1	Standard CCSS.Math.Content.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.		smma_lo_01237; smma_lo_01246
Investigation 4: 3.OA.A.2	Standard CCSS.Math.Content.3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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.		smma_lo_01238; smma_lo_01245

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 4: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 4: 3.OA.B.6	Standard CCSS.Math.Content.3.OA.B.6: Understand division as an unknown-factor problem.		smma_lo_02039

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868
Grade 3-Topic 2			
Investigation 1: 3.MD.B.3	Standard CCSS.Math.Content.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.		smma_lo_00140; smma_lo_00146; smma_lo_01160; smma_lo_01172; smma_lo_01174; smma_lo_01207; smma_lo_01696; smma_lo_01769
Investigation 1: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Investigation 2: 3.MD.B.3	Standard CCSS.Math.Content.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.		smma_lo_00140; smma_lo_00146; smma_lo_01160; smma_lo_01172; smma_lo_01174; smma_lo_01207; smma_lo_01696; smma_lo_01769
Investigation 2: 3.MD.B.4	Standard CCSS.Math.Content.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.		smma_lo_00822
Investigation 2: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 3-Topic 3			
Investigation 1: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 1: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086
Investigation 2: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 2: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 2: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 3: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 3: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 3.MD.A.1	Standard CCSS.Math.Content.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.		smma_lo_00142; smma_lo_00153; smma_lo_00155; smma_lo_00162; smma_lo_00175; smma_lo_00731; smma_lo_00770; smma_lo_00771; smma_lo_00775; smma_lo_00798; smma_lo_01547; smma_lo_01670; smma_lo_01705; smma_lo_02155
Investigation 4: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 5: 3.MD.A.1	Standard CCSS.Math.Content.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.		smma_lo_00142; smma_lo_00153; smma_lo_00155; smma_lo_00162; smma_lo_00175; smma_lo_00731; smma_lo_00770; smma_lo_00771; smma_lo_00775; smma_lo_00798; smma_lo_01547; smma_lo_01670; smma_lo_01705; smma_lo_02155
Investigation 5: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 3-Topic 4			
Investigation 1: 3.MD.D.8	Standard CCSS.Math.Content.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.		smma_lo_00169; smma_lo_00788; smma_lo_00821; smma_lo_00849; smma_lo_00850
Investigation 1: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 1: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Investigation 2: 3.MD.C.5	Standard CCSS.Math.Content.3.MD.C.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.	CCSS.Math.Content.3.MD.C.5a: 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.	smma_lo_02027
		CCSS.Math.Content.3.MD.C.5b: 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.	smma_lo_02028
Investigation 2: 3.MD.C.6	Standard CCSS.Math.Content.3.MD.C.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		smma_lo_00752; smma_lo_00773; smma_lo_00776; smma_lo_00783; smma_lo_00786; smma_lo_00802; smma_lo_00808; smma_lo_01280
Investigation 2: 3.MD.C.7	Standard CCSS.Math.Content.3.MD.C.7: Relate area to the operations of multiplication and addition.	CCSS.Math.Content.3.MD.C.7a: 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.	smma_lo_02029
		CCSS.Math.Content.3.MD.C.7d: 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.	smma_lo_02032

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.MD.D.8	Standard CCSS.Math.Content.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.		smma_lo_00169; smma_lo_00788; smma_lo_00821; smma_lo_00849; smma_lo_00850
Investigation 2: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 2: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 3: 3.G.A.1	Standard CCSS.Math.Content.3.G.A.1: Understand 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.		smma_lo_00615; smma_lo_00620; smma_lo_00659

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.MD.C.7	Standard CCSS.Math.Content.3.MD.C.7: Relate area to the operations of multiplication and addition.	CCSS.Math.Content.3.MD.C.7d: 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.	smma_lo_02032
Investigation 3: 3.MD.D.8	Standard CCSS.Math.Content.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.		smma_lo_00169; smma_lo_00788; smma_lo_00821; smma_lo_00849; smma_lo_00850
Investigation 3: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 3: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 3-Topic 5			
Investigation 1: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 1: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 1: 3.OA.A.1	Standard CCSS.Math.Content.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.		smma_lo_01237; smma_lo_01246
Investigation 1: 3.OA.A.2	Standard CCSS.Math.Content.3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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.		smma_lo_01238; smma_lo_01245

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 1: 3.OA.B.6	Standard CCSS.Math.Content.3.OA.B.6: Understand division as an unknown-factor problem.		smma_lo_02039
Investigation 1: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086
Investigation 2: 3.MD.C.7	Standard CCSS.Math.Content.3.MD.C.7: Relate area to the operations of multiplication and addition.	CCSS.Math.Content.3.MD.C.7b: 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.	smma_lo_00173; smma_lo_00823; smma_lo_02030
		CCSS.Math.Content.3.MD.C.7c: 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.	smma_lo_01715; smma_lo_01716; smma_lo_02031

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 2: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 2: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 2: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 2: 3.OA.B.6	Standard CCSS.Math.Content.3.OA.B.6: Understand division as an unknown-factor problem.		smma_lo_02039
Investigation 2: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868
Investigation 3: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.NBT.A.3	Standard CCSS.Math.Content.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.		smma_lo_00878; smma_lo_00885
Investigation 3: 3.OA.A.2	Standard CCSS.Math.Content.3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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.		smma_lo_01238; smma_lo_01245
Investigation 3: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 3: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 3: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868
Investigation 3: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Investigation 3: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 3-Topic 6			
Investigation 1: 3.G.A.2	Standard CCSS.Math.Content.3.G.A.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		smma_lo_00404; smma_lo_00405; smma_lo_00640; smma_lo_02000
Investigation 1: 3.MD.A.1	Standard CCSS.Math.Content.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.		smma_lo_00142; smma_lo_00153; smma_lo_00155; smma_lo_00162; smma_lo_00175; smma_lo_00731; smma_lo_00770; smma_lo_00771; smma_lo_00775; smma_lo_00798; smma_lo_01547; smma_lo_01670; smma_lo_01705; smma_lo_02155
Investigation 1: 3.MD.B.4	Standard CCSS.Math.Content.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.		smma_lo_00822
Investigation 1: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 1: 3.NF.A.1	Standard CCSS.Math.Content.3.NF.A.1: Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.		smma_lo_00406; smma_lo_00409; smma_lo_00410; smma_lo_00413; smma_lo_00414; smma_lo_00415; smma_lo_00420; smma_lo_00421; smma_lo_00422; smma_lo_00424; smma_lo_00425; smma_lo_02000; smma_lo_02034

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.NF.A.2	Standard CCSS.Math.Content.3.NF.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	CCSS.Math.Content.3.NF.A.2a: 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.	smma_lo_02148
		CCSS.Math.Content.3.NF.A.2b: 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.	smma_lo_00430; smma_lo_00431
Investigation 1: 3.NF.A.3	Standard CCSS.Math.Content.3.NF.A.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	CCSS.Math.Content.3.NF.A.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	smma_lo_02035
		CCSS.Math.Content.3.NF.A.3b: 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.	smma_lo_00433; smma_lo_00452; smma_lo_01708
		CCSS.Math.Content.3.NF.A.3c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	smma_lo_00427; smma_lo_00443
		CCSS.Math.Content.3.NF.A.3d: 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.	smma_lo_00434; smma_lo_00435; smma_lo_00447
Investigation 2: 3.G.A.2	Standard CCSS.Math.Content.3.G.A.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		smma_lo_00404; smma_lo_00405; smma_lo_00640; smma_lo_02000

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.MD.A.1	Standard CCSS.Math.Content.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.		smma_lo_00142; smma_lo_00153; smma_lo_00155; smma_lo_00162; smma_lo_00175; smma_lo_00731; smma_lo_00770; smma_lo_00771; smma_lo_00775; smma_lo_00798; smma_lo_01547; smma_lo_01670; smma_lo_01705; smma_lo_02155
Investigation 2: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 2: 3.NF.A.1	Standard CCSS.Math.Content.3.NF.A.1: Understand 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 $1/b$.		smma_lo_00406; smma_lo_00409; smma_lo_00410; smma_lo_00413; smma_lo_00414; smma_lo_00415; smma_lo_00420; smma_lo_00421; smma_lo_00422; smma_lo_00424; smma_lo_00425; smma_lo_02000; smma_lo_02034
Investigation 2: 3.NF.A.2	Standard CCSS.Math.Content.3.NF.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	CCSS.Math.Content.3.NF.A.2a: 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.	smma_lo_02148
Investigation 2: 3.NF.A.2	Standard CCSS.Math.Content.3.NF.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	CCSS.Math.Content.3.NF.A.2b: 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.	smma_lo_00430; smma_lo_00431

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.NF.A.3	Standard CCSS.Math.Content.3.NF.A.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	CCSS.Math.Content.3.NF.A.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	smma_lo_02035
		CCSS.Math.Content.3.NF.A.3b: 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.	smma_lo_00433; smma_lo_00452; smma_lo_01708
		CCSS.Math.Content.3.NF.A.3c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	smma_lo_00427; smma_lo_00443
		CCSS.Math.Content.3.NF.A.3d: 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.	smma_lo_00434; smma_lo_00435; smma_lo_00447
Investigation 2: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 3-Topic 7			
Investigation 1: 3.MD.A.2	Standard CCSS.Math.Content.3.MD.A.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. Excludes compound units such as cm_ and finding the geometric volume of a container. Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).		smma_lo_00764; smma_lo_01301
Investigation 1: 3.MD.D.8	Standard CCSS.Math.Content.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.		smma_lo_00169; smma_lo_00788; smma_lo_00821; smma_lo_00849; smma_lo_00850
Investigation 1: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 1: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Investigation 1: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 2: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 2: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676
Investigation 3: 3.NBT.A.2	Standard CCSS.Math.Content.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.		smma_lo_00074; smma_lo_00089
Investigation 3: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 3: 3.OA.B.6	Standard CCSS.Math.Content.3.OA.B.6: Understand division as an unknown-factor problem.		smma_lo_02039

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Grade 3-Topic 8			
Investigation 1: 3.MD.A.1	Standard CCSS.Math.Content.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.		smma_lo_00142; smma_lo_00153; smma_lo_00155; smma_lo_00162; smma_lo_00175; smma_lo_00731; smma_lo_00770; smma_lo_00771; smma_lo_00775; smma_lo_00798; smma_lo_01547; smma_lo_01670; smma_lo_01705; smma_lo_02155
Investigation 1: 3.OA.A.2	Standard CCSS.Math.Content.3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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.		smma_lo_01238; smma_lo_01245

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 1: 3.OA.A.4	Standard CCSS.Math.Content.3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		smma_lo_00285; smma_lo_00351; smma_lo_00352; smma_lo_00354; smma_lo_00856; smma_lo_00857; smma_lo_00858; smma_lo_00860; smma_lo_00862; smma_lo_00864; smma_lo_00866; smma_lo_00873; smma_lo_00877; smma_lo_00881; smma_lo_00891
Investigation 1: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 1: 3.OA.B.6	Standard CCSS.Math.Content.3.OA.B.6: Understand division as an unknown-factor problem.		smma_lo_02039

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868
Investigation 1: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086
Investigation 2: 3.MD.C.7	Standard CCSS.Math.Content.3.MD.C.7: Relate area to the operations of multiplication and addition.	CCSS.Math.Content.3.MD.C.7c: 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.	smma_lo_01715; smma_lo_01716; smma_lo_02031
Investigation 2: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.OA.A.3	Standard CCSS.Math.Content.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.		smma_lo_00279; smma_lo_01267; smma_lo_01268; smma_lo_01283; smma_lo_01564; smma_lo_01565; smma_lo_01570; smma_lo_01571; smma_lo_01572; smma_lo_01578; smma_lo_01589; smma_lo_01590; smma_lo_01593; smma_lo_01600; smma_lo_01605; smma_lo_01664; smma_lo_01858
Investigation 2: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 2: 3.OA.B.6	Standard CCSS.Math.Content.3.OA.B.6: Understand division as an unknown-factor problem.		smma_lo_02039
Investigation 2: 3.OA.C.7	Standard CCSS.Math.Content.3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		smma_lo_00280; smma_lo_00282; smma_lo_00284; smma_lo_00286; smma_lo_00288; smma_lo_00305; smma_lo_00346; smma_lo_00349; smma_lo_00350; smma_lo_00353; smma_lo_00355; smma_lo_00855; smma_lo_00857; smma_lo_00859; smma_lo_00861; smma_lo_00863; smma_lo_00865; smma_lo_00867; smma_lo_00868

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Investigation 3: 3.MD.A.1	Standard CCSS.Math.Content.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.		smma_lo_00142; smma_lo_00153; smma_lo_00155; smma_lo_00162; smma_lo_00175; smma_lo_00731; smma_lo_00770; smma_lo_00771; smma_lo_00775; smma_lo_00798; smma_lo_01547; smma_lo_01670; smma_lo_01705; smma_lo_02155
Investigation 3: 3.NBT.A.1	Standard CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.		smma_lo_01028; smma_lo_01036; smma_lo_01052; smma_lo_01059; smma_lo_01081; smma_lo_01259; smma_lo_01615; smma_lo_01647; smma_lo_01648; smma_lo_01649; smma_lo_01650; smma_lo_01651; smma_lo_01652; smma_lo_01676

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 3.OA.B.5	Standard CCSS.Math.Content.3.OA.B.5: Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.		smma_lo_02036; smma_lo_02037; smma_lo_02038
Investigation 3: 3.OA.D.8	Standard CCSS.Math.Content.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 standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).		smma_lo_01288; smma_lo_01293; smma_lo_01606; smma_lo_01633
Investigation 3: 3.OA.D.9	Standard CCSS.Math.Content.3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		smma_lo_01086
Grade 4-Topic 1			
Investigation 1: 4.OA.A.1	Standard CCSS.Math.Content.4.OA.A.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.		smma_lo_02008; smma_lo_02025

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.OA.A.2	Standard CCSS.Math.Content.4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		smma_lo_02009
Investigation 1: 4.OA.B.4	Standard CCSS.Math.Content.4.OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.		smma_lo_01066; smma_lo_01069; smma_lo_01071; smma_lo_01073; smma_lo_01105; smma_lo_01107; ;smma_lo_01119
Grade 4-Topic 2			
Investigation 1: 4.MD.A.1	Standard CCSS.Math.Content.4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.		smma_lo_00792; smma_lo_00794; smma_lo_00799; smma_lo_00803; smma_lo_00807; smma_lo_00811; smma_lo_00820; smma_lo_01672; smma_lo_01703; smma_lo_01704; smma_lo_01730; smma_lo_01864

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 2: 4.MD.A.1	Standard CCSS.Math.Content.4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.		smma_lo_00792; smma_lo_00794; smma_lo_00799; smma_lo_00803; smma_lo_00807; smma_lo_00811; smma_lo_00820; smma_lo_01672; smma_lo_01703; smma_lo_01704; smma_lo_01730; smma_lo_01864
Investigation 2: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 4-Topic 3			
Investigation 1: 4.OA.A.2	Standard CCSS.Math.Content.4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		smma_lo_02009
Investigation 1: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675
Investigation 1: 4.OA.B.4	Standard CCSS.Math.Content.4.OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.		smma_lo_01066; smma_lo_01069; smma_lo_01071; smma_lo_01073; smma_lo_01105; smma_lo_01107; ;smma_lo_01119
Investigation 2: 4.NBT.B.6	Standard CCSS.Math.Content.4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00290; smma_lo_00292; smma_lo_00294; smma_lo_00295; smma_lo_00296; smma_lo_00297; smma_lo_00298; smma_lo_00300; smma_lo_00312

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.OA.A.1	Standard CCSS.Math.Content.4.OA.A.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.		smma_lo_02008; smma_lo_02025
Investigation 2: 4.OA.A.2	Standard CCSS.Math.Content.4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		smma_lo_02009
Investigation 2: 4.OA.B.4	Standard CCSS.Math.Content.4.OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.		smma_lo_01066; smma_lo_01069; smma_lo_01071; smma_lo_01073; smma_lo_01105; smma_lo_01107; ;smma_lo_01119
Investigation 3: 4.NBT.B.6	Standard CCSS.Math.Content.4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00290; smma_lo_00292; smma_lo_00294; smma_lo_00295; smma_lo_00296; smma_lo_00297; smma_lo_00298; smma_lo_00300; smma_lo_00312

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.OA.A.2	Standard CCSS.Math.Content.4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		smma_lo_02009
Investigation 3: 4.OA.B.4	Standard CCSS.Math.Content.4.OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.		smma_lo_01066; smma_lo_01069; smma_lo_01071; smma_lo_01073; smma_lo_01105; smma_lo_01107; ;smma_lo_01119
Grade 4-Topic 4			
Investigation 1: 4.MD.A.1	Standard CCSS.Math.Content.4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.		smma_lo_00792; smma_lo_00794; smma_lo_00799; smma_lo_00803; smma_lo_00807; smma_lo_00811; smma_lo_00820; smma_lo_01672; smma_lo_01703; smma_lo_01704; smma_lo_01730; smma_lo_01864

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 1: 4.MD.A.3	Standard CCSS.Math.Content.4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.		smma_lo_00810
Investigation 1: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734
Investigation 1: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675
Investigation 2: 4.G.A.1	Standard CCSS.Math.Content.4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		smma_lo_00579; smma_lo_00630; smma_lo_00638; smma_lo_00639; smma_lo_00800

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.G.A.2	Standard CCSS.Math.Content.4.G.A.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		smma_lo_00621; smma_lo_00655; smma_lo_01728; smma_lo_01774; smma_lo_01775
Investigation 3: 4.MD.C.6	Standard CCSS.Math.Content.4.MD.C.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		smma_lo_00631; smma_lo_00636; smma_lo_00646; smma_lo_00650; smma_lo_00661; smma_lo_00663
Investigation 3: 4.MD.C.7	Standard CCSS.Math.Content.4.MD.C.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		smma_lo_00650
Investigation 3: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 4.G.A.3	Standard CCSS.Math.Content.4.G.A.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		smma_lo_00595; smma_lo_00597; smma_lo_00608; smma_lo_00623; smma_lo_00647; smma_lo_01699; smma_lo_01773
Investigation 4: 4.MD.A.3	Standard CCSS.Math.Content.4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.		smma_lo_00810
Investigation 4: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734
Investigation 4: 4.NBT.B.6	Standard CCSS.Math.Content.4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00290; smma_lo_00292; smma_lo_00294; smma_lo_00295; smma_lo_00296; smma_lo_00297; smma_lo_00298; smma_lo_00300; smma_lo_00312

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 4-Topic 5			
Investigation 1: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 1: 4.NBT.A.2	Standard CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_01038; smma_lo_01039; smma_lo_01040; smma_lo_01043; smma_lo_01045; smma_lo_01046; smma_lo_01051; smma_lo_01064; smma_lo_01065; smma_lo_01070; smma_lo_01072; smma_lo_01075; smma_lo_01076; smma_lo_01083; smma_lo_01097; smma_lo_01710; smma_lo_01711
Investigation 1: 4.NBT.A.3	Standard CCSS.Math.Content.4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.		smma_lo_01106; smma_lo_01621

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504
Investigation 1: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 2: 4.NBT.A.2	Standard CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_01038; smma_lo_01039; smma_lo_01040; smma_lo_01043; smma_lo_01045; smma_lo_01046; smma_lo_01051; smma_lo_01064; smma_lo_01065; smma_lo_01070; smma_lo_01072; smma_lo_01075; smma_lo_01076; smma_lo_01083; smma_lo_01097; smma_lo_01710; smma_lo_01711

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504
Investigation 2: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675
Investigation 3: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 3: 4.NBT.A.1	Standard CCSS.Math.Content.4.NBT.A.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.		smma_lo_01062

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.NBT.A.2	Standard CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_01038; smma_lo_01039; smma_lo_01040; smma_lo_01043; smma_lo_01045; smma_lo_01046; smma_lo_01051; smma_lo_01064; smma_lo_01065; smma_lo_01070; smma_lo_01072; smma_lo_01075; smma_lo_01076; smma_lo_01083; smma_lo_01097; smma_lo_01710; smma_lo_01711
Investigation 3: 4.NBT.A.3	Standard CCSS.Math.Content.4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.		smma_lo_01106; smma_lo_01621
Investigation 3: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734
Investigation 3: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675
Grade 4-Topic 6			
Investigation 1: 4.NBT.A.1	Standard CCSS.Math.Content.4.NBT.A.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.		smma_lo_01062

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.NBT.A.2	Standard CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_01038; smma_lo_01039; smma_lo_01040; smma_lo_01043; smma_lo_01045; smma_lo_01046; smma_lo_01051; smma_lo_01064; smma_lo_01065; smma_lo_01070; smma_lo_01072; smma_lo_01075; smma_lo_01076; smma_lo_01083; smma_lo_01097; smma_lo_01710; smma_lo_01711
Investigation 1: 4.NBT.A.3	Standard CCSS.Math.Content.4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.		smma_lo_01106; smma_lo_01621
Investigation 1: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.NF.A.1	Standard CCSS.Math.Content.4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.		smma_lo_00451; smma_lo_00453; smma_lo_00454; smma_lo_00455; smma_lo_00456; smma_lo_00457; smma_lo_00458; smma_lo_00483; smma_lo_01791; smma_lo_01792; smma_lo_01793
Investigation 1: 4.NF.B.3	Standard CCSS.Math.Content.4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	CCSS.Math.Content.4.NF.B.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	smma_lo_00441; smma_lo_00442; smma_lo_00445; smma_lo_01709
		CCSS.Math.Content.4.NF.B.3b: Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	smma_lo_00443; smma_lo_00449; smma_lo_02146
Investigation 1: 4.NF.C.5	Standard CCSS.Math.Content.4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.		smma_lo_02007
Investigation 1: 4.NF.C.6	Standard CCSS.Math.Content.4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100.		smma_lo_00184; smma_lo_00185; smma_lo_00187; smma_lo_00187; smma_lo_00205; smma_lo_00259

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.NF.A.1	Standard CCSS.Math.Content.4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.		smma_lo_00451; smma_lo_00453; smma_lo_00454; smma_lo_00455; smma_lo_00456; smma_lo_00457; smma_lo_00458; smma_lo_00483; smma_lo_01791; smma_lo_01792; smma_lo_01793
Investigation 2: 4.NF.A.2	Standard CCSS.Math.Content.4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.		smma_lo_00429; smma_lo_00432; smma_lo_00436; smma_lo_00437; smma_lo_00438; smma_lo_00440; smma_lo_00448; smma_lo_00462; smma_lo_00482; smma_lo_00495; smma_lo_00497; smma_lo_00503
Investigation 2: 4.NF.C.6	Standard CCSS.Math.Content.4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100.		smma_lo_00184; smma_lo_00185; smma_lo_00187; smma_lo_00187; smma_lo_00205; smma_lo_00259
Investigation 2: 4.NF.C.7	Standard CCSS.Math.Content.4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.		smma_lo_00191; smma_lo_00218

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 3: 4.NBT.A.2	Standard CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		smma_lo_01038; smma_lo_01039; smma_lo_01040; smma_lo_01043; smma_lo_01045; smma_lo_01046; smma_lo_01051; smma_lo_01064; smma_lo_01065; smma_lo_01070; smma_lo_01072; smma_lo_01075; smma_lo_01076; smma_lo_01083; smma_lo_01097; smma_lo_01710; smma_lo_01711
Investigation 3: 4.NBT.A.3	Standard CCSS.Math.Content.4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.		smma_lo_01106; smma_lo_01621

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.NBT.B.4	Standard CCSS.Math.Content.4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.		smma_lo_00077; smma_lo_00091; smma_lo_00093; smma_lo_00096; smma_lo_00097; smma_lo_00098; smma_lo_00099; smma_lo_00100; smma_lo_01261; smma_lo_01493; smma_lo_01494; smma_lo_01495; smma_lo_01496; smma_lo_01497; smma_lo_01498; smma_lo_01499; smma_lo_01500; smma_lo_01501; smma_lo_01502; smma_lo_01503; smma_lo_01504
Investigation 3: 4.NF.B.3	Standard CCSS.Math.Content.4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	CCSS.Math.Content.4.NF.B.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	smma_lo_00441; smma_lo_00442; smma_lo_00445; smma_lo_01709
		CCSS.Math.Content.4.NF.B.3b: Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	smma_lo_00443; smma_lo_00449; smma_lo_02146
		CCSS.Math.Content.4.NF.B.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	smma_lo_00460; smma_lo_00461; smma_lo_00463; smma_lo_00480; smma_lo_00481; smma_lo_00485; smma_lo_01624
		CCSS.Math.Content.4.NF.B.3d: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	smma_lo_00480; smma_lo_00481; smma_lo_01624; smma_lo_02004; smma_lo_02016

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.NF.C.5	Standard CCSS.Math.Content.4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.		smma_lo_02007
Investigation 3: 4.NF.C.6	Standard CCSS.Math.Content.4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100.		smma_lo_00184; smma_lo_00185; smma_lo_00187; smma_lo_00187; smma_lo_00205; smma_lo_00259
Investigation 4: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 4: 4.NF.B.3	Standard CCSS.Math.Content.4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	CCSS.Math.Content.4.NF.B.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	smma_lo_00460; smma_lo_00461; smma_lo_00463; smma_lo_00480; smma_lo_00481; smma_lo_00485; smma_lo_01624
		CCSS.Math.Content.4.NF.B.3d: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	smma_lo_00480; smma_lo_00481; smma_lo_01624; smma_lo_02004; smma_lo_02016

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 4: 4.NF.B.4	Standard CCSS.Math.Content.4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	CCSS.Math.Content.4.NF.B.4a: Understand a fraction a/b as a multiple of $1/b$.	smma_lo_02005
		CCSS.Math.Content.4.NF.B.4b: Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.	smma_lo_02006
		CCSS.Math.Content.4.NF.B.4c: Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	smma_lo_01285
Investigation 4: 4.NF.C.5	Standard CCSS.Math.Content.4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.		smma_lo_02007
Grade 4-Topic 7			
Investigation 1: 4.MD.A.1	Standard CCSS.Math.Content.4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.		smma_lo_00792; smma_lo_00794; smma_lo_00799; smma_lo_00803; smma_lo_00807; smma_lo_00811; smma_lo_00820; smma_lo_01672; smma_lo_01703; smma_lo_01704; smma_lo_01730; smma_lo_01864

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 1: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734
Investigation 1: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734
Investigation 2: 4.OA.A.2	Standard CCSS.Math.Content.4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		smma_lo_02009
Investigation 3: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734
Investigation 3: 4.NBT.B.6	Standard CCSS.Math.Content.4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00290; smma_lo_00292; smma_lo_00294; smma_lo_00295; smma_lo_00296; smma_lo_00297; smma_lo_00298; smma_lo_00300; smma_lo_00312
Investigation 3: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 4-Topic 8			
Investigation 1: 4.MD.A.2	Standard CCSS.Math.Content.4.MD.A.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		smma_lo_00805; smma_lo_00817; smma_lo_00837; smma_lo_01279; smma_lo_01583; smma_lo_01585; smma_lo_01591; smma_lo_01597; smma_lo_01598; smma_lo_01599; smma_lo_01607; smma_lo_01608; smma_lo_01609; smma_lo_01613; smma_lo_01623; smma_lo_01669; smma_lo_01764
Investigation 1: 4.NBT.A.3	Standard CCSS.Math.Content.4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.		smma_lo_01106; smma_lo_01621
Investigation 1: 4.NBT.B.5	Standard CCSS.Math.Content.4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00869; smma_lo_00870; smma_lo_00871; smma_lo_00872; smma_lo_00874; smma_lo_00875; smma_lo_00876; smma_lo_00880; smma_lo_00882; smma_lo_00884; smma_lo_00886; smma_lo_00889; smma_lo_00892; smma_lo_00893; smma_lo_00894; smma_lo_00896; smma_lo_00899; smma_lo_00901; smma_lo_01603; smma_lo_01733; smma_lo_01734

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 4.NBT.B.6	Standard CCSS.Math.Content.4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00290; smma_lo_00292; smma_lo_00294; smma_lo_00295; smma_lo_00296; smma_lo_00297; smma_lo_00298; smma_lo_00300; smma_lo_00312
Investigation 1: 4.OA.A.3	Standard CCSS.Math.Content.4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.		smma_lo_00246; smma_lo_01286; smma_lo_01312; smma_lo_01323; smma_lo_01573; smma_lo_01592; smma_lo_01595; smma_lo_01616; smma_lo_01617; smma_lo_01620; smma_lo_01663; smma_lo_01675
Investigation 1: 4.OA.C.5	Standard CCSS.Math.Content.4.OA.C.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.		smma_lo_00358; smma_lo_01276; smma_lo_01691
Grade 5-Topic 1			
Investigation 1: 5.OA.A.1	Standard CCSS.Math.Content.5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		smma_lo_01091

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NBT.A.2	Standard CCSS.Math.Content.5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		smma_lo_02046
Investigation 2: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303
Investigation 3: 5.NBT.A.2	Standard CCSS.Math.Content.5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		smma_lo_02046
Investigation 3: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 5-Topic 2			
Investigation 1: 5.MD.C.3	Standard CCSS.Math.Content.5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	CCSS.Math.Content.5.MD.C.3a: A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	smma_lo_02041
Investigation 1: 5.MD.C.4	Standard CCSS.Math.Content.5.MD.C.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		smma_lo_00829; smma_lo_00833
Investigation 1: 5.MD.C.5	Standard CCSS.Math.Content.5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	CCSS.Math.Content.5.MD.C.5a: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	smma_lo_02042
		CCSS.Math.Content.5.MD.C.5b: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	smma_lo_00174; smma_lo_02043
		CCSS.Math.Content.5.MD.C.5c: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	smma_lo_02044
Investigation 1: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.MD.C.3	Standard CCSS.Math.Content.5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	CCSS.Math.Content.5.MD.C.3a: A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	smma_lo_02041
Investigation 2: 5.MD.C.4	Standard CCSS.Math.Content.5.MD.C.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		smma_lo_00829; smma_lo_00833
Investigation 2: 5.MD.C.5	Standard CCSS.Math.Content.5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	CCSS.Math.Content.5.MD.C.5a: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	smma_lo_02042
		CCSS.Math.Content.5.MD.C.5b: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	smma_lo_00174; smma_lo_02043
Investigation 2: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 5-Topic 3			
Investigation 2: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622
Investigation 2: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303
Investigation 2: 5.NF.A.1	Standard CCSS.Math.Content.5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		smma_lo_00464; smma_lo_00465; smma_lo_00466; smma_lo_00467; smma_lo_00468; smma_lo_00471; smma_lo_00472; smma_lo_00473; smma_lo_00474; smma_lo_00484; smma_lo_00494; smma_lo_00499; smma_lo_00500; smma_lo_00504; smma_lo_00505; smma_lo_00509; smma_lo_00510; smma_lo_01640

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NF.A.2	Standard CCSS.Math.Content.5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.		smma_lo_01095; smma_lo_01634; smma_lo_01706; smma_lo_01707
Investigation 2: 5.OA.A.1	Standard CCSS.Math.Content.5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		smma_lo_01091
Investigation 3: 5.NF.A.1	Standard CCSS.Math.Content.5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		smma_lo_00464; smma_lo_00465; smma_lo_00466; smma_lo_00467; smma_lo_00468; smma_lo_00471; smma_lo_00472; smma_lo_00473; smma_lo_00474; smma_lo_00484; smma_lo_00494; smma_lo_00499; smma_lo_00500; smma_lo_00504; smma_lo_00505; smma_lo_00509; smma_lo_00510; smma_lo_01640
Investigation 3: 5.NF.A.2	Standard CCSS.Math.Content.5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.		smma_lo_01095; smma_lo_01634; smma_lo_01706; smma_lo_01707

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Standard	Standard Text	SM Skill Description	SM CATALOG
Grade 5-Topic 4			
Investigation 1: 5.NBT.A.2	Standard CCSS.Math.Content.5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		smma_lo_02046
Investigation 1: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622
Investigation 1: 5.NF.A.1	Standard CCSS.Math.Content.5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		smma_lo_00464; smma_lo_00465; smma_lo_00466; smma_lo_00467; smma_lo_00468; smma_lo_00471; smma_lo_00472; smma_lo_00473; smma_lo_00474; smma_lo_00484; smma_lo_00494; smma_lo_00499; smma_lo_00500; smma_lo_00504; smma_lo_00505; smma_lo_00509; smma_lo_00510; smma_lo_01640

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NBT.A.2	Standard CCSS.Math.Content.5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		smma_lo_02046
Investigation 2: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622
Investigation 2: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303
Investigation 3: 5.NBT.A.2	Standard CCSS.Math.Content.5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		smma_lo_02046

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622
Investigation 3: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303
Grade 5-Topic 5			
Investigation 1: 5.G.A.1	Standard CCSS.Math.Content.5.G.A.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).		smma_lo_01057; smma_lo_01077; smma_lo_01092

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 5.G.A.2	Standard CCSS.Math.Content.5.G.A.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		smma_lo_01092; smma_lo_01178; smma_lo_01206; smma_lo_01324; smma_lo_01325; smma_lo_01735; smma_lo_01808
Investigation 1: 5.NF.A.1	Standard CCSS.Math.Content.5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		smma_lo_00464; smma_lo_00465; smma_lo_00466; smma_lo_00467; smma_lo_00468; smma_lo_00471; smma_lo_00472; smma_lo_00473; smma_lo_00474; smma_lo_00484; smma_lo_00494; smma_lo_00499; smma_lo_00500; smma_lo_00504; smma_lo_00505; smma_lo_00509; smma_lo_00510; smma_lo_01640
Investigation 1: 5.OA.A.1	Standard CCSS.Math.Content.5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		smma_lo_01091

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.G.A.1	Standard CCSS.Math.Content.5.G.A.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).		smma_lo_01057; smma_lo_01077; smma_lo_01092
Investigation 2: 5.G.A.2	Standard CCSS.Math.Content.5.G.A.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		smma_lo_01092; smma_lo_01178; smma_lo_01206; smma_lo_01324; smma_lo_01325; smma_lo_01735; smma_lo_01808
Investigation 2: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303
Investigation 2: 5.OA.A.1	Standard CCSS.Math.Content.5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		smma_lo_01091
Grade 5-Topic 6			
Investigation 1: 5.NBT.A.1	Standard CCSS.Math.Content.5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		smma_lo_02045
Investigation 1: 5.NBT.A.3	Standard CCSS.Math.Content.5.NBT.A.3: Read, write, and compare decimals to thousandths.	CCSS.Math.Content.5.NBT.A.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	smma_lo_00204; smma_lo_00224; smma_lo_00227; smma_lo_00241; smma_lo_01089
		CCSS.Math.Content.5.NBT.A.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	smma_lo_00225; smma_lo_00236; smma_lo_00254; smma_lo_01103
Investigation 1: 5.NBT.A.4	Standard CCSS.Math.Content.5.NBT.A.4: Use place value understanding to round decimals to any place.		smma_lo_00230

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622
Investigation 1: 5.NBT.B.6	Standard CCSS.Math.Content.5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		smma_lo_00291; smma_lo_00293; smma_lo_00299; smma_lo_00303
Investigation 1: 5.NF.A.1	Standard CCSS.Math.Content.5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		smma_lo_00464; smma_lo_00465; smma_lo_00466; smma_lo_00467; smma_lo_00468; smma_lo_00471; smma_lo_00472; smma_lo_00473; smma_lo_00474; smma_lo_00484; smma_lo_00494; smma_lo_00499; smma_lo_00500; smma_lo_00504; smma_lo_00505; smma_lo_00509; smma_lo_00510; smma_lo_01640

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 5.NF.A.2	Standard CCSS.Math.Content.5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.		smma_lo_01095; smma_lo_01634; smma_lo_01706; smma_lo_01707
Investigation 2: 5.NBT.A.3	Standard CCSS.Math.Content.5.NBT.A.3: Read, write, and compare decimals to thousandths.	CCSS.Math.Content.5.NBT.A.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	smma_lo_00204; smma_lo_00224; smma_lo_00227; smma_lo_00241; smma_lo_01089
		CCSS.Math.Content.5.NBT.A.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	smma_lo_00225; smma_lo_00236; smma_lo_00254; smma_lo_01103
Investigation 2: 5.NBT.A.4	Standard CCSS.Math.Content.5.NBT.A.4: Use place value understanding to round decimals to any place.		smma_lo_00230
Investigation 2: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NBT.B.7	Standard CCSS.Math.Content.5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		smma_lo_00159; smma_lo_00206; smma_lo_00207; smma_lo_00208; smma_lo_00210; smma_lo_00211; smma_lo_00212; smma_lo_00214; smma_lo_00217; smma_lo_00219; smma_lo_00220; smma_lo_00221; smma_lo_00223; smma_lo_00232; smma_lo_00235; smma_lo_00237; smma_lo_00239; smma_lo_00240; smma_lo_00241; smma_lo_00245; smma_lo_00251; smma_lo_00252; smma_lo_00253; smma_lo_00263; smma_lo_00267; smma_lo_00790; smma_lo_01327; smma_lo_01629; smma_lo_01799; smma_lo_01840
Grade 5-Topic 7			
Investigation 1: 5.NBT.A.3	Standard CCSS.Math.Content.5.NBT.A.3: Read, write, and compare decimals to thousandths.	CCSS.Math.Content.5.NBT.A.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	smma_lo_00204; smma_lo_00224; smma_lo_00227; smma_lo_00241; smma_lo_01089
Investigation 1: 5.NBT.A.4	Standard CCSS.Math.Content.5.NBT.A.4: Use place value understanding to round decimals to any place.		smma_lo_00230

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 5.NBT.B.7	Standard CCSS.Math.Content.5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		smma_lo_00159; smma_lo_00206; smma_lo_00207; smma_lo_00208; smma_lo_00210; smma_lo_00211; smma_lo_00212; smma_lo_00214; smma_lo_00217; smma_lo_00219; smma_lo_00220; smma_lo_00221; smma_lo_00223; smma_lo_00232; smma_lo_00235; smma_lo_00237; smma_lo_00239; smma_lo_00240; smma_lo_00241; smma_lo_00245; smma_lo_00251; smma_lo_00252; smma_lo_00253; smma_lo_00263; smma_lo_00267; smma_lo_00790; smma_lo_01327; smma_lo_01629; smma_lo_01799; smma_lo_01840
Investigation 1: 5.NF.B.3	Standard CCSS.Math.Content.5.NF.B.3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		smma_lo_02047

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 5.NF.B.4	Standard CCSS.Math.Content.5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	CCSS.Math.Content.5.NF.B.4a: Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	smma_lo_02048; smma_lo_02054
		CCSS.Math.Content.5.NF.B.4b: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	smma_lo_02049
Investigation 1: 5.NF.B.5	Standard CCSS.Math.Content.5.NF.B.5: Interpret multiplication as scaling (resizing), by:	CCSS.Math.Content.5.NF.B.5a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	smma_lo_02050
		CCSS.Math.Content.5.NF.B.5b: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	smma_lo_02051
Investigation 1: 5.NF.B.6	Standard CCSS.Math.Content.5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		smma_lo_00835

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 1: 5.NF.B.7	Standard CCSS.Math.Content.5.NF.B.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.	CCSS.Math.Content.5.NF.B.7a: Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	smma_lo_02052
		CCSS.Math.Content.5.NF.B.7b: Interpret division of a whole number by a unit fraction, and compute such quotients.	smma_lo_01787
		CCSS.Math.Content.5.NF.B.7c: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	smma_lo_02053; smma_lo_02156
Investigation 2: 5.NBT.A.3	Standard CCSS.Math.Content.5.NBT.A.3: Read, write, and compare decimals to thousandths.	CCSS.Math.Content.5.NBT.A.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	smma_lo_00204; smma_lo_00224; smma_lo_00227; smma_lo_00241; smma_lo_01089
Investigation 2: 5.NBT.A.4	Standard CCSS.Math.Content.5.NBT.A.4: Use place value understanding to round decimals to any place.		smma_lo_00230

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NBT.B.7	Standard CCSS.Math.Content.5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		smma_lo_00159; smma_lo_00206; smma_lo_00207; smma_lo_00208; smma_lo_00210; smma_lo_00211; smma_lo_00212; smma_lo_00214; smma_lo_00217; smma_lo_00219; smma_lo_00220; smma_lo_00221; smma_lo_00223; smma_lo_00232; smma_lo_00235; smma_lo_00237; smma_lo_00239; smma_lo_00240; smma_lo_00241; smma_lo_00245; smma_lo_00251; smma_lo_00252; smma_lo_00253; smma_lo_00263; smma_lo_00267; smma_lo_00790; smma_lo_01327; smma_lo_01629; smma_lo_01799; smma_lo_01840
Investigation 3: 5.MD.A.1	Standard CCSS.Math.Content.5.MD.A.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.		smma_lo_00168; smma_lo_00172; smma_lo_00791; smma_lo_00796; smma_lo_00797; smma_lo_00801; smma_lo_00814
Investigation 3: 5.NBT.A.1	Standard CCSS.Math.Content.5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		smma_lo_02045

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 5.NBT.A.2	Standard CCSS.Math.Content.5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		smma_lo_02046
Investigation 3: 5.NBT.A.3	Standard CCSS.Math.Content.5.NBT.A.3: Read, write, and compare decimals to thousandths.	CCSS.Math.Content.5.NBT.A.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	smma_lo_00204; smma_lo_00224; smma_lo_00227; smma_lo_00241; smma_lo_01089
Investigation 3: 5.NBT.A.4	Standard CCSS.Math.Content.5.NBT.A.4: Use place value understanding to round decimals to any place.		smma_lo_00230
Investigation 3: 5.NBT.B.7	Standard CCSS.Math.Content.5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		smma_lo_00159; smma_lo_00206; smma_lo_00207; smma_lo_00208; smma_lo_00210; smma_lo_00211; smma_lo_00212; smma_lo_00214; smma_lo_00217; smma_lo_00219; smma_lo_00220; smma_lo_00221; smma_lo_00223; smma_lo_00232; smma_lo_00235; smma_lo_00237; smma_lo_00239; smma_lo_00240; smma_lo_00241; smma_lo_00245; smma_lo_00251; smma_lo_00252; smma_lo_00253; smma_lo_00263; smma_lo_00267; smma_lo_00790; smma_lo_01327; smma_lo_01629; smma_lo_01799; smma_lo_01840

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 3: 5.NF.B.4	Standard CCSS.Math.Content.5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	CCSS.Math.Content.5.NF.B.4a: Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	smma_lo_02048; smma_lo_02054
Investigation 3: 5.NF.B.7	Standard CCSS.Math.Content.5.NF.B.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.	CCSS.Math.Content.5.NF.B.7c: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	smma_lo_02053; smma_lo_02156
Grade 5-Topic 8			
Investigation 2: 5.NBT.B.5	Standard CCSS.Math.Content.5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.		smma_lo_00900; smma_lo_00902; smma_lo_00903; smma_lo_00904; smma_lo_00905; smma_lo_00906; smma_lo_00907; smma_lo_00908; smma_lo_00909; smma_lo_00910; smma_lo_00912; smma_lo_00913; smma_lo_01078; smma_lo_01622

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NBT.B.7	Standard CCSS.Math.Content.5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		smma_lo_00159; smma_lo_00206; smma_lo_00207; smma_lo_00208; smma_lo_00210; smma_lo_00211; smma_lo_00212; smma_lo_00214; smma_lo_00217; smma_lo_00219; smma_lo_00220; smma_lo_00221; smma_lo_00223; smma_lo_00232; smma_lo_00235; smma_lo_00237; smma_lo_00239; smma_lo_00240; smma_lo_00241; smma_lo_00245; smma_lo_00251; smma_lo_00252; smma_lo_00253; smma_lo_00263; smma_lo_00267; smma_lo_00790; smma_lo_01327; smma_lo_01629; smma_lo_01799; smma_lo_01840
Investigation 2: 5.NF.A.1	Standard CCSS.Math.Content.5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.		smma_lo_00464; smma_lo_00465; smma_lo_00466; smma_lo_00467; smma_lo_00468; smma_lo_00471; smma_lo_00472; smma_lo_00473; smma_lo_00474; smma_lo_00484; smma_lo_00494; smma_lo_00499; smma_lo_00500; smma_lo_00504; smma_lo_00505; smma_lo_00509; smma_lo_00510; smma_lo_01640

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Standard	Standard Text	SM Skill Description	SM CATALOG
Investigation 2: 5.NF.B.6	Standard CCSS.Math.Content.5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		smma_lo_00835
Investigation 2: 5.OA.A.1	Standard CCSS.Math.Content.5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		smma_lo_01091

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