



# SuccessMaker®

## Alignments to SuccessMaker

Providing rigorous intervention  
for K-8 learners with unparalleled precision

Louisiana Literacy Standards Code	Louisiana Student Standards Mathematics 2016 Grade 4	SuccessMaker Item Description	Item ID
4.OA	Operations and Algebraic Thinking		
4.OA.A	Use the four operations with whole numbers to solve problems.		
4.OA.A.1	Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, 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.	Interpret a multiplication equation by writing a comparison statement.	SMMA_LO_02025
		Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Translate a verbal statement of a multiplicative comparison into a multiplication equation.	SMMA_LO_02008
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and/or equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison	Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Use a model to represents a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
4.OA.A.3	Solve multi-step 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.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
4.OA.B	Gain familiarity with factors and multiples.		
4.OA.B.4	Using whole numbers in the range 1–100,		
4.OA.B.4a	Find all factor pairs for a given whole number.	Find the factors of a number and determine if the number is prime or composite (3 to 30).	SMMA_LO_01073
		Identify the number that is divisible by a given factor (numbers 2 to 81, factors 2 to 9).	SMMA_LO_01066
		Determine three factors of a given number.	SMMA_LO_01107
		Identify the complete set of factors for a number (2 to 25).	SMMA_LO_01071
4.OA.B.4b	Recognize that a given whole number is a multiple of each of its factors.	Identify numbers that are multiples of a given number.	SMMA_LO_01069
4.OA.B.4d	Determine whether a given whole number is prime or composite.	Identify sets of prime and composite numbers.	SMMA_LO_01119
4.NBT	Number and Operations in Base Ten		
4.NBT.A	Generalize place value understanding for multi-digit whole numbers.		

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4.NBT.A.2	Read and write multi-digit whole numbers less than or equal to 1,000,000 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.	Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711
		Identify the number when given the word name (10,000 to 999,999).	SMMA_LO_01076
		Enter the number for a word name (1000 to 9999).	SMMA_LO_01065
		Identify a word name for a four-, five- or six-digit numbers.	SMMA_LO_01043
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000, to any place.	Round four- to five-digit numbers in context (to the nearest thousand).	SMMA_LO_01106
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
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.	Multiply a two-digit number by a one-digit number (student choice, products $10 \times 6$ to $15 \times 9$ ).	SMMA_LO_00874
		Multiply a 1-digit number by a 2-digit number (products $12 \times 6$ to $19 \times 9$ ).	SMMA_LO_00896
		Multiply a two-digit number by a one-digit number (student choice, products $21 \times 2$ to $99 \times 9$ ).	SMMA_LO_00880
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Multiply a one-digit number by a two-digit number (products $2 \times 12$ to $9 \times 12$ ).	SMMA_LO_00875
		Multiply a 1-digit number by a 2-digit number (products $13 \times 1$ to $19 \times 5$ ).	SMMA_LO_00894
		Multiply a two-digit number by a one-digit number (student choice, products $10 \times 2$ to $15 \times 5$ ).	SMMA_LO_00870
		Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604
		Multiply a two-digit number by a one-digit number (student choice, products $16 \times 2$ to $19 \times 5$ ).	SMMA_LO_00872
		Multiply a two-digit number by a one-digit number (products $10 \times 2$ to $12 \times 12$ ).	SMMA_LO_00871
		Multiply a two-digit number by a one-digit number (student choice, vertical, products $10 \times 1$ to $12 \times 4$ ).	SMMA_LO_00869
		Identify equivalent arrays with different factors.	SMMA_LO_01715
		Multiply a two-digit number by a one-digit number (student choice, products $16 \times 6$ to $19 \times 9$ ).	SMMA_LO_00876
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.	Divide using the long division algorithm (one-digit divisor, remainder).	SMMA_LO_00292
		Divide using the long division algorithm (one-digit divisor, no remainder).	SMMA_LO_00290
		Divide using the long division algorithm (one-digit divisor, no remainder).	SMMA_LO_00294
		Identify equivalent arrays with different factors.	SMMA_LO_01715
4.NF	Number and Operations—Fractions		
4.NF.A	Extend understanding of fraction equivalence and ordering.		

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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. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Identify two equivalent fractions for $1/2$ .	SMMA_LO_01708
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
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. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	Compare fractions to 1 on the number line (halves to eighths).	SMMA_LO_00432
4.NF.B	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
4.NF.B.3	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)		
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.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286

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		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Add fractions with like denominators (no simplifying).	SMMA_LO_01709
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
4.NF.B.4	Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)		
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.	Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
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.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006
		Identify the fraction that is greater than a given fraction (unlike denominators, halves to eighths).	SMMA_LO_00437
		Use a model to represent a word problem involving multiplicative comparison. Then, use an equation to represent the solution to the word problem.	SMMA_LO_02009
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Using models, find equivalent fractions (halves to twelfths).	SMMA_LO_00433
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436

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		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		Using models, add fractions, no simplifying (like denominators, thirds to eighths).	SMMA_LO_00441
		Using a model, rewrite a mixed number as a fraction (halves to eighths).	SMMA_LO_00446
		Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
4.NF.C	Understand decimal notation for fractions, and compare decimal fractions.		
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.	Express a fraction with denominator 10 as an equivalent fraction with denominator 100. Then, add that fraction to another fraction with denominator 100.	SMMA_LO_02007
4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100.	Find the missing decimal number on a number line (1.0 to 9.89).	SMMA_LO_00215
		Find the missing decimal number on a number line (tenths, 0.1 to 0.9).	SMMA_LO_00188
		Enter a decimal number on a number line (1.11 to 9.89).	SMMA_LO_00213
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.	Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216
		Compare decimals (to hundredths) to benchmark fractions.	SMMA_LO_00209
		Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191
4.MD	Measurement and Data		
4.MD.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		

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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 whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), 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. Students in Grade 4 will be assessed on multiplying a fraction and a whole number as indicated in the NF domain. Some students may be able to multiply a fraction by a fraction as a result of generating equivalent fractions; however, mastery of multiplying two fractions occurs in Grade 5.	Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Estimate the distance by rounding (d = rt).	SMMA_LO_01606
		Solve a division problem about money with extra information (round quotient to the nearest whole number).	SMMA_LO_01585
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
		Estimate the total cost of four items by rounding to the nearest dollar (sums to \$15.00).	SMMA_LO_01591
		Estimate the difference by rounding to the nearest dollar (minuends \$5.00 to \$20.00, subtrahends \$3.00 to \$15.00).	SMMA_LO_01669
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.	Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00805
4.MD.B	Represent and interpret data.		
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Identify all the towns with temperatures below 32 degrees Fahrenheit on a weather map.	SMMA_LO_01311
		Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
		Predict the effect of changing temperatures on the weather.	SMMA_LO_01312
		Graph and interpret rainfall data in a chart.	SMMA_LO_01328
		Determine addition expressions that are equivalent to a given fraction.	SMMA_LO_02146
4.MD.C	Geometric measurement: understand concepts of angle and measure angles.		
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Use a protractor to measure an angle.	SMMA_LO_00631
		Select the appropriate protractor to measure an angle.	SMMA_LO_00644
4.MD.D	Relate area to operations of multiplication and addition.		
4.MD.D.8	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.	Solve a decimal subtraction problem in context (tenths, regrouping).	SMMA_LO_01599
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Make a picture to solve a multistep addition and multiplication problem in context.	SMMA_LO_01592
		Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604

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		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	SMMA_LO_01573
		Solve an addition problem in context (3 three-digit addends, regrouping).	SMMA_LO_01597
4.G	Geometry		
4.G.A	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
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.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
		Draw a line segment using a ruler (to 1/4 inch and 0.5 cm).	SMMA_LO_00800
		Identify line segments in three- and four-sided figures.	SMMA_LO_00579
		Identify parallel and perpendicular streets on a map.	SMMA_LO_00619
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.	Identify right, acute, and obtuse angles in polygons.	SMMA_LO_00630
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.	Identify lines that are lines of symmetry.	SMMA_LO_00623
		Identify the lines of symmetry in an object.	SMMA_LO_01699
		Draw a vertical or horizontal line of symmetry.	SMMA_LO_00608
		Identify the horizontal line of symmetry.	SMMA_LO_00597
		Identify the vertical line of symmetry.	SMMA_LO_00595