



SuccessMaker®

**Maryland College and Career-Ready Standards
for Mathematics 2019
Grade 1**

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

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 1	SuccessMaker Item Description	Item ID
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	R: Identify open and closed figures.	SMMA_LO_00580
		R: Match compound figures that have the same shape (different sizes).	SMMA_LO_00594
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.	Identify puzzle pieces needed to make a given shape, and then complete the puzzle (4 to 6 pieces).	SMMA_LO_00564
		R: Match a plane figure to a geometric design that uses the figure.	SMMA_LO_00554
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.	Describe fractions in terms of the number of parts in a whole and the relative size of those parts (e.g., larger, smaller).	SMMA_LO_02137
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Order three objects by length.	SMMA_LO_02147
		R: Match objects of the same height (3 heights).	SMMA_LO_00687
		R: Match objects of the same length (3 lengths).	SMMA_LO_00688
		R: Given 3 objects, Identify the shortest or longest object.	SMMA_LO_00693
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.	Find the height (2 to 9 nonstandard units).	SMMA_LO_00710
		Count to find the height and width (2 to 5 nonstandard units).	SMMA_LO_00713
		Find the total length of two objects (nonstandard units, sums 2 to 5).	SMMA_LO_00720
		Estimate the height and width (2 to 5 nonstandard units).	SMMA_LO_00721
		Measure the length of an object (2 to 7 nonstandard units).	SMMA_LO_00777
		R: Identify the group of objects that is 1 to 5 nonstandard units long or tall.	SMMA_LO_00701
		R: Count to find how long or tall (2 to 9 nonstandard units).	SMMA_LO_00705
		R: Identify an object given the height and width in nonstandard units.	SMMA_LO_00725
R: Find the distance between two objects (2 to 8 nonstandard units).	SMMA_LO_00732		

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1.MD.B.3	Tell and write time in hours and half- hours using analog and digital clocks.	Tell time to the hour using an analog clock.	SMMA_LO_00714
		Tell time to the hour using digital and analog clocks.	SMMA_LO_00716
		Tell time to the half-hour using an analog clock.	SMMA_LO_00724
		R: Identify the hour or minute hand of a clock.	SMMA_LO_00697
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.	Read and interpret a horizontal or vertical pictograph (four to six items).	SMMA_LO_00131
		Determine the most or the least from a horizontal or vertical pictograph (four to six items).	SMMA_LO_00135
		Read and interpret a horizontal or vertical pictograph (six items).	SMMA_LO_00150
		Read a pictograph (3 categories, 1 to 9 items per category).	SMMA_LO_01124
		Create a table from a vertical bar graph.	SMMA_LO_01132
		Within the context of repeated selections without replacement from a bag containing two balls of the same color, label events as certain or impossible.	SMMA_LO_01141
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	SMMA_LO_01299
		R: Match each set of tally marks to a total (1 to 9).	SMMA_LO_00952
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.	Identify a written number from a spoken number (two-digit).	SMMA_LO_00977
		Enter the number for a word name (two-digit).	SMMA_LO_01001
1.NBT.B.2a	Understand the following as a special case: 10 can be thought of as a bundle of ten ones -- called a "ten."	Given a number (1-9) of objects, determine how many more objects are needed to make a ten.	SMMA_LO_02017
1.NBT.B.2b	Understand the following as a special case: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Model the numbers from 11 to 19 with place value blocks.	SMMA_LO_02018
1.NBT.B.2c	Understand the following as a special case: 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).	Enter the number equal to 1 to 9 tens.	SMMA_LO_00974
		Enter the number of tens for a given multiple of ten (10 to 90).	SMMA_LO_00975
		Model multiples of 10 (from 10 to 90) with place value blocks.	SMMA_LO_02019
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 $>$, equals, and $<$.	Compare numbers using $<$ or $>$ symbols (20 to 99).	SMMA_LO_00328
		Identify two numbers that make an inequality true (two-digit).	SMMA_LO_00997
		Find two numbers within a range (two-digit).	SMMA_LO_00998
		Identify the greatest or least number (two-digit).	SMMA_LO_00999
		Identify the value that is greater than one number and less than another in context.	SMMA_LO_01554

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		R: Compare numbers using < or > symbols (1 to 19).	SMMA_LO_00325
		R: Compare sums (sums 1 to 9).	SMMA_LO_00326
		R: Compare differences (minuends 1 to 9).	SMMA_LO_00337
		R: Identify two numbers that make an inequality true (0 to 9).	SMMA_LO_00994
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.	Add two multiples of 10 (student choice, sums 20 to 90).	SMMA_LO_00025
		Add two addends (one- and two-digit addends, sums 11 to 99, no regrouping).	SMMA_LO_00033
		Find the missing addend in a number sentence (a multiple of 10 and a one-digit addend, sums 11 to 99, no regrouping).	SMMA_LO_00050
		Add two addends (student choice, a one-digit and a two-digit addend, sums 20 to 98, regrouping).	SMMA_LO_00054
		Find a number that is one less or one more than a given number (two-digit), number line in feedback.	SMMA_LO_00984
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.	Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	SMMA_LO_02020
1.NBT.C.6	Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 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..	Subtract two multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).	SMMA_LO_01426
		Subtract multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).	SMMA_LO_01437
		Subtract multiples of 10 (minuends 20 to 90, subtrahends 10 to 80, horizontal presentation).	SMMA_LO_01438
		Subtract 10 from a two-digit number (student choice, minuends 11 to 19).	SMMA_LO_01441
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.	Use a picture to solve a missing addend problem (sums 2 to 6).	SMMA_LO_01232
		Choose the expression that can represent a problem with extra information; then solve (addition or subtraction).	SMMA_LO_01239
		Solve an addition problem in context (different objects, sums 2 to 5).	SMMA_LO_01544
		Solve a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01545
		Solve a problem in context by finding a missing addend (sums 2 to 5).	SMMA_LO_01546

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		Solve a subtraction problem in context by finding how many more (minuends 2 to 5).	SMMA_LO_01550
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.	Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01553
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01555
		Identify the expression that represents a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01559
		Identify and solve the number sentence for a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01562
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01568
		R: Add 10 to a number (sums 11 to 19).	SMMA_LO_00038
		R: Add 1- and 2-digit addends (sums 11-19, audio presentation).	SMMA_LO_00039
		R: Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
		R: Identify a picture that represents a subtraction problem (one or two-digit).	SMMA_LO_01244
		R: Identify the picture that can be used to solve an addition or subtraction problem.	SMMA_LO_01255
		R: Identify the number sentence that solves a subtraction problem in context (minuends 11 to 18, subtrahends 1 to 9).	SMMA_LO_01439
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.	Act out the problem to find the sum (basic facts).	SMMA_LO_01241
		Identify a number sentence that can be used to solve a word problem with extra information (addition or subtraction, basic facts).	SMMA_LO_01242
		Act out a problem to find the sum of three numbers (one-digit addends).	SMMA_LO_01249
		Act out the solution to an addition problem in context (three addends, sums 1 to 9).	SMMA_LO_01537
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01549
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01557
		Solve an addition problem in context (three addends, sums 9 to 18).	SMMA_LO_01576
		R: Add three addends (sums 2 to 5).	SMMA_LO_00026
		R: Add three addends (audio presentation, sums 3 to 5).	SMMA_LO_00027
		R: Add three addends (sums 6 to 10).	SMMA_LO_00028
		R: Add three addends displayed horizontally (sums 6 to 10).	SMMA_LO_00029
		R: Add three addends (one-digit addends, sums 11 to 19).	SMMA_LO_00031

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		R: Add three addends (one-digit addends, sums 10 to 19).	SMMA_LO_00032
		R: Find the missing addend in a number sentence (three addends, sums 10 to 19).	SMMA_LO_00066
1.OA.B.3	Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3$ equals 11 is known, then $3 + 8$ equals 11 is also known. (Commutative property of addition) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4$ equals $2 + 10$, which equals 12. (Associative property of addition.)	Apply the Commutative Property of Addition as a strategy to add two numbers; use fact families as a strategy to subtract two numbers.	SMMA_LO_02021
		Use the Associative Property of Addition to add two numbers by regrouping the numbers into a ten and some ones.	SMMA_LO_02022
		Subtract two numbers by regrouping the numbers into a ten and some ones.	SMMA_LO_02026
		Apply the Associative Property of Addition to add three numbers.	SMMA_LO_02135
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	Solve a subtraction problem by finding the missing addend.	SMMA_LO_02023
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Add 1 to a number (sums 1 to 10).	SMMA_LO_00015
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. $8 + 6$ equals $8 + 2 + 4$, which leads to $10 + 4$ equals 14); decomposing a number leading to a ten $13 - 4$ equals $13 - 3 - 1$, which leads to $10 - 1$ equals 9); using the relationship between addition and subtraction (e.g., knowing that $8 + 4$ equals 12, one knows $12 - 8$ equals 4); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1$ equals $12 + 1$, which equals 13).	Add two addends (sums 6 to 10).	SMMA_LO_00012
		Add using basic math facts (addends 0 to 5, sums 1 to 5).	SMMA_LO_00014
		Add two addends in words (one-digit addends, sums 6 to 10).	SMMA_LO_00016
		Add doubles (sums 2 to 18).	SMMA_LO_00017
		Add two consecutive addends (one-digit addends, sums 1 to 17).	SMMA_LO_00020
		Add two consecutive addends displayed horizontally (one-digit addends, sums 1 to 17).	SMMA_LO_00021
		Add vertically using basic math facts (sums 11 to 18).	SMMA_LO_00022
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00023
		Add two numbers presented in words using basic math facts (sums 1 to 18).	SMMA_LO_00024
		Add four addends (one-digit addends, sums 3 to 10).	SMMA_LO_00030
		Add ten to a number (sums 11 to 19), given in words.	SMMA_LO_00038
		Add a two-digit number to a one-digit number by counting (sums up to 18), given in words.	SMMA_LO_00039
		Add two addends vertically (sums 10 to 18).	SMMA_LO_00041
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00042
		Add 9 to a number (sums 10 to 18).	SMMA_LO_00045

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		Use guess and check to solve an addition and subtraction problem (basic facts).	SMMA_LO_01240
		Subtract using basic math facts (minuends 6 to 9).	SMMA_LO_01418
		Subtract using basic math facts (minuends 1 to 9).	SMMA_LO_01419
		Subtract using basic math facts (differences are 0).	SMMA_LO_01420
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 $6 + 6 + 1 = 12 + 1 = 13$).	Subtract 1 from a number (minuends 1 to 9).	SMMA_LO_01421
		Subtract a number from 10 (subtrahends 1 to 9).	SMMA_LO_01424
		Subtract a number from its double (differences 1 to 9).	SMMA_LO_01425
		Subtract 1 from a number (two-digit minuends, no regrouping, presented vertically).	SMMA_LO_01427
		Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	SMMA_LO_01429
		Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	SMMA_LO_01430
		Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	SMMA_LO_01433
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01434
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	SMMA_LO_01435
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	SMMA_LO_01436
		Subtract 10 from a number (minuends 11 to 19, horizontal presentation).	SMMA_LO_01442
		Subtract a one-digit number from a two-digit number displayed horizontally (minuends 11 to 19, subtrahends 1 to 9).	SMMA_LO_01443
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01444
		Subtract (minuends 11 to 19, subtrahends 1 to 9, no regrouping).	SMMA_LO_01445
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Determine if equations involving addition and subtraction are true or false.	SMMA_LO_02024
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown	Find the missing addend in a number sentence.	SMMA_LO_00037
		Find the missing addend in a number sentence (sums 10 to 18).	SMMA_LO_00048
		Complete fact families with four facts (sums 3 to 10).	SMMA_LO_00322

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	number that makes the question true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	Solve for c in $a + b = c$ (sums 0 to 9). Solve for c in $a - b = c$ (differences 1 to 9). Solve for c in $a + b = c$ (sums 10 to 18). Solve for c in $a - b = c$ (differences 1 to 9). Solve for a or b in $a + b = c$ (sums 0 to 9). Solve for a or b in $a - b = c$ (differences 0 to 9). Solve for a or b in $a + b = c$ (sums 10 to 18).	SMMA_LO_00323 SMMA_LO_00324 SMMA_LO_00327 SMMA_LO_00329 SMMA_LO_00330 SMMA_LO_00331 SMMA_LO_00332
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the question true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	Solve for a or b in $a - b = c$ (differences 0 to 18). Identify a missing number in an addition and subtraction fact family. Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9). Find the missing minuend in a subtraction number sentence (minuends 0 to 9). Find the missing subtrahend in a subtraction number sentence (minuends 10 to 14). Find the missing subtrahend in a subtraction number sentence (minuends 15 to 18). Find the missing minuend in a subtraction number sentence (minuends 10 to 14). Find the missing minuend in a subtraction number sentence (minuends 15 to 18). Find the missing subtrahend in a subtraction number sentence (minuends 11 to 19). Find the missing minuend in a subtraction number sentence (minuends 11 to 19). Solve for the unknown in an addition equation (addends and sums less than 16). Create a fact family (addition and subtraction). Identify the missing number (addend or sum) in an addition equation, for numbers 20 and less.	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

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