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Tennessee Mathematics Standards 2016, Grade 3 Alignments to SuccessMaker

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Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 3	SuccessMaker Item Description	Item ID
3.OA	Operations and Algebraic Thinking		
3.OA.A	Represent and solve problems involving multiplication and division.		
3.OA.A.1	Interpret the factors and products in whole number multiplication equations (e.g., 4 x 7 is 4 groups of 7 objects with a total of 28 objects or 4 strings measuring 7 inches each with a total of 28 inches.)	Identify a number sentence that could be used to solve a multiplication problem.	SMMA_LO_01270
3.OA.B	Understand properties of multiplication and the relationship between multiplication and division. (See Table 3 - Properties of Operations)		
3.OA.B.6	Understand division as an unknown-factor problem.	Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
3.OA.C	Multiply and divide within 100.		
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of 3rd grade, know from memory all products of two one-digit numbers and related division facts.	Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Find the missing factor (products to 5 x 5).	SMMA_LO_00856
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00860
		Divide (combinations 6 x 6 to 9 x 9, no remainder).	SMMA_LO_00284
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	SMMA_LO_00282
		Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		Complete fact families with four facts (products 2 x 3 to 8 x 9).	SMMA_LO_00344
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00873
		Find the missing factor (products 6 x 1 to 9 x 5).	SMMA_LO_00866
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00877
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862

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		Divide using basic facts (combinations to 5 x 5).	SMMA_LO_00280
3.OA.D	Solve problems involving the four operations and identify and explain patterns in arithmetic.		
3.OA.D.8	Solve two-step contextual 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 (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations).	Identify the most reasonable quantity for a context (order of magnitude differs).	SMMA_LO_01586
3.NBT	Number and Operations in Base Ten		
3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
3.NBT.A.1	Round whole numbers to the nearest 10 or 100 using understanding of place value.	Round a two-digit number to the nearest ten.	SMMA_LO_01028
		Round a three-digit number to the nearest hundred.	SMMA_LO_01651
		Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).	SMMA_LO_01052
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	SMMA_LO_01615
		Round a three-digit number to the nearest hundred.	SMMA_LO_01036
		Round a three-digit number to the nearest hundred.	SMMA_LO_01652
		Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	SMMA_LO_01580
		Round two-digit numbers to the nearest ten.	SMMA_LO_01647
		Round a three-digit number to the nearest hundred.	SMMA_LO_01650
		Round a two-digit number to the nearest ten (hundreds chart).	SMMA_LO_01648
		Round a two-digit number to the nearest ten.	SMMA_LO_01649
3.NF	Number and Operations - Fractions. Limit denominators of fractions to 2, 3, 4, 6, and 8		
3.NF.A	Develop understanding of fractions as numbers.		
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 (unit fraction); understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
		Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		Model a fraction a/b by filling in a out of b sections in a fraction model.	SMMA_LO_02034
		Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
3.NF.A.2	Understand a fraction as a number on the number line. Represent fractions on a number line.		
3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Represent a unit fraction 1/b by partitioning a number line and then finding 1/b on it.	SMMA_LO_02148

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3.NF.A.3	Explain equivalence of fractions and compare fractions by reasoning about their size.		
3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.	Model equivalent fractions; identify equivalent fractions on a number line.	SMMA_LO_02035
3.NF.A.3.c	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	Find a fraction equal to 1 (halves to eighths).	SMMA_LO_00427
3.MD	Measurement and Data		
3.MD.A	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.	Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547
		Show time to the minute using digital and alog clocks.	SMMA_LO_00771
		Set the digital clock to match the time on the analog clock to the exact minute.	SMMA_LO_01670
3.MD.B	Represent and interpret data.		
3.MD.B.3	Draw a scaled pictograph 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 graphs.	Given a bar graph of tree growth, calculate the height a tree grew from one year to another.	SMMA_LO_01303
		Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		Read and interpret a pictograph with a scale of 2, 5 or 10.	SMMA_LO_01158
		Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	SMMA_LO_01299
		Read and interpret a horizontal pictograph with a scale of 2 (five items).	SMMA_LO_00140
3.MD.C	Geometric measurement: understand and apply concepts of area and relate area to multiplication and to addition.		
3.MD.C.5	Recognize that plane figures have an area and understand concepts of area measurement.		
3.MD.C.5.a	Understand that a square with side length 1 unit, called 'a unit square,' is said to have 'one square unit' of area and can be used to measure area.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
3.MD.C.5.b	Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
3.MD.C.6	Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
		Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028
		Count squares to find the area (2 to 8 units).	SMMA_LO_00706
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
3.MD.C.7	Relate area of rectangles to the operations of multiplication and addition.		

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3.MD.C.7.a	Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
		Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	SMMA_LO_02029
3.MD.C.7.b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.	Find the area of a rectangle (36 to 144 customary or metric square units).	SMMA_LO_00173
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
		Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
		Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	SMMA_LO_02032
3.G	Geometry		
3.G.A	Reason about shapes and their attributes.		
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	Partition shapes into equal parts.	SMMA_LO_02000
3.G.A.3	Determine if a figure is a polygon.	Identify similar polygons.	SMMA_LO_00610