0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
CCSS.ELA-Literacy.RF.	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.L.	Print many upper- and lowercase letters.
PK.BR-P.12	Identify 10 or more letters (e.g., sees a stop sign and says, "That's S-T-O-P." Uses the alphabet stamps and names the letters.).
K.BR-PC.4	Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.
K.BR-PC.5	Recognize that spoken words are represented in written language by specific sequences of letters.
K.BR-PC.9	Identify upper- and lower-case letters.
K.BR-P.18	Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.
K.BR-P.19	Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.
LL.3.II.4.1	Identify 10 or more letters.
LL.3.II.4.2	Name letters in own name and in familiar words.

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
LL.3.II.4.3	Find specific letters in words in the environment.
LL.3.II.5.2	Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.

0545200938   Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
PK.G.2	Recognize, name, and describe simple two- and three-dimensional shapes (e.g., says, "This is a triangle. See, it has three sides." Says, "You need balls of clay to make a snowman.").
PK.G.3	Match, sort, and classify shapes (e.g., says, "These all go together because they have three sides." When cleaning up blocks, orders the different shapes on the shelf by matching them to the outlines on the shelf.).
K.G.2	Describe attributes of two-dimensional shapes (e.g., number of sides, number of corners, size, roundness); sort these shapes.
MT.4.4.1	Recognize, name, and describe simple two- and three- dimensional shapes.
MT.4.4.2	Match, sort, and classify shapes.
PK.NSO-N.1	Use one-to-one correspondence (e.g., sees 4 children at table and gives each child 1 cup. Touches each doll as she counts how many are in the cradle.).
MT.4.1.1	Use one-to-one correspondence.
CCSS.Math.Content.K.	Count to 100 by ones and by tens.
CCSS.Math.Content.K.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.Math.Content.K.	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).

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	Understand that each successive number name refers to a quantity that is one larger.
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	Compare two numbers between 1 and 10 presented as written numerals.
CCSS.Math.Content.K.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
PK.NSO-N.2	Count with understanding to at least 10 (e.g., counts 10 blocks, pointing to each as he counts and then says, "I have 10!" Chooses and counts 7 beads to put on necklace.).
PK.NSO-N.3	Use numbers to tell how many (number quantity) (e.g., says, "I broke my cookie into 4 pieces." Takes attendance and says, "There are 10 boys and 9 girls.").
PK.NSO-N.5	Recognize and name numerals up to 10 (e.g., points to each number on the toy clock while counting aloud. Points to sign and says, "See, only 4 kids can be at the water table.").
K.NSO-N.1	Count by ones to at least 20.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.NSO-N.3	Match quantities up to at least 10 with numerals and words.
MT.4.1.2	Count with understanding to at least 10.
MT.4.1.4	Use numbers and counting as a means to solve problems, predict, and measure quantities.
MT.4.1.5	Recognize and name numerals up to 10.
MT.4.1.6	Quickly recognizes quantity of small groups of objects up to 4.
CCSS.Math.Practice.MP6	Attend to precision.
CCSS.Math.Content.K.	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.
K.NSO-N.4	Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than).
MT.4.1.8	Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
PK.PRA.2	Recognize, describe, and copy simple patterns (e.g., joins the teacher in a clapping pattern, slap the knees, slap the knees, clap hands; slap the knees, slap the knees, clap hands. Uses a stamp to repeat a pattern).
K.PRA.3	Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.
MT.4.2.2	Recognize, describe, and copy simple patterns.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.Math.Content.K.	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.
PK.LT-U.1	Retell story events in sequence (e.g., uses flannel board pieces to retell the story of The Runaway Rice Cake in her own words. Uses props on a shelf in the library area to act out and retell The River That Gave Gifts in his own words after hearing the teacher tell the story using props.).
K.LT-U.2	Retell story events in sequence.
PK.M.3	Show awareness of time concepts and sequence (e.g., says, "After lunch we have read-aloud time." Says, "We go home at 3 o'clock.").
K.NSO-N.5	Identify positions of objects in sequences (e.g., first, second) up to fifth.
K.M.4	Order events in a day.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MT.4.3.3	Show awareness of time concepts and sequence.
CCSS.Math.Content.K.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MT.4.3.1	Use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information.
PK.PRA.1	Sort and classify objects by more than one attribute — color, shape, size, number, etc. (e.g., sorts play dough cookies by size, color, or shape. Sorts a collection of buttons into those with 1-4 holes).
CCSS.Math.Content.K.	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.
PK.G.1	Describe, name, and interpret distance and position in space; understand and use positional words (e.g., turns Lotto game board so player sitting opposite can see it right side up. Frustrated, says, "I can't reach the ball; it's too high").
K.G.4	Identify positions of objects in space and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.
MT.4.1.9	Use ordinal numbers and positional words in everyday activities.
MT.4.4.5	Describe, name, and interpret distance and position in space; understand and use positional words.
CCSS.Math.Content.K.	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).

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.ELA-Literacy.L.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CCSS.Math.Content.K.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
CCSS.Math.Content.K.	Correctly name shapes regardless of their orientations or overall size.
K.LD-V.9	Sort common objects into basic categories (e.g., colors, shapes, foods).
K.PRA.1	Identify the attributes of objects as a foundation for sorting and classifying (e.g., a red truck, a red block, and a red ball share the attribute of being red; a square block, a square cracker, and a square book share the attribute of being square).
K.PRA.2	Sort and classify objects by attributes such as color, shape, size, number, and other properties and explain; identify objects that do not belong to a particular group (e.g., all these objects are red; those are green).
MT.4.2.1	Sort and classify objects by more than one attribute (color, shape, size, number, etc.).

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PK.BR-PC.6	Use pictures as clues to the text (e.g., says, "I think this book is going to be about a princess because there's a castle picture." Looking at a picture in Stone Soup by John Muth, says, "He's going to put carrots in that pot."). Understand concept of term "The End."
K.LD-V.8	Determine what words mean from how they are used in a sentence, either heard or read.
LL.3.II.5.1	Use pictures as clues to the text.
PK.BR-P.15	Begin to make letter-sound connections (e.g., figures out which word says banana because she knows it starts with b. Points to the letter T on the wall and says, "That's for my Tío [uncle in Spanish] César.").
K.BR-PC.8	Demonstrate the one-to-one correlation between a spoken word and a printed word.
K.BR-P.20	Use letter-sound matches to decode simple words in decodable text.
LL.3.III.2.3	Begin to make letter-sound connections.
CCSS.ELA-Literacy.RF.	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.	Recognize and name all upper- and lowercase letters of the alphabet.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.	Print many upper- and lowercase letters.
PK.BR-P.12	Identify 10 or more letters (e.g., sees a stop sign and says, "That's S-T-O-P." Uses the alphabet stamps and names the letters.).
K.BR-PC.4	Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.
K.BR-PC.5	Recognize that spoken words are represented in written language by specific sequences of letters.
K.BR-PC.9	Identify upper- and lower-case letters.
K.BR-P.18	Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.
K.BR-P.19	Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.
LL.3.II.4.1	Identify 10 or more letters.
LL.3.II.4.2	Name letters in own name and in familiar words.
LL.3.II.4.3	Find specific letters in words in the environment.
LL.3.II.5.2	Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RF.	Recognize and produce rhyming words.
PK.BR-PA.8	Identify words that rhyme in songs, nursery rhymes, poems, and stories (e.g., says, "Two and shoe" when teacher asks, "Which words rhyme?" in the second verse of This Old Man. Tells friend that Mack and black rhyme while clapping and singing Miss Mary Mack.).
PK.BR-PA.9	Produce (make up) rhymes (e.g., supplies a rhyming word for the sentence There's a cat on the ___ (mat). Replaces familiar rhymes with silly ones, such as Humpty Dumpty; Gumpty, Numpty. Hears and identifies individual words in a sentence.
PK.BR-PA.10	Hear syllables in words (e.g., claps hands three times for syllables in Susannah. Stomps feet rhythmically singing "jam-bo, jam-bo" ["hello" in Swahili]. Hears individual phonemes in words - /c/ /a/ /t/.).
K.BR-PA.10	Distinguish rhyming words from nonrhyming words spoken aloud (e.g., run, sun versus run, man).
K.BR-PA.11	Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).
LL.3.I.2.2	Identify words that rhyme in songs, nursery rhymes, poems, and stories.
LL.3.I.2.3	Produce (make up) rhymes.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
PK.BR-P.13	Name letters in own name and in familiar words (e.g., identifies own name and mom and dad in print and names letters. Points to an M and says, "This is for Mommy.").
LL.3.II.4.2	Name letters in own name and in familiar words.
PK.BR-PC.6	Use pictures as clues to the text (e.g., says, "I think this book is going to be about a princess because there's a castle picture." Looking at a picture in Stone Soup by John Muth, says, "He's going to put carrots in that pot."). Understand concept of term "The End."
LL.3.II.5.1	Use pictures as clues to the text.
K.LD-V.11	Use language to express spatial (up, down) and temporal (before, after) relationships.
CCSS.ELA-Literacy.SL.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PK.LD-V.9	Use words to describe concrete objects, actions, and feelings (e.g., says, "She's upset" when she sees a child crying; rubs stomach and says, "My lunch is awesome.").
K.LD-V.10	Describe common objects and events in both general and specific language.
LL.4.I.4.1	Use words to describe concrete objects, actions, and feelings.
LL.4.I.4.4	Describe concepts and past and future events.
CCSS.ELA-Literacy.RF.	Recognize and produce rhyming words.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RF.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PK.BR-PA.8	Identify words that rhyme in songs, nursery rhymes, poems, and stories (e.g., says, "Two and shoe" when teacher asks, "Which words rhyme?" in the second verse of This Old Man. Tells friend that Mack and black rhyme while clapping and singing Miss Mary Mack.).
PK.BR-PA.9	Produce (make up) rhymes (e.g., supplies a rhyming word for the sentence There's a cat on the ___ (mat). Replaces familiar rhymes with silly ones, such as Humpty Dumpty; Gumpty, Numpty. Hears and identifies individual words in a sentence.
PK.BR-PA.10	Hear syllables in words (e.g., claps hands three times for syllables in Susannah. Stomps feet rhythmically singing "jam-bo, jam-bo" ["hello" in Swahili]. Hears individual phonemes in words - /c/ /a/ /t/.).
K.BR-PA.10	Distinguish rhyming words from nonrhyming words spoken aloud (e.g., run, sun versus run, man).
K.BR-PA.11	Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).
LL.3.I.2.2	Identify words that rhyme in songs, nursery rhymes, poems, and stories.
LL.3.I.2.3	Produce (make up) rhymes.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
PK.LD-O.8	Retell story events in sequence (e.g., uses flannel board pieces to retell the story of The Runaway Rice Cake in her own words.).

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
PK.LT-U.1	Retell story events in sequence (e.g., uses flannel board pieces to retell the story of The Runaway Rice Cake in her own words. Uses props on a shelf in the library area to act out and retell The River That Gave Gifts in his own words after hearing the teacher tell the story using props.).
K.LD-O.6	Relate an experience or story in logical sequence.
K.LD-O.7	Recite poems, rhymes, and songs, and retell stories in a logical sequence.
K.LT-U.2	Retell story events in sequence.
LL.3.II.6.2	Retell story events in sequence.
CCSS.ELA-Literacy.L.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LL.4.I.4.2	Integrate new vocabulary into conversations with peers and adults.
LL.4.I.4.6	Ask Questions to acquire new vocabulary.
K.LD-V.8	Determine what words mean from how they are used in a sentence, either heard or read.
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.RF.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CCSS.ELA-Literacy.L.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CCSS.ELA-Literacy.L.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
K.LD-V.9	Sort common objects into basic categories (e.g., colors, shapes, foods).

Success With Workbooks State Standards

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
CCSS.ELA-Literacy.RF.	Recognize and produce rhyming words.
PK.BR-PA.8	Identify words that rhyme in songs, nursery rhymes, poems, and stories (e.g., says, "Two and shoe" when teacher asks, "Which words rhyme?" in the second verse of This Old Man. Tells friend that Mack and black rhyme while clapping and singing Miss Mary Mack.).
PK.BR-PA.9	Produce (make up) rhymes (e.g., supplies a rhyming word for the sentence There's a cat on the ___ (mat). Replaces familiar rhymes with silly ones, such as Humpty Dumpty; Gumpty, Numpty. Hears and identifies individual words in a sentence.
PK.BR-PA.10	Hear syllables in words (e.g., claps hands three times for syllables in Susannah. Stomps feet rhythmically singing "jam-bo, jam-bo" ["hello" in Swahili]. Hears individual phonemes in words - /c/ /a/ /t/.).
K.BR-PA.10	Distinguish rhyming words from nonrhyming words spoken aloud (e.g., run, sun versus run, man).
K.BR-PA.11	Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).
LL.3.I.2.2	Identify words that rhyme in songs, nursery rhymes, poems, and stories.
LL.3.I.2.3	Produce (make up) rhymes.
CCSS.ELA-Literacy.RF.	Recognize and name all upper- and lowercase letters of the alphabet.
K.BR-PC.9	Identify upper- and lower-case letters.

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
LL.3.II.4.2	Name letters in own name and in familiar words.
LL.3.II.4.3	Find specific letters in words in the environment.
CCSS.ELA-Literacy.RF.	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CCSS.ELA-Literacy.RF.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CCSS.ELA-Literacy.RF.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CCSS.ELA-Literacy.RF.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CCSS.ELA-Literacy.L.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PK.BR-PA.11	Discriminate sounds as being the same or different (e.g., says, "Mat, sit, and pet all sound the same at the end." Explains, "We have three kids whose names start like mine: Nicholas, Naomi, and Nouri."). Manipulate sounds (e.g. with "cat," changes the /c/ to /b/ and says "bat."). Blend individual phonemes to form words.
PK.BR-P.12	Identify 10 or more letters (e.g., sees a stop sign and says, "That's S-T-O-P." Uses the alphabet stamps and names the letters.).

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
PK.BR-P.15	Begin to make letter-sound connections (e.g., figures out which word says banana because she knows it starts with b. Points to the letter T on the wall and says, "That's for my Tío [uncle in Spanish] César.").
K.BR-PC.4	Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.
K.BR-PC.5	Recognize that spoken words are represented in written language by specific sequences of letters.
K.BR-PC.8	Demonstrate the one-to-one correlation between a spoken word and a printed word.
K.BR-P.18	Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.
K.BR-P.19	Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.
K.BR-P.20	Use letter-sound matches to decode simple words in decodable text.
LL.3.I.2.4	Discriminate sounds as being the same or different.
LL.3.II.3.1	Know that spoken words can be written and read, and written words can be spoken aloud.
LL.3.II.4.1	Identify 10 or more letters.
LL.3.II.5.2	Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.

0545201144   **Scholastic Success With Consonants**

Alignment ID   Alignment Text

LL.3.III.2.3   Begin to make letter-sound connections.

Success With Workbooks State Standards

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
CCSS.ELA-Literacy.RF.	Recognize and name all upper- and lowercase letters of the alphabet.
PK.BR-P.12	Identify 10 or more letters (e.g., sees a stop sign and says, "That's S-T-O-P." Uses the alphabet stamps and names the letters.).
K.BR-PC.9	Identify upper- and lower-case letters.
LL.3.II.4.1	Identify 10 or more letters.
LL.3.II.4.2	Name letters in own name and in familiar words.
LL.3.II.4.3	Find specific letters in words in the environment.
CCSS.ELA-Literacy.RF.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CCSS.ELA-Literacy.RF.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CCSS.ELA-Literacy.RF.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CCSS.ELA-Literacy.RF.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CCSS.ELA-Literacy.L.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
PK.BR-PA.10	Hear syllables in words (e.g., claps hands three times for syllables in Susannah. Stomps feet rhythmically singing "jam-bo, jam-bo" ["hello" in Swahili]. Hears individual phonemes in words - /c/ /a/ /t/.).
PK.BR-PA.11	Discriminate sounds as being the same or different (e.g., says, "Mat, sit, and pet all sound the same at the end." Explains, "We have three kids whose names start like mine: Nicholas, Naomi, and Nouri."). Manipulate sounds (e.g. with "cat," changes the /c/ to /b/ and says "bat."). Blend individual phonemes to form words.
PK.BR-P.15	Begin to make letter-sound connections (e.g., figures out which word says banana because she knows it starts with b. Points to the letter T on the wall and says, "That's for my Tío [uncle in Spanish] César.").
K.BR-PC.8	Demonstrate the one-to-one correlation between a spoken word and a printed word.
K.BR-P.18	Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.
K.BR-P.19	Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.
K.BR-P.20	Use letter-sound matches to decode simple words in decodable text.
K.EL.2	Use phonetic knowledge and sounds of the alphabet letters to spell independently.
LL.3.II.5.2	Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.

0545201136   **Scholastic Success With Vowels**

Alignment ID   Alignment Text

LL.3.III.2.3   Begin to make letter-sound connections.

Success With Workbooks State Standards

0545200717   **Scholastic Success With Math: Grade 1**

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
1.NSO-N.5	Identify numbers to 20 as odd or even.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Content.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.
1.NSO-N.1	Count, read, and write whole numbers to 110 and relate them to the quantities they represent (e.g., knows that 60 is bigger than 20).
CCSS.Math.Content.1.	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.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
1.PRA.1	Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.
1.G.3	Identify symmetry in two-dimensional shapes.
1.PRA.4	Skip count forward and backward by twos, fives, and tens up to at least 50, starting at any number and using appropriate aids (e.g., hundreds chart, number line).

Success With Workbooks State Standards

0545200717   **Scholastic Success With Math: Grade 1**

Alignment ID	Alignment Text
CCSS.Math.Content.1.	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.
1.NSO-C.9	Demonstrate an understanding of various meanings of addition and subtraction, such as addition as combination (i.e., plus, combined with, more), subtraction as comparison (i.e., how much less, how much more), equalizing (i.e., how many more are needed to make these equal), and separation (i.e., how much remaining).
1.NSO-C.8	Demonstrate the ability to use conventional algorithms for addition and subtraction (two two-digit whole numbers).
1.NSO-C.11	Demonstrate the ability to fluently add and subtract one- and two-digit whole numbers that do not require regrouping.
CCSS.Math.Content.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.
1.NSO-C.12	Use mental arithmetic to find the sum or difference of two one-digit whole numbers.
1.NSO-N.6	Make combinations of different coins up to 50 cents.
1.M.5	Make combinations of coins up to 50 cents.
1.M.2	Make and use estimates of measurement, including time and weight.

Success With Workbooks State Standards

0545200717   **Scholastic Success With Math: Grade 1**

Alignment ID	Alignment Text
CCSS.Math.Content.1.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
CCSS.Math.Content.1.	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.
1.M.1	Compare the length, weight, and volume of two or more objects by using direct comparison.
1.M.3	Measure the length of objects by repeating a nonstandard or standard unit.
1.DASP.2	Represent and compare data (e.g., largest, smallest, most often, least often) using tally charts, pictures, and bar graphs.
CCSS.Math.Content.1.	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.
1.NSO-F.7	Model, identify, and represent fractions such as 1/2, 1/3, and 1/4 as parts of wholes (e.g., 1/4 of a pie) and parts of groups.
CCSS.Math.Content.1.	Tell and write time in hours and half-hours using analog and digital clocks.

Success With Workbooks State Standards

0545200709 Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
CCSS.Math.Content.2.	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NSO-N.1	Count, read, and write whole numbers to 1,000 and relate them to the quantities they represent.
2.NSO-N.2	Compare and order numbers to 1,000; use the symbols >, <, =.
CCSS.Math.Content.2.	100 can be thought of as a bundle of ten tens - called a "hundred."
CCSS.Math.Content.2.	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).
CCSS.Math.Content.2.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.2.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.Math.Content.2.	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.NSO-N.3	Identify the place value of the digits to 1,000.
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

Success With Workbooks State Standards

0545200709   **Scholastic Success With Math: Grade 2**

Alignment ID	Alignment Text
2.PRA.1	Recognize and describe simple repeating and growing patterns using numbers, shapes, sizes, colors, and letters.
2.G.5	Predict and explain the results of putting two-dimensional shapes together and taking them apart (e.g., two congruent right triangular shapes form a rectangle).
CCSS.Math.Content.2.	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.
2.G.1	Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.
CCSS.Math.Content.2.	Add up to four two-digit numbers using strategies based on place value and properties of operations.
CCSS.Math.Content.2.	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.
2.NSO-C.11	Demonstrate the ability to use conventional algorithms for addition (two three-digit whole numbers and three two-digit whole numbers) and subtraction (two three-digit whole numbers).
CCSS.Math.Content.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.
2.NSO-C.14	Demonstrate the ability to add and subtract three-digit whole numbers accurately and efficiently.

Success With Workbooks State Standards

0545200709   **Scholastic Success With Math: Grade 2**

Alignment ID	Alignment Text
2.NSO-C.15	Use mental arithmetic to find the sum or difference of two two-digit numbers.
2.NSO-C.16	Represent multiplication as repeated addition.
CCSS.Math.Content.2.	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
CCSS.Math.Content.2.	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.
CCSS.Math.Content.2.	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.
CCSS.Math.Content.2.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.M.4	Tell time at quarter-hour intervals.
2.M.5	Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.
CCSS.Math.Practice.MP6	Attend to precision.
CCSS.Math.Content.2.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Success With Workbooks State Standards

Alignment ID	Alignment Text
CCSS.Math.Content.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.
CCSS.Math.Content.2.	Estimate lengths using units of inches, feet, centimeters, and meters.
CCSS.Math.Content.2.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.M.2	Make and use estimates of measurement including time, volume, weight, area, and perimeter.
2.M.3	Select and correctly use the appropriate measurement tool (ruler, balance scale, thermometer).
CCSS.Math.Content.2.	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.
2.DASP.2	Organize, classify, and represent data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.
CCSS.Math.Content.2.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
2.NSO-F.7	Know that fractions may represent a portion of a whole that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator."
2.NSO-F.9	Recognize, name, and write commonly used fractions such as 1/2, 2/3, and 3/4.

Success With Workbooks State Standards

0545200709   **Scholastic Success With Math: Grade 2**

Alignment ID   Alignment Text

2.NSO-F.10   Recognize that fractions such as 2/2, 3/3, 4/4, 10/10, and 100/100 are equal to the whole and to one.

Success With Workbooks State Standards

0545200695   Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
CCSS.Math.Content.3.	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NSO-N.3	Round whole numbers through 10,000 to the nearest 10, 100, and 1,000.
3.G.7	Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.
CCSS.Math.Content.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.
3.DASP.2	Construct, identify the main idea, and make predictions from various representations of data sets in the forms of tables, bar graphs (horizontal and vertical forms), pictographs, and tallies.
CCSS.Math.Content.3.	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
CCSS.Math.Content.3.	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
CCSS.Math.Content.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.
3.NSO-C.16	Know multiplication facts through 10 x 10 and related division facts (e.g., 9 x 8 = 72 and 72 ÷ 9 = 8). Use these facts to solve related problems (e.g., 3 x 5 is related to 3 x 50).

0545200695   **Scholastic Success With Math: Grade 3**

Alignment ID	Alignment Text
3.NSO-C.10	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers.
3.NSO-C.11	Add and subtract up to four-digit whole numbers accurately and efficiently.
3.NSO-E.24	Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to $100 and to judge the reasonableness of answers.
CCSS.Math.Content.3.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.Math.Content.3.	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.
3.NSO-C.17	Solve simple problems involving multiplication of multidigit whole numbers by one-digit numbers (2,431 x 2).
3.NSO-C.18	Solve division problems in which a multidigit whole number is evenly divided by a one-digit number (e.g., 125 ÷ 5).
3.NSO-C.19	Multiply up to two-digit whole numbers by a one-digit whole number accurately and efficiently.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

Success With Workbooks State Standards

0545200695   **Scholastic Success With Math: Grade 3**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Content.3.	Understand a fraction 1/
CCSS.Math.Content.3.	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.NSO-F.5	Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.
3.NSO-F.6	Recognize, name, and use equivalent fractions with denominators 2, 3, 4, and 8; place these fractions on the number line; compare and order them and relate the number line to a ruler (e.g., 1/2 = 2/4 = 4/8).

Success With Workbooks State Standards

0545200695   **Scholastic Success With Math: Grade 3**

Alignment ID	Alignment Text
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	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.
3.M.1	Demonstrate an understanding of such attributes as length, area, and weight; select the appropriate type of unit for measuring each attribute using both the U.S. customary and metric systems.
3.G.1	Compare and analyze attributes and other features (e.g., number and shape of sides, faces, corners, right angles) of two-dimensional geometric shapes, especially the attributes of triangles (isosceles, equilateral, right) and quadrilaterals (rectangle, square).
CCSS.Math.Content.3.	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.
3.G.2	Describe, model, draw, compare, and classify three-dimensional and two-dimensional shapes, especially circles and polygons (e.g., triangles and quadrilaterals).

Success With Workbooks State Standards

0545200687   Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
4.NSO-N.1	Exhibit an understanding of the base 10 number system by reading, modeling, and writing whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.
4.NSO-N.2	Represent, compare, and order numbers to 100,000 using various forms, including expanded notation.
CCSS.Math.Content.4.	Use place value understanding to round multi-digit whole numbers to any place.
4.NSO-N.3	Round whole numbers to 100,000 to the nearest 10, 100, 1,000, 10,000, and 100,000.
CCSS.Math.Practice.MP4	Model with mathematics.
CCSS.Math.Content.4.	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.

Success With Workbooks State Standards

0545200687   **Scholastic Success With Math: Grade 4**

Alignment ID	Alignment Text
4.NSO-E.30	Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to $1,000 and to judge the reasonableness of answers.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.4.	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.
4.G.8	Using ordered pairs of numbers and/or letters, graph, locate, and identify points and describe paths (first quadrant).
CCSS.Math.Content.4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NSO-C.14	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of multidigit whole numbers.
4.NSO-C.15	Add and subtract up to five-digit numbers accurately and efficiently.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.

Success With Workbooks State Standards

0545200687   **Scholastic Success With Math: Grade 4**

Alignment ID	Alignment Text
4.NSO-C.19	Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two-digit whole numbers accurately and efficiently.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Explain why a fraction
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.NSO-F.9	Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on a number line.
CCSS.Math.Content.4.	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.

Success With Workbooks State Standards

0545200687   **Scholastic Success With Math: Grade 4**

Alignment ID	Alignment Text
CCSS.Math.Content.4.	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.	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.
4.NSO-N.5	Read and interpret whole numbers and decimals up to two decimal places; relate to money and place-value decomposition.
4.NSO-F.13	Represent positive decimals to the hundredths.
4.NSO-C.25	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
4.M.2	Carry out simple unit conversions within a system of measurement (e.g., yards to feet or inches; gallons to quarts and pints).

0545200687   **Scholastic Success With Math: Grade 4**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.4.	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
CCSS.Math.Content.4.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
4.G.1	Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.
4.G.2	Describe, model, draw, compare, and classify two- and three-dimensional shapes (e.g., circles, polygons, parallelograms, trapezoids, cubes, spheres, pyramids, cones, cylinders).
CCSS.Math.Content.4.	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.

0545200679   Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
CCSS.Math.Content.5.	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.
5.NSO-N.2	Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., $9,724 = (9 \times 1,000) + (7 \times 100) + (2 \times 10) + 4$.
5.NSO-N.5	Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.
5.NSO-C.16	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
5.NSO-C.13	Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5, 6 and 10), and express answers in the simplest form.
CCSS.Math.Content.5.	Interpret the product (
CCSS.Math.Content.5.	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.

0545200679   **Scholastic Success With Math: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	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
CCSS.Math.Content.5.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
CCSS.Math.Content.5.	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.
5.NSO-F.10	Identify and determine common equivalent fractions, mixed numbers (with denominators 2, 4, 5, and 10), decimals, and percents, and explain why they represent the same value.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
CCSS.Math.Content.5.	Use place value understanding to round decimals to any place.
5.NSO-N.1	Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.
CCSS.Math.Content.5.	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

0545200679   **Scholastic Success With Math: Grade 5**

Alignment ID	Alignment Text
5.NSO-N.4	Compare and order integers (including negative integers) and positive fractions, mixed numbers, decimals, and percents.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.5.	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
5.PRA.1	Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABBCCC …; 1, 5, 9, 13, …; 3, 9, 27, …).
5.NSO-F.9	Interpret percents as parts out of 100, use % notation, and express a part of a whole as a percentage.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NSO-C.15	Solve problems involving multiplication and division of any whole number.

Success With Workbooks State Standards

0545200679   **Scholastic Success With Math: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	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.
5.NSO-C.14	Add and subtract positive decimals.
5.M.5	Find volumes and surface areas of rectangular prisms.
5.M.7	Identify, measure, describe, classify, and draw various angles and triangles, given sides and the angle between them or given two angles and the side between them (e.g., draw a triangle with one right angle and two sides congruent).
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.
5.M.1	Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.
5.DASP.2	Construct, draw conclusions, and make predictions from various representations of data sets, including tables, line graphs, line plots, circle graphs, and bar graphs (where symbols or scales represent multiple units).

Success With Workbooks State Standards

0545200679   **Scholastic Success With Math: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	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.,
CCSS.Math.Content.5.	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.
5.G.7	Graph points and identify coordinates of points on the Cartesian coordinate plane in the first two quadrants.

0545200660   Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
CCSS.Math.Content.3.	Use place value understanding to round whole numbers to the nearest 10 or 100.
CCSS.Math.Content.3.	Understand a fraction 1/
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
CCSS.Math.Content.3.	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.
3.NSO-N.2	Represent, compare, and order numbers to 10,000 using various forms, including expanded notation (e.g., 3,206 = 3 x 1,000 + 2 x 100 + 6) and written out in words (e.g., three thousand two-hundred six).
3.NSO-F.5	Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.
3.NSO-F.6	Recognize, name, and use equivalent fractions with denominators 2, 3, 4, and 8; place these fractions on the number line; compare and order them and relate the number line to a ruler (e.g., 1/2 = 2/4 = 4/8).
CCSS.Math.Practice.MP5	Use appropriate tools strategically.

Success With Workbooks State Standards

0545200660   **Scholastic Success With Math Tests: Grade 3**

Alignment ID	Alignment Text
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.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.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	A plane figure which can be covered without gaps or overlaps by
CCSS.Math.Content.3.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	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.

0545200660   **Scholastic Success With Math Tests: Grade 3**

Alignment ID	Alignment Text
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.G.2	Describe, model, draw, compare, and classify three-dimensional and two-dimensional shapes, especially circles and polygons (e.g., triangles and quadrilaterals).
3.G.5	Identify and draw lines of symmetry in two-dimensional shapes.
3.M.1	Demonstrate an understanding of such attributes as length, area, and weight; select the appropriate type of unit for measuring each attribute using both the U.S. customary and metric systems.
3.M.2	Carry out simple unit conversions within a system of measurement such as hours to minutes and cents to dollars (e.g., 1 hour = 60 minutes).
3.M.4	Estimate and find area and perimeter of a rectangle and triangle using diagrams, models, and grids or by measuring.
3.DASP.2	Construct, identify the main idea, and make predictions from various representations of data sets in the forms of tables, bar graphs (horizontal and vertical forms), pictographs, and tallies.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

0545200660   **Scholastic Success With Math Tests: Grade 3**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	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.
3.NSO-C.10	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers.
3.NSO-C.11	Add and subtract up to four-digit whole numbers accurately and efficiently.
3.NSO-C.13	Solve problems involving addition and subtraction of money amounts in decimal notation.
3.NSO-C.16	Know multiplication facts through 10×10 and related division facts (e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$). Use these facts to solve related problems (e.g., 3×5 is related to 3×50).
3.NSO-C.17	Solve simple problems involving multiplication of multidigit whole numbers by one-digit numbers ($2,431 \times 2$).
3.NSO-C.18	Solve division problems in which a multidigit whole number is evenly divided by a one-digit number (e.g., $125 \div 5$).
3.NSO-C.19	Multiply up to two-digit whole numbers by a one-digit whole number accurately and efficiently.

Success With Workbooks State Standards

0545200660   **Scholastic Success With Math Tests: Grade 3**

Alignment ID	Alignment Text
3.NSO-E.24	Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to $100 and to judge the reasonableness of answers.
3.PRA.3	Determine values of variables in simple equations involving addition, subtraction, or multiplication (e.g., 4106 − "triangle" = 37, 5 = "circle" + 3, and "square" − "circle" = 3).
3.G.7	Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.
3.DASP.3	Record all possible outcomes for a simple event using concrete objects (e.g., tossing a coin).
3.DASP.4.	Classify outcomes as certain, likely, unlikely, or impossible.

0545200652   Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
CCSS.Math.Practice.MP4	Model with mathematics.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Use place value understanding to round multi-digit whole numbers to any place.
CCSS.Math.Content.4.	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.
4.NSO-N.3	Round whole numbers to 100,000 to the nearest 10, 100, 1,000, 10,000, and 100,000.

Success With Workbooks State Standards

0545200652   **Scholastic Success With Math Tests: Grade 4**

Alignment ID	Alignment Text
4.NSO-N.7	Find all factors of a whole number up to 50; know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except one and itself and that such numbers are called prime numbers.
4.NSO-F.9	Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on a number line.
4.NSO-F.10	Know the relationships among halves, fourths, and eighths and among thirds, sixths, and twelfths; compare and order such fractions.
4.NSO-E.30	Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to $1,000 and to judge the reasonableness of answers.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.

Success With Workbooks State Standards

0545200652   **Scholastic Success With Math Tests: Grade 4**

Alignment ID	Alignment Text
4.G.1	Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.
4.G.2	Describe, model, draw, compare, and classify two- and three-dimensional shapes (e.g., circles, polygons, parallelograms, trapezoids, cubes, spheres, pyramids, cones, cylinders).
4.M.1	Identify and use appropriate metric and U.S. customary units and tools (e.g., ruler, protractor, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.
4.M.2	Carry out simple unit conversions within a system of measurement (e.g., yards to feet or inches; gallons to quarts and pints).
4.M.4	Estimate and find area and perimeter of shapes, including irregular shapes, using diagrams, models, and grids or by measuring.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.4.	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.

0545200652   **Scholastic Success With Math Tests: Grade 4**

Alignment ID	Alignment Text
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.	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.

0545200652   **Scholastic Success With Math Tests: Grade 4**

Alignment ID	Alignment Text
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.NSO-C.14	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of multidigit whole numbers.
4.NSO-C.15	Add and subtract up to five-digit numbers accurately and efficiently.
4.NSO-C.19	Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two-digit whole numbers accurately and efficiently.
4.NSO-C.20	Demonstrate understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders). Divide up to a three-digit whole number with a single-digit divisor accurately and efficiently. Interpret any remainders.
4.NSO-C.22	Mentally calculate simple products and quotients up to a three-digit number by a one-digit number (e.g., 400 x 7, or 320 ÷ 8).

Success With Workbooks State Standards

0545200652   **Scholastic Success With Math Tests: Grade 4**

Alignment ID	Alignment Text
4.NSO-C.23	Multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
4.NSO-C.25	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
4.PRA.2	Use letters and other symbols (e.g., Delta, x) as variables in expressions and in equations or inequalities (mathematical sentences that use =, <, and >).
4.G.8	Using ordered pairs of numbers and/or letters, graph, locate, and identify points and describe paths (first quadrant).
4.DASP.4	Represent the possible outcomes for a simple probability situation (e.g., the probability of drawing a red marble from a bag containing 2 red marbles and 4 green marbles).

Success With Workbooks State Standards

0545200644   **Scholastic Success With Math Tests: Grade 5**

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.5.	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
CCSS.Math.Content.5.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
CCSS.Math.Content.5.	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.5.	Use place value understanding to round decimals to any place.
CCSS.Math.Content.5.	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.
5.NSO-N.1	Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.
5.NSO-N.2	Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., $9,724 = (9 \times 1,000) + (7 \times 100) + (2 \times 10) + 4$.

Success With Workbooks State Standards

0545200644   **Scholastic Success With Math Tests: Grade 5**

Alignment ID	Alignment Text
5.NSO-N.4	Compare and order integers (including negative integers) and positive fractions, mixed numbers, decimals, and percents.
5.NSO-N.5	Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.
5.NSO-F.10	Identify and determine common equivalent fractions, mixed numbers (with denominators 2, 4, 5, and 10), decimals, and percents, and explain why they represent the same value.
5.NSO-C.18	Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor. Show that two fractions are or are not equivalent by reducing to simpler forms or by finding a common denominator (e.g., show how 10/15 = 14/21).
5.PRA.1	Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABBCCC …; 1, 5, 9, 13, …; 3, 9, 27, …).
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.

Success With Workbooks State Standards

0545200644   **Scholastic Success With Math Tests: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	A solid figure which can be packed without gaps or overlaps using
CCSS.Math.Content.5.	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
CCSS.Math.Content.5.	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
CCSS.Math.Content.5.	Classify two-dimensional figures in a hierarchy based on properties.
5.G.1	Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides (e.g., squares, rectangles, rhombuses, parallelograms, and trapezoids; isosceles, equilateral, and right triangles).
5.G.2	Identify, describe, and compare special types of three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.
5.G.4	Identify and describe types of symmetry, including line and rotational.
5.G.6	Predict, describe, and perform transformations on two-dimensional shapes (e.g., translations, rotations, and reflections).
5.M.1	Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.
5.M.5	Find volumes and surface areas of rectangular prisms.

0545200644   **Scholastic Success With Math Tests: Grade 5**

Alignment ID	Alignment Text
5.DASP.2	Construct, draw conclusions, and make predictions from various representations of data sets, including tables, line graphs, line plots, circle graphs, and bar graphs (where symbols or scales represent multiple units).
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Fluently multiply multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.

0545200644   **Scholastic Success With Math Tests: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Interpret the product (
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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
CCSS.Math.Content.5.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
CCSS.Math.Content.5.	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.,

Success With Workbooks State Standards

0545200644   **Scholastic Success With Math Tests: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	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.
5.NSO-F.8	Explain different interpretations of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, as division of whole numbers by whole numbers, and as locations on the number line.
5.NSO-C.13	Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5, 6 and 10), and express answers in the simplest form.
5.NSO-C.14	Add and subtract positive decimals.
5.NSO-C.15	Solve problems involving multiplication and division of any whole number.
5.NSO-C.16	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
5.NSO-C.17	Show an understanding of multiplication and division of fractions; multiply positive fractions with whole numbers.
5.G.7	Graph points and identify coordinates of points on the Cartesian coordinate plane in the first two quadrants.
5.DASP.1	Define and apply the concepts of mean to solve problems.

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.6.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
6.NSO-N.1	Explain the properties of and compute with rational numbers, expressed in a variety of forms.
6.NSO-N.5	Identify and determine common equivalent fractions, mixed numbers, decimals, and percentages.
6.NSO-N.6	Apply number theory concepts — including prime and composite numbers; prime factorization; greatest common factor; least common multiple; and divisibility rules for 2, 3, 4, 5, 6, 9, and 10 — to the solution of problems.
6.NSO-N.7	Round whole numbers and decimals to any given place.
CCSS.Math.Content.6.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
CCSS.Math.Content.6.	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Success With Workbooks State Standards

054520111X   **Scholastic Success With Math Tests: Grade 6**

Alignment ID	Alignment Text
6.G.3	Determine if two shapes are congruent by motions or series of motions (e.g., translations, rotations, and reflections); predict the results of transformations on unmarked planes and draw the transformed figure (e.g., predict how tessellations transform under translation, reflection, and rotation).
6.M.2	Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area.
6.M.3	Develop strategies to find the area and perimeter of complex shapes (e.g., subdividing them into basic shapes such as quadrilaterals, triangles, circles).
6.M.4	Solve problems involving proportional relationships and units of measurement (e.g., same system unit conversions, scale models, maps, and speed).
6.M.6	Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; measure the interior angles of various polygons.
6.M.8	Know and use the formulas for the volumes and surface areas of cubes and rectangular prisms, given the lengths of their sides.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.

054520111X   **Scholastic Success With Math Tests: Grade 6**

Alignment ID	Alignment Text
6.NSO-C.8	Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers and with positive fractions, mixed numbers, decimals, and percentages.
CCSS.Math.Content.6.	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
CCSS.Math.Content.6.	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
CCSS.Math.Content.6.	Fluently divide multi-digit numbers using the standard algorithm.
CCSS.Math.Content.6.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
CCSS.Math.Content.6.	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
CCSS.Math.Content.6.	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
CCSS.Math.Content.6.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

054520111X   **Scholastic Success With Math Tests: Grade 6**

Alignment ID	Alignment Text
CCSS.Math.Content.6.	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
CCSS.Math.Content.6.	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
6.NSO-C.10	Accurately and efficiently add, subtract, multiply, and divide (with multidigit divisors) whole numbers and positive decimals.
6.NSO-C.12	Accurately and efficiently add, subtract, multiply, and divide positive fractions (including mixed numbers) with like and unlike denominators. Simplify fractions.
6.G.4	Graph points and identify coordinates of points on the Cartesian coordinate plane in all four quadrants.

Success With Workbooks State Standards

0545201039   **Scholastic Success With Reading Tests: Grade 3**

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
3.LT-P.11	Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.
3.LD-V.13	Determine meanings of words and alternate word choices using intermediate-level dictionaries and thesauri.
3.IT-E.4	Identify and use knowledge of common textual features to make predictions about content (e.g., title, headings, table of contents, glossary, captions).
3.IT-DP.6	Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Read and comprehend complex literary and informational texts independently and proficiently.

Success With Workbooks State Standards

0545201039   **Scholastic Success With Reading Tests: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Success With Workbooks State Standards

0545201039   **Scholastic Success With Reading Tests: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCSS.ELA-Literacy.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCSS.ELA-Literacy.	Distinguish their own point of view from that of the author of a text.
CCSS.ELA-Literacy.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS.ELA-Literacy.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCSS.ELA-Literacy.	Compare and contrast the most important points and key details presented in two texts on the same topic.

0545201039   **Scholastic Success With Reading Tests: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.	Identify and know the meaning of the most common prefixes and derivational suffixes.
CCSS.ELA-Literacy.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CCSS.ELA-Literacy.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3.IT-E.1	Identify the purpose or main point and supporting details in text.
3.IT-E.3	Distinguish cause from effect.
3.IT-E.5	Form questions about text and locate facts in response to those questions.
3.LT-U.3	Form questions about a text and locate facts/details to answer those questions.

Success With Workbooks State Standards

0545201039   **Scholastic Success With Reading Tests: Grade 3**

Alignment ID	Alignment Text
3.LT-U.4	Use story details and prior knowledge to understand ideas that are not directly stated in the text.
3.LT-G.6	Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
3.LD-V.10	Identify playful uses of language (e.g., tongue twisters, riddles).
3.LD-V.12	Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings (e.g., hatch, arm, boot).

0545201101	Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
CCSS.ELA-Literacy.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.LT-G.3	Apply knowledge of different forms of literature as a strategy for reading and writing.
4.LT-D.10	Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.
CCSS.ELA-Literacy.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
4.LT-TN.12	Identify phenomena explained in origin myths (e.g., Prometheus stole fire from Zeus and gave it to mortals on earth).
4.IT-E.2	Distinguish fact from opinion.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

0545201101　　　　**Scholastic Success With Reading Tests: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

0545201101   **Scholastic Success With Reading Tests: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CCSS.ELA-Literacy.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CCSS.ELA-Literacy.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-Literacy.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCSS.ELA-Literacy.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Success With Workbooks State Standards

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-Literacy.	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
CCSS.ELA-Literacy.	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.LD-V.10	Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words (e.g., meaning of Greek root "graph" to understand the meaning of the words telegraph, photograph, and autograph).
4.IT-E.1	Identify the purpose and main points of a text and summarize its supporting details.

0545201101   **Scholastic Success With Reading Tests: Grade 4**

Alignment ID	Alignment Text
4.IT-E.4	Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
4.LT-G.2	Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
4.LD-V.11	Identify and use playful language such as puns, jokes, and palindromes.
4.LD-V.13	Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.

0545201098	Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
5.R.1.e	Locate specific information within resources by using indexes, tables of contents, and electronic searches of key words.
5.LT-T.3	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.
CCSS.ELA-Literacy.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCSS.ELA-Literacy.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Success With Workbooks State Standards

0545201098   **Scholastic Success With Reading Tests: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

0545201098   **Scholastic Success With Reading Tests: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CCSS.ELA-Literacy.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCSS.ELA-Literacy.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS.ELA-Literacy.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSS.ELA-Literacy.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

0545201098   **Scholastic Success With Reading Tests: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CCSS.ELA-Literacy.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
CCSS.ELA-Literacy.	Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy.	Recognize and explain the meaning of common idioms, adages, and proverbs.
5.IT-E.1	Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.

0545201098   **Scholastic Success With Reading Tests: Grade 5**

Alignment ID	Alignment Text
5.IT-E.2	Distinguish fact from opinion in expository text, providing supporting evidence from text.
5.IT-E.3	Compare (and contrast) the author's purpose in informational selections on the same topic.
5.IT-E.4	Identify and use knowledge of common textual features (e.g., title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).
5.IT-DP.6	Interpret details from text to complete a task, solve a problem, or perform procedures.
5.LT-G.2	Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Success With Workbooks State Standards

0545201098   **Scholastic Success With Reading Tests: Grade 5**

Alignment ID	Alignment Text
5.LD-V.9	Identify and apply the meanings of the terms antonym, synonym, and homophone.
5.LD-V.11	Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).

Success With Workbooks State Standards

054520108X   **Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
6.R.1.f	Locate specific information within resources by using indexes, tables of contents, and electronic searches of key words.
6.LD-V.9	Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.
CCSS.ELA-Literacy.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-Literacy.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-Literacy.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

054520108X   **Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

054520108X   **Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCSS.ELA-Literacy.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
CCSS.ELA-Literacy.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.	Interpret figures of speech (e.g., personification) in context.

SCHOLASTIC

Success With Workbooks State Standards

054520108X   **Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
CCSS.ELA-Literacy.RH.6	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.6	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-Literacy.RH.6	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-Literacy.RH.6	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.	Cite specific textual evidence to support analysis of science and technical texts.

054520108X **Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
CCSS.ELA-Literacy.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
CCSS.ELA-Literacy.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
CCSS.ELA-Literacy.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-Literacy.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.	Draw evidence from informational texts to support analysis, reflection, and research.
6.IT-E.1	Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.

Success With Workbooks State Standards

054520108X   **Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

0545201071   Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
CCSS.ELA-Literacy.	Use end punctuation for sentences.
1.EL.5	Distinguish among declarative, exclamatory, and interrogative sentences, and correctly use periods, exclamation marks, or question marks at the end of sentences.
CCSS.ELA-Literacy.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.	Use sentence-level context as a clue to the meaning of a word or phrase.
1.EL.2	Write in complete sentences.
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.	Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.	Use frequently occurring adjectives.
CCSS.ELA-Literacy.	Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Success With Workbooks State Standards

0545201071   **Scholastic Success With Grammar: Grade 1**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.	Use frequently occurring prepositions (e.g., during, beyond, toward).
1.EL.3.a	singular and plural regular nouns,
CCSS.ELA-Literacy.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
CCSS.ELA-Literacy.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.EL.1	Recognize that the names of things also can be the names of actions (fish, dream, run).
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.	Capitalize dates and names of people.
1.BR-PC.2	Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).
1.EL.6	Use knowledge of basic punctuation and capitalization when reading.

Success With Workbooks State Standards

0545201071   **Scholastic Success With Grammar: Grade 1**

Alignment ID   Alignment Text

1.EL.7   Capitalize the first word of a sentence, names of people, and the pronoun "I."

0545201063   Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
CCSS.ELA-Literacy.	Capitalize holidays, product names, and geographic names.
CCSS.ELA-Literacy.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2.EL.2	Distinguish between complete and incomplete sentences, and recognize and use correct word order in written sentences.
2.EL.5	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
2.EL.3.b	single and plural irregular nouns (e.g., sheep).
CCSS.ELA-Literacy.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
CCSS.ELA-Literacy.	Use an apostrophe to form contractions and frequently occurring possessives.
2.EL.3.a	subject-verb agreement and

Success With Workbooks State Standards

0545201063   **Scholastic Success With Grammar: Grade 2**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

0545201055　　　　**Scholastic Success With Grammar: Grade 3**

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
3.EL.7	Demonstrate understanding of and use complete declarative, interrogative, imperative, and exclamatory sentences correctly in writing and speaking.
3.EL.6	Capitalize geographical names, holidays, historical periods, and special events.
CCSS.ELA-Literacy.	Form and use regular and irregular plural nouns.
3.EL.8.c	words with inflectional endings, including plurals and past tense and words that drop the final "e" when such endings as -ing, -ed, or -able are added; and
CCSS.ELA-Literacy.	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.	Produce simple, compound, and complex sentences.
3.EL.1	Recognize the subject-predicate relationship in sentences.
3.EL.4.a	subject-verb agreement;
CCSS.ELA-Literacy.	Form and use possessives.
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

0545201055   **Scholastic Success With Grammar: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Use commas in addresses.
CCSS.ELA-Literacy.	Use commas and quotation marks in dialogue.
3.EL.3	Identify and use correct punctuation, including end marks; commas for series; and punctuation for dates, city and state, and titles of books.
CCSS.ELA-Literacy.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.	Form and use regular and irregular verbs.
CCSS.ELA-Literacy.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
3.EL.2	Identify three basic parts of speech (adjective, noun, verb).
3.EL.4.b	past, present, and future verb tenses; and

Success With Workbooks State Standards

0545201047   Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
CCSS.ELA-Literacy.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-Literacy.	Use a comma before a coordinating conjunction in a compound sentence.
4.EL.3	Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.
CCSS.ELA-Literacy.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.EL.4.a	regular and irregular verbs,
CCSS.ELA-Literacy.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.EL.4.d	comparative and superlative adjectives.
CCSS.ELA-Literacy.	Form and use prepositional phrases.
4.EL.4.c	prepositions and coordinating conjunctions, and
4.EL.5	Combine short related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

0545201047　　　**Scholastic Success With Grammar: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
4.EL.1	Identify four basic parts of speech (adjective, noun, verb, adverb).
4.EL.4.b	adverbs,

0545201020   **Scholastic Success With Grammar: Grade 5**

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
CCSS.ELA-Literacy.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.EL.5	Use correct capitalization.
CCSS.ELA-Literacy.	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-Literacy.	Use verb tense to convey various times, sequences, states, and conditions.
5.EL.2	Identify verb phrases and verb tenses.
5.EL.6.a	troublesome verbs (e.g., lie/lay, sit/set, rise/raise);
5.EL.6.c	nominative, objective, and possessive pronouns.
CCSS.ELA-Literacy.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.	Use punctuation to separate items in a series.

Success With Workbooks State Standards

0545201020　　　　**Scholastic Success With Grammar: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
5.EL.4	Identify and use correct punctuation, including colon to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, and short stories; parentheses; commas in compound sentences; and paragraph indentations.
5.EL.3	Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).
5.EL.6.b	modifiers; and

0545200725   **Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
CCSS.Math.Content.4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NSO-C.14	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of multidigit whole numbers.
4.NSO-C.15	Add and subtract up to five-digit numbers accurately and efficiently.
4.NSO-C.22	Mentally calculate simple products and quotients up to a three-digit number by a one-digit number (e.g., 400 x 7, or 320 ÷ 8).
4.NSO-C.23	Multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.

Success With Workbooks State Standards

0545200725   **Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**

Alignment ID	Alignment Text
4.NSO-C.19	Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two-digit whole numbers accurately and efficiently.
4.NSO-C.25	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
CCSS.Math.Content.4.	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.

0545201012   **Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**

Alignment ID   Alignment Text

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
5.NSO-C.14	Add and subtract positive decimals.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Fluently multiply multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.
5.NSO-C.15	Solve problems involving multiplication and division of any whole number.
5.NSO-C.16	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

0545200989   **Scholastic Success With Addition & Subtraction: Grade 1**

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.NSO-C.9	Demonstrate an understanding of various meanings of addition and subtraction, such as addition as combination (i.e., plus, combined with, more), subtraction as comparison (i.e., how much less, how much more), equalizing (i.e., how many more are needed to make these equal), and separation (i.e., how much remaining).
CCSS.Math.Content.1.	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).
CCSS.Math.Content.1.	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.
1.NSO-C.13	Find the sum of three one-digit whole numbers (e.g., 3 + 4 + 2 =).
CCSS.Math.Content.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.
1.NSO-C.12	Use mental arithmetic to find the sum or difference of two one-digit whole numbers.

0545200989   Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
CCSS.Math.Content.1.	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.
1.NSO-C.8	Demonstrate the ability to use conventional algorithms for addition and subtraction (two two-digit whole numbers).
1.NSO-C.11	Demonstrate the ability to fluently add and subtract one- and two-digit whole numbers that do not require regrouping.

0545200970   Scholastic Success With Addition & Subtraction: Grade 2

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.NSO-C.13	Know addition and subtraction facts (addends to 12), commit to memory, and use them to solve problems. Select and use appropriate operations (addition and subtraction) to solve problems, including those involving money.
2.NSO-N.3	Identify the place value of the digits to 1,000.
CCSS.Math.Content.2.	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.
CCSS.Math.Content.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.
CCSS.Math.Content.2.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.Math.Content.2.	Add up to four two-digit numbers using strategies based on place value and properties of operations.
CCSS.Math.Content.2.	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.
2.NSO-C.11	Demonstrate the ability to use conventional algorithms for addition (two three-digit whole numbers and three two-digit whole numbers) and subtraction (two three-digit whole numbers).

Success With Workbooks State Standards

0545200970   **Scholastic Success With Addition & Subtraction: Grade 2**

Alignment ID	Alignment Text
2.NSO-C.14	Demonstrate the ability to add and subtract three-digit whole numbers accurately and efficiently.
2.NSO-C.15	Use mental arithmetic to find the sum or difference of two two-digit numbers.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
3.NSO-C.10	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers.
3.NSO-C.11	Add and subtract up to four-digit whole numbers accurately and efficiently.
3.NSO-E.24	Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to $100 and to judge the reasonableness of answers.

0545200911　　　　**Scholastic Success With Contemporary Cursive: Grades 2–4**

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
3.EL.5	Write legibly in cursive, leaving spaces between words in a sentence.

Success With Workbooks State Standards

0545200903   **Scholastic Success With Contemporary Manuscript: Grades K–1**

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
CCSS.ELA-Literacy.L.	Print many upper- and lowercase letters.
CCSS.ELA-Literacy.	Print all upper- and lowercase letters.
1.EL.4	Print legibly in manuscript upper- and lower-case letters of the alphabet, and use them to make words.

054520089X   Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
5.NSO-N.5	Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.
5.NSO-C.18	Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor. Show that two fractions are or are not equivalent by reducing to simpler forms or by finding a common denominator (e.g., show how 10/15 = 14/21).
CCSS.Math.Content.5.	Interpret a fraction as division of the numerator by the denominator (
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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.

054520089X   Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
5.NSO-C.13	Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5, 6 and 10), and express answers in the simplest form.
CCSS.Math.Content.5.	Interpret the product (
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	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
CCSS.Math.Content.5.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5.NSO-F.11	Write improper fractions as mixed numbers, and know that a mixed number represents the number of "wholes" and the part of a whole remaining (e.g., 5/4 = 1 + 1/4 = 1 1/4).
CCSS.Math.Content.5.	Interpret division of a whole number by a unit fraction, and compute such quotients.
CCSS.Math.Content.5.	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.
5.NSO-C.17	Show an understanding of multiplication and division of fractions; multiply positive fractions with whole numbers.

Success With Workbooks State Standards

054520089X   **Scholastic Success With Fractions & Decimals: Grade 5**

Alignment ID	Alignment Text
5.NSO-F.10	Identify and determine common equivalent fractions, mixed numbers (with denominators 2, 4, 5, and 10), decimals, and percents, and explain why they represent the same value.
CCSS.Math.Content.5.	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.
CCSS.Math.Content.5.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
5.NSO-N.1	Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.
CCSS.Math.Content.5.	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NSO-N.4	Compare and order integers (including negative integers) and positive fractions, mixed numbers, decimals, and percents.
CCSS.Math.Content.5.	Use place value understanding to round decimals to any place.
5.NSO-C.14	Add and subtract positive decimals.
CCSS.Math.Content.5.	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.

Success With Workbooks State Standards

054520089X   **Scholastic Success With Fractions & Decimals: Grade 5**

Alignment ID	Alignment Text
CCSS.Math.Content.5.	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.
5.NSO-C.16	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Explain why a fraction
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.	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.

0545200881   **Scholastic Success With Fractions: Grade 4**

Alignment ID	Alignment Text
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
4.NSO-F.9	Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on a number line.
4.NSO-F.10	Know the relationships among halves, fourths, and eighths and among thirds, sixths, and twelfths; compare and order such fractions.
4.NSO-F.12	Select, use, and explain models to relate common fractions and mixed numbers (e.g., 1/2, 1/3, 1/4, 1/5, 1/8, 1/10, 1/12, and 1 1/2); find equivalent fractions, mixed numbers, and decimals.

0545200873   **Scholastic Success With Multiplication & Division: Grade 3**

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	A plane figure which can be covered without gaps or overlaps by
CCSS.Math.Content.3.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CCSS.Math.Content.3.	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.
CCSS.Math.Content.3.	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
CCSS.Math.Content.3.	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
CCSS.Math.Content.3.	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
CCSS.Math.Content.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.
CCSS.Math.Content.3.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Success With Workbooks State Standards

0545200873   **Scholastic Success With Multiplication & Division: Grade 3**

Alignment ID	Alignment Text
3.NSO-C.16	Know multiplication facts through 10 x 10 and related division facts (e.g., 9 x 8 = 72 and 72 ÷ 9 = 8). Use these facts to solve related problems (e.g., 3 x 5 is related to 3 x 50).
CCSS.Math.Content.3.	Understand division as an unknown-factor problem.
3.NSO-C.15	Know division (÷) as another way of expressing multiplication, i.e., that division is the inverse of multiplication (e.g., 2 x 3 = 6 can be rewritten as 6 ÷ 2 = 3 or 6 ÷ 3 = 2).
CCSS.Math.Content.3.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.Math.Content.3.	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.
3.NSO-C.17	Solve simple problems involving multiplication of multidigit whole numbers by one-digit numbers (2,431 x 2).
3.NSO-C.18	Solve division problems in which a multidigit whole number is evenly divided by a one-digit number (e.g., 125 ÷ 5).
3.NSO-C.19	Multiply up to two-digit whole numbers by a one-digit whole number accurately and efficiently.

0545200865   **Scholastic Success With Multiplication Facts: Grades 3–4**

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
3.NSO-C.15	Know division (÷) as another way of expressing multiplication, i.e., that division is the inverse of multiplication (e.g., 2 x 3 = 6 can be rewritten as 6 ÷ 2 = 3 or 6 ÷ 3 = 2).
4.NSO-C.17	Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.
CCSS.Math.Content.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.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.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.

Success With Workbooks State Standards

0545200865   **Scholastic Success With Multiplication Facts: Grades 3–4**

Alignment ID	Alignment Text
CCSS.Math.Content.4.	Understand a fraction
CCSS.Math.Content.4.	Understand a multiple of
CCSS.Math.Content.3.	Apply properties of operations as strategies to multiply and divide.
3.NSO-C.21	Know and apply the special properties of 0 and 1 in multiplication.
CCSS.Math.Content.3.	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
CCSS.Math.Content.3.	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.
CCSS.Math.Content.4.	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.
CCSS.Math.Content.4.	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.
3.NSO-C.16	Know multiplication facts through 10 x 10 and related division facts (e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$). Use these facts to solve related problems (e.g., 3 x 5 is related to 3 x 50).
3.NSO-C.17	Solve simple problems involving multiplication of multidigit whole numbers by one-digit numbers (2,431 x 2).

0545200865   **Scholastic Success With Multiplication Facts: Grades 3–4**

Alignment ID   Alignment Text

4.NSO-C.22   Mentally calculate simple products and quotients up to a three-digit number by a one-digit number (e.
                              g., 400 x 7, or 320 ÷ 8).

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	Correctly name shapes regardless of their orientations or overall size.
PK.G.2	Recognize, name, and describe simple two- and three-dimensional shapes (e.g., says, "This is a triangle. See, it has three sides." Says, "You need balls of clay to make a snowman.").
PK.G.3	Match, sort, and classify shapes (e.g., says, "These all go together because they have three sides." When cleaning up blocks, orders the different shapes on the shelf by matching them to the outlines on the shelf.).
K.G.2	Describe attributes of two-dimensional shapes (e.g., number of sides, number of corners, size, roundness); sort these shapes.
MT.4.4.1	Recognize, name, and describe simple two- and three- dimensional shapes.
CCSS.Math.Content.K.	Compare two numbers between 1 and 10 presented as written numerals.
PK.NSO-N.5	Recognize and name numerals up to 10 (e.g., points to each number on the toy clock while counting aloud. Points to sign and says, "See, only 4 kids can be at the water table.").
MT.4.1.5	Recognize and name numerals up to 10.
CCSS.Math.Content.K.	Count to 100 by ones and by tens.

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
CCSS.Math.Content.K.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
PK.PRA.2	Recognize, describe, and copy simple patterns (e.g., joins the teacher in a clapping pattern, slap the knees, slap the knees, clap hands; slap the knees, slap the knees, clap hands. Uses a stamp to repeat a pattern).
K.PRA.3	Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.
MT.4.2.2	Recognize, describe, and copy simple patterns.
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	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.
K.NSO-N.4	Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than).
MT.4.1.8	Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	Understand that each successive number name refers to a quantity that is one larger.
CCSS.Math.Content.K.	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.
CCSS.Math.Content.K.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
CCSS.Math.Content.K.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
PK.NSO-N.1	Use one-to-one correspondence (e.g., sees 4 children at table and gives each child 1 cup. Touches each doll as she counts how many are in the cradle.).
PK.NSO-N.2	Count with understanding to at least 10 (e.g., counts 10 blocks, pointing to each as he counts and then says, "I have 10!" Chooses and counts 7 beads to put on necklace.).
PK.NSO-N.3	Use numbers to tell how many (number quantity) (e.g., says, "I broke my cookie into 4 pieces." Takes attendance and says, "There are 10 boys and 9 girls.").

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
PK.NSO-N.7	Construct sets of a given number using concrete objects (e.g., counts 6 blocks to match the numeral 6. Plays a game of dominoes with a friend, lining up sides with the same number of dots to each other.).
K.NSO-N.1	Count by ones to at least 20.
K.NSO-N.3	Match quantities up to at least 10 with numerals and words.
MT.4.1.3	Use numbers to tell how many (number quantity).
MT.4.1.7	Construct sets of a given number using concrete objects (e.g., fingers, counters).

Success With Workbooks State Standards

0545200849   **Scholastic Success With Reading Comprehension: Grade 1**

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.	Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.	Use the illustrations and details in a text to describe its key ideas.
CCSS.ELA-Literacy.	Identify the reasons an author gives to support points in a text.
1.IT-E.1	Identify the topic of text heard or read.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1.IT-DP.4	Follow a set of written multistep directions with picture cues to assist.
CCSS.ELA-Literacy.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Success With Workbooks State Standards

0545200849 **Scholastic Success With Reading Comprehension: Grade 1**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
1.LD-V.8	Classify common words into conceptual categories (e.g., animals, foods, opposites).
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

0545200830   Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Use sentence-level context as a clue to the meaning of a word or phrase.
2.LD-V.11	Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA-Literacy.	Describe how reasons support specific points the author makes in a text.
CCSS.ELA-Literacy.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2.IT-DP.4	Follow a set of written multistep directions.

0545200830   **Scholastic Success With Reading Comprehension: Grade 2**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.IT-E.3	Make predictions about the content using text features (e.g., title, table of contents, headings, captions, key words) and explain why the predictions were or were not confirmed.
CCSS.ELA-Literacy.	Compare formal and informal uses of English.
2.LT-C.4	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2.LT-F.7	Describe the characters' traits in a story.
CCSS.ELA-Literacy.	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Success With Workbooks State Standards

0545200830   **Scholastic Success With Reading Comprehension: Grade 2**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-Literacy.	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-Literacy.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCSS.ELA-Literacy.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCSS.ELA-Literacy.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CCSS.ELA-Literacy.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-Literacy.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
CCSS.ELA-Literacy.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

0545200822   **Scholastic Success With Reading Comprehension: Grade 3**

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.IT-E.1	Identify the purpose or main point and supporting details in text.
3.LT-F.8	Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

0545200822   **Scholastic Success With Reading Comprehension: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Use sentence-level context as a clue to the meaning of a word or phrase.
3.LD-V.12	Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings (e.g., hatch, arm, boot).

0545200822   **Scholastic Success With Reading Comprehension: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.IT-E.4	Identify and use knowledge of common textual features to make predictions about content (e.g., title, headings, table of contents, glossary, captions).
3.LT-U.1	Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.
CCSS.ELA-Literacy.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.IT-E.3	Distinguish cause from effect.
CCSS.ELA-Literacy.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-Literacy.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.LT-G.6	Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.

0545200822   **Scholastic Success With Reading Comprehension: Grade 3**

Alignment ID   Alignment Text

3.LT-P.11   Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.

0545200814   Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
CCSS.ELA-Literacy.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.	Identify the reasons and evidence a speaker provides to support particular points.
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CCSS.ELA-Literacy.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

0545200814   **Scholastic Success With Reading Comprehension: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4.LT-F.6	Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).
CCSS.ELA-Literacy.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.IT-E.3	Identify cause-and-effect relationships (stated and implied).
CCSS.ELA-Literacy.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Explain how an author uses reasons and evidence to support particular points in a text.
4.IT-E.1	Identify the purpose and main points of a text and summarize its supporting details.

0545200814   **Scholastic Success With Reading Comprehension: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.IT-E.2	Distinguish fact from opinion.
CCSS.ELA-Literacy.	Assess how point of view or purpose shapes the content and style of a text.

SCHOLASTIC

0545200806   **Scholastic Success With Reading Comprehension: Grade 5**

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
CCSS.ELA-Literacy.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.IT-DP.6	Interpret details from text to complete a task, solve a problem, or perform procedures.
CCSS.ELA-Literacy.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Success With Workbooks State Standards

0545200806   **Scholastic Success With Reading Comprehension: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
5.LD-V.10	Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.
CCSS.ELA-Literacy.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Success With Workbooks State Standards

0545200806　　　　　**Scholastic Success With Reading Comprehension: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.IT-E.5	Identify common organizational structures such as chronological order and cause and effect.
5.LT-C.1	Relate the events and characters in a literary work to information about its setting (e.g., The Remarkable Journey of Prince Jen and information about China's T'ang dynasty).
5.LT-F.4	Describe the relationships between major and minor characters; analyze how a character's traits influence that character's actions.
CCSS.ELA-Literacy.	Assess how point of view or purpose shapes the content and style of a text.

Success With Workbooks State Standards

0545200792   **Scholastic Success With Writing: Grade 1**

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
CCSS.ELA-Literacy.	Capitalize dates and names of people.
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.	Use end punctuation for sentences.
1.EL.5	Distinguish among declarative, exclamatory, and interrogative sentences, and correctly use periods, exclamation marks, or question marks at the end of sentences.
1.EL.6	Use knowledge of basic punctuation and capitalization when reading.
1.EL.7	Capitalize the first word of a sentence, names of people, and the pronoun "I."
1.EL.1	Recognize that the names of things also can be the names of actions (fish, dream, run).
CCSS.ELA-Literacy.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.	Use sentence-level context as a clue to the meaning of a word or phrase.
1.BR-PC.2	Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).

Success With Workbooks State Standards

0545200792   **Scholastic Success With Writing: Grade 1**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.EL.2	Write in complete sentences.
CCSS.ELA-Literacy.	Use frequently occurring adjectives.
CCSS.ELA-Literacy.	Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
CCSS.ELA-Literacy.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-Literacy.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Success With Workbooks State Standards

0545200792   **Scholastic Success With Writing: Grade 1**

Alignment ID   Alignment Text

CCSS.ELA-Literacy.   Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1.BR-PC.3   Identify the author and title of a book, and use a book's table of contents.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
CCSS.ELA-Literacy.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.EL.2	Distinguish between complete and incomplete sentences, and recognize and use correct word order in written sentences.
CCSS.ELA-Literacy.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Success With Workbooks State Standards

0545200784   **Scholastic Success With Writing: Grade 2**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CCSS.ELA-Literacy.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCSS.ELA-Literacy.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-Literacy.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2.W-E.2	Write or dictate letters or short accounts of personal experiences in a logical order.

0545200776   **Scholastic Success With Writing: Grade 3**

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
3.EL.4.c	elimination of sentence fragments.
CCSS.ELA-Literacy.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.EL.7	Demonstrate understanding of and use complete declarative, interrogative, imperative, and exclamatory sentences correctly in writing and speaking.
3.EL.1	Recognize the subject-predicate relationship in sentences.
3.EL.4.a	subject-verb agreement;
CCSS.ELA-Literacy.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.EL.2	Identify three basic parts of speech (adjective, noun, verb).

Success With Workbooks State Standards

0545200776   **Scholastic Success With Writing: Grade 3**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.LT-D.12	Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, listened to, or performed.
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.	Use commas and quotation marks in dialogue.
3.EL.3	Identify and use correct punctuation, including end marks; commas for series; and punctuation for dates, city and state, and titles of books.
3.W-E.3.a	clear focus,
CCSS.ELA-Literacy.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3.W-E.3.c	sufficient supporting detail.
CCSS.ELA-Literacy.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.	Develop the topic with facts, definitions, and details.
3.W-E.3.b	ideas in sensible order, and

0545200776   **Scholastic Success With Writing: Grade 3**

Alignment ID	Alignment Text
3.W-E.4	Write a friendly letter complete with date, salutation, body, closing, and signature.

0545200768   Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
CCSS.ELA-Literacy.	Use correct capitalization.
4.EL.3	Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.
4.EL.5	Combine short related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
CCSS.ELA-Literacy.	Use a comma before a coordinating conjunction in a compound sentence.
4.EL.2	Identify and use correct punctuation, including dates, locations, and addresses; apostrophes in possessives and contractions; and underlining, quotations, or italics to identify titles.
CCSS.ELA-Literacy.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W-E.3.d	are indented properly.
CCSS.ELA-Literacy.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Success With Workbooks State Standards

0545200768   **Scholastic Success With Writing: Grade 4**

Alignment ID	Alignment Text
4.W-E.3.a	establish and support a central idea in a topic sentence at or near the beginning of the paragraph;
4.W-E.3.c	include a concluding statement that summarizes the points; and
4.W-E.3.b	include supporting sentences with simple facts, details, and explanations;
CCSS.ELA-Literacy.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.	Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CCSS.ELA-Literacy.	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Success With Workbooks State Standards

0545200768   **Scholastic Success With Writing: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
CCSS.ELA-Literacy.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCSS.ELA-Literacy.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.	Choose words and phrases to convey ideas precisely.
CCSS.ELA-Literacy.	Choose punctuation for effect.
4.EL.1	Identify four basic parts of speech (adjective, noun, verb, adverb).
4.EL.4.a	regular and irregular verbs,
CCSS.ELA-Literacy.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4.LD-V.12	Identify the meaning of figurative language and phrases (e.g., "last straw," "cold feet," "I'm in hot water.").

0545200768   **Scholastic Success With Writing: Grade 4**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
4.W-I.1	Write stories that organize plot events in an order that leads to a climax.
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.	Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

054520075X   **Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
CCSS.ELA-Literacy.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.EL.5	Use correct capitalization.
CCSS.ELA-Literacy.	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
CCSS.ELA-Literacy.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5.EL.3	Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).
5.W-E.3.b	guide and inform the reader's understanding of key ideas and evidence.
CCSS.ELA-Literacy.	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

054520075X   **Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.W-E.4	Write explanations of a process that include a topic statement, supporting details, and a conclusion.
CCSS.ELA-Literacy.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

054520075X   **Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.EL.4	Identify and use correct punctuation, including colon to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, and short stories; parentheses; commas in compound sentences; and paragraph indentations.

054520075X   **Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.W-R.6	Revise writing to improve coherence and progression by adding, deleting, combining, and rearranging sentences.
CCSS.ELA-Literacy.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.W-I.2	Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).
CCSS.ELA-Literacy.	Interpret figurative language, including similes and metaphors, in context.
5.LT-S.9	Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.

0545200741   **Scholastic Success With Traditional Cursive: Grades 2–4**

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
3.EL.5	Write legibly in cursive, leaving spaces between words in a sentence.

0545200733   **Scholastic Success With Traditional Manuscript: Grades K–1**

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
CCSS.ELA-Literacy.L.	Print many upper- and lowercase letters.
CCSS.ELA-Literacy.	Print all upper- and lowercase letters.
1.EL.4	Print legibly in manuscript upper- and lower-case letters of the alphabet, and use them to make words.

0545201128   Scholastic Success With Sight Words

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
CCSS.ELA-Literacy.RF.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CCSS.ELA-Literacy.RF.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
PK.BR-P.13	Name letters in own name and in familiar words (e.g., identifies own name and mom and dad in print and names letters. Points to an M and says, "This is for Mommy.").
LL.3.II.4.2	Name letters in own name and in familiar words.
LL.3.II.5.2	Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.