SCHOLASTIC

Success With Workbooks State Standards

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
ELACCKRF1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELACCKRF1.d	Recognize and name all upper- and lowercase letters of the alphabet.
ELACCKL1.a	Print many upper- and lowercase letters.
LD 5 g	Identifies some individual letters of the alphabet
ELAGSEKRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELAGSEKRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELAGSEKL1a	Print many upper- and lowercase letters.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
8.1	In the early grades, students notice repetitive actions in counting and computation, etc. For example, they may notice that the next number in a counting sequence is one more. When counting by tens, the next number in the sequence is "ten more" (or one more group of ten). In addition, students continually check their work by asking themselves, "Does this make sense?"
MCCK.CC.1	Count to 100 by ones and by tens.
MCCK.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MCCK.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
MCCK.CC.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MCCK.CC.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MCCK.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
MCCK.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
MCCK.CC.7	Compare two numbers between 1 and 10 presented as written numerals.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MCCK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MGSEK.CC.1	Count to 100 by ones and by tens.
MGSEK.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MGSEK.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
MGSEK.CC.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
MGSEK.CC.4b	Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
MGSEK.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
MGSEK.CC.5a	Count to answer “how many?” questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.
MGSEK.CC.5b	Given a number from 1–20, count out that many objects.
MGSEK.CC.5c	Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MGSEK.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
MGSEK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MCCK.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
MGSEK.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
MCCK.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MGSEK.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MCCK.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MGSEK.MD.1	Describe several measurable attributes of an object, such as length or weight.
MCCK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

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Alignment ID	Alignment Text
MGSEK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MCCK.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
MGSEK.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
ELACCKL5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELACCKL5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
MCCK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MCCK.G.2	Correctly name shapes regardless of their orientations or overall size.
ELAGSEKL5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELAGSEKL5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MGSEK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MGSEK.G.2	Correctly name shapes regardless of their orientations or overall size.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELACCKL5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELAGSEKL5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELACCKRF1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELACCKRF1.d	Recognize and name all upper- and lowercase letters of the alphabet.
ELACCKL1.a	Print many upper- and lowercase letters.
LD 5 g	Identifies some individual letters of the alphabet
ELAGSEKRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELAGSEKRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELAGSEKL1a	Print many upper- and lowercase letters.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
ELACCKRF2.a	Recognize and produce rhyming words.
ELAGSEKRF2a	Recognize and produce rhyming words.

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
ELACCKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELAGSEKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELACCKRF2.a	Recognize and produce rhyming words.
ELACCKRF2.d	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/.)
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)
ELAGSEKRF2a	Recognize and produce rhyming words.
ELAGSEKRF2d	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/.)
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ELACCKL5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELAGSEKL5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LD 3 c	Connects new vocabulary with prior educational experiences
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences
CCRR4	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.
CCRL6	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.
ELACCKRF3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELACCKL5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELACCKL5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
ELACCKL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LD 5 m	Uses pictures or symbols to identify concepts

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
ELAGSEKRF3c	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELAGSEKL5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELAGSEKL5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
ELAGSEKL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
ELACCKRF2.a	Recognize and produce rhyming words.
ELAGSEKRF2a	Recognize and produce rhyming words.
ELACCKRF1.d	Recognize and name all upper- and lowercase letters of the alphabet.
ELAGSEKRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELACCKRF1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELACCKRF2.d	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/.)
ELACCKRF3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
ELACCKRF3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
ELACCKRF3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELACCKL2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LD 2 a	Differentiates sounds that are the same and different
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
LD 5 g	Identifies some individual letters of the alphabet
ELAGSEKRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELAGSEKRF2d	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/.)
ELAGSEKRF3a	Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
ELAGSEKRF3b	Demonstrate basic knowledge of long and short sounds for the given major vowels.
ELAGSEKRF3c	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELAGSEKL2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
ELACCKRF1.d	Recognize and name all upper- and lowercase letters of the alphabet.
LD 5 g	Identifies some individual letters of the alphabet
ELAGSEKRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELACCKRF2.d	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/.)
ELAGSEKRF2d	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/.)
ELACCKRF3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
ELACCKRF3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
ELACCKRF3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELACCKL2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
ELAGSEKRF3a	Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
ELAGSEKRF3b	Demonstrate basic knowledge of long and short sounds for the given major vowels.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
ELAGSEKRF3c	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELAGSEKL2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
MCC1.NBT.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.
MGSE1.NBT.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.
2.1	Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.
MCC1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MGSE1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
7.1	First graders begin to discern a pattern or structure. For instance, if students recognize 12 + 3 = 15, then they also know 3 + 12 = 15. (Commutative property of addition.) To add 4 + 6 + 4, the first two numbers can be added to make a ten, so 4 + 6 + 4 = 10 + 4 = 14.
MCC1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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

Alignment ID	Alignment Text
MCC1.OA.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.
MGSE1.OA.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.
MGSE1.OA.6b	Fluently add and subtract within 10.
MGSE1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MGSE1.NBT.7	Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)
MCC1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MCC1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
MGSE1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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

Alignment ID	Alignment Text
MGSE1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)
MCC1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MGSE1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MCC1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
MGSE1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
MCC2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MGSE2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MCC2.NBT.1a	100 can be thought of as a bundle of ten tens - called a “hundred.”
MCC2.NBT.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MCC2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
MCC2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MCC2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
MGSE2.NBT.1a	100 can be thought of as a bundle of ten tens—called a “hundred.”
MGSE2.NBT.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MGSE2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

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

Alignment ID	Alignment Text
MGSE2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MGSE2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
8.1	Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles).
7.1	Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles).
MCC2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
MGSE2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
MCC2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MCC2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MGSE2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

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

Alignment ID	Alignment Text
MGSE2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.
MCC2.OA.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.
MGSE2.OA.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.
MCC2.OA.3	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.
MCC2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
MGSE2.OA.3	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.
MGSE2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
4.1	In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

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

Alignment ID	Alignment Text
MCC2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MGSE2.OA.1	Use addition and subtraction within 100 to solve one-and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.
MCC2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MGSE2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MCC2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MCC2.MD.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.
MCC2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
MCC2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MGSE2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

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

Alignment ID	Alignment Text
MGSE2.MD.2	Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement.
MGSE2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
MGSE2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MCC2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MGSE2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MCC2.G.3	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.
MGSE2.G.3	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.

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
2.1	Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities.
MCC3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MGSE3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MCC3.MD.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.
MGSE3.MD.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.
MCC3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
MCC3.OA.2	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.
MCC3.OA.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.

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

Alignment ID	Alignment Text
MGSE3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
MGSE3.OA.2	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 (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?).
MGSE3.OA.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.
MCC3.OA.7	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.
MCC3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MGSE3.OA.7	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.
MGSE3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Alignment ID	Alignment Text
MCC3.NF.1	Understand a fraction 1/
MCC3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
MCC3.NF.3b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
MCC3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MCC3.NF.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MCC3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MGSE3.NF.1	Understand a fraction 1/
MGSE3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
MGSE3.NF.3b	Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
MGSE3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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Alignment ID	Alignment Text
MGSE3.NF.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MGSE3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MCC3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MGSE3.MD.1	Tell and write time to the nearest minute and measure elapsed 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, drawing a pictorial representation on a clock face, etc.
MCC3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
MGSE3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
MCC3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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

Alignment ID	Alignment Text
MGSE3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
4.1	Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense.
MCC4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
MCC4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MGSE4.NBT.1	Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right.
MGSE4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MCC4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
MGSE4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.

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

Alignment ID	Alignment Text
MCC4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MGSE4.OA.3	Solve multistep word problems 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 symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
7.1	In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as tree diagrams and arrays to the multiplication principal of counting. They generate number or shape patterns that follow a given rule.
MCC4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MGSE4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MCC4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MGSE4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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Alignment ID	Alignment Text
MCC4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.
MCC4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MCC4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MCC4.NF.1	Explain why a fraction
MCC4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

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Alignment ID	Alignment Text
MCC4.NF.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MCC4.MD.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.
MGSE4.NF.1	Explain why two or more fractions are equivalent
MGSE4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MGSE4.NF.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MCC4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MGSE4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MCC4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MCC4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

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Alignment ID	Alignment Text
MGSE4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MGSE4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MGSE4.MD.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 with common denominators by using information presented in line plots.
MCC4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
MCC4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MGSE4.MD.1a	Understand the relationship between gallons, cups, quarts, and pints.
MGSE4.MD.1b	Express larger units in terms of smaller units within the same measurement system.
MGSE4.MD.1c	Record measurement equivalents in a two column table.

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Alignment ID	Alignment Text
MGSE4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MGSE4.MD.8	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
MCC4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MGSE4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MCC4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MCC4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MCC4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MGSE4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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Alignment ID	Alignment Text
MGSE4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MGSE4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MCC4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

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

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
MCC5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE5.NBT.6	Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models (e.g., rectangular arrays, area models).
MCC5.NF.4a	Interpret the product (
MCC5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MCC5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
MCC5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MGSE5.NF.4a	Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction.
MGSE5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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

Alignment ID	Alignment Text
MGSE5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
MGSE5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MCC5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MGSE5.NF.1	Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
2.1	Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.
MCC5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MCC5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MCC5.NBT.4	Use place value understanding to round decimals to any place.

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Alignment ID	Alignment Text
MGSE5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MGSE5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MGSE5.NBT.4	Use place value understanding to round decimals up to the hundredths place.
MCC5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MGSE5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MCC5.OA.3	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.
7	Look for and make use of structure.
MGSE5.OA.3	Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.
8.1	Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

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Alignment ID	Alignment Text
MCC5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MCC5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
MGSE5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MGSE5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.
MCC5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MCC5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MGSE5.MD.1	Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

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Alignment ID	Alignment Text
MCC5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MGSE5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.
6.1	Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.
MCC5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
MCC5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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Alignment ID	Alignment Text
MGSE5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
MGSE5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
MCC3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MCC3.NF.1	Understand a fraction 1/
MCC3.NF.3b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
MCC3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MCC3.NF.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MGSE3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MGSE3.NF.1	Understand a fraction 1/
MGSE3.NF.2a	Represent a fraction 1/
MGSE3.NF.3b	Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
MGSE3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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Alignment ID	Alignment Text
MGSE3.NF.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MCC3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MCC3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
MCC3.MD.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.
MCC3.MD.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
MCC3.MD.5b	A plane figure which can be covered without gaps or overlaps by
MCC3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

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Alignment ID	Alignment Text
MCC3.MD.7d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
MCC3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MCC3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
MCC3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MGSE3.MD.1	Tell and write time to the nearest minute and measure elapsed 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, drawing a pictorial representation on a clock face, etc.
MGSE3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
MGSE3.MD.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.

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Alignment ID	Alignment Text
MGSE3.MD.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
MGSE3.MD.5b	A plane figure which can be covered without gaps or overlaps by
MGSE3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MGSE3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MGSE3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
MGSE3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MCC3.OA.7	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.
MCC3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Alignment ID	Alignment Text
MGSE3.OA.7	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.
MGSE3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
MCC4.OA.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.
MCC4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
MCC4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MCC4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
MCC4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MGSE4.OA.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.

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

Alignment ID	Alignment Text
MGSE4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MGSE4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
MGSE4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, 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.
MCC4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
MCC4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MCC4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MCC4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MGSE4.MD.1a	Understand the relationship between gallons, cups, quarts, and pints.

0545200652 Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
MGSE4.MD.1b	Express larger units in terms of smaller units within the same measurement system.
MGSE4.MD.1c	Record measurement equivalents in a two column table.
MGSE4.MD.8	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
MGSE4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MGSE4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MGSE4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MCC4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.
MCC4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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

Alignment ID	Alignment Text
MCC4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MCC4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MCC4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MCC4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MCC4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MCC4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MCC4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

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

Alignment ID	Alignment Text
MCC4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MCC4.MD.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.
MGSE4.OA.1a	Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
MGSE4.OA.1b	Represent verbal statements of multiplicative comparisons as multiplication equations.
MGSE4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MGSE4.OA.3	Solve multistep word problems 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 symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MGSE4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MGSE4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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

Alignment ID	Alignment Text
MGSE4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MGSE4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MGSE4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MGSE4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MGSE4.MD.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 with common denominators by using information presented in line plots.

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

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
MCC5.OA.3	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.
MCC5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MCC5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MCC5.NBT.4	Use place value understanding to round decimals to any place.
MCC5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MGSE5.OA.3	Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.
MGSE5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MGSE5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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

Alignment ID	Alignment Text
MGSE5.NBT.4	Use place value understanding to round decimals up to the hundredths place.
MGSE5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MCC5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MCC5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MCC5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
MCC5.MD.3b	A solid figure which can be packed without gaps or overlaps using
MCC5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
MCC5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
MCC5.G.4	Classify two-dimensional figures in a hierarchy based on properties.

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

Alignment ID	Alignment Text
MGSE5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.
MGSE5.MD.1	Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MGSE5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
MGSE5.MD.3b	A solid figure which can be packed without gaps or overlaps using
MGSE5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
MGSE5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
MGSE5.G.4	Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).
8.1	Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

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

Alignment ID	Alignment Text
MCC5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MCC5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
MCC5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MCC5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MCC5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MCC5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MCC5.NF.4a	Interpret the product (
MCC5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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

Alignment ID	Alignment Text
MCC5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
MCC5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MCC5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
MCC5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
MGSE5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MGSE5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.
MGSE5.NBT.6	Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models (e.g., rectangular arrays, area models).

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

Alignment ID	Alignment Text
MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MGSE5.NF.1	Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
MGSE5.NF.2	Solve word problems involving addition and subtraction of fractions, 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.
MGSE5.NF.4a	Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction.
MGSE5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MGSE5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
MGSE5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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

Alignment ID	Alignment Text
MGSE5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
MGSE5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
MCC6.NS.4	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.
MGSE6.NS.4a	Find the greatest common factor of 2 whole numbers and 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 factors. (GCF)
MCC6.RP.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
MCC6.G.1	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.
MGSE6.RP.3d	Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities.
MGSE6.G.1	Find area of right triangles, other triangles, 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.
MCC6.RP.3a	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.

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

Alignment ID	Alignment Text
MCC6.RP.3c	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.
MCC6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
MCC6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
MCC6.NS.6b	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.
MCC6.NS.6c	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.
MCC6.NS.8	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.
MCC6.G.3	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.
MCC6.SP.5c	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 was gathered.

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

Alignment ID	Alignment Text
MGSE6.RP.3a	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.
MGSE6.RP.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole.
MGSE6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
MGSE6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
MGSE6.NS.6b	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.
MGSE6.NS.6c	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.
MGSE6.NS.8	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.
MGSE6.G.3	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.

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
CCRR1	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.
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRR6	Assess how point of view or purpose shapes the content and style of a text.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRR10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRL3	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.
CCRL4	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.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Alignment ID	Alignment Text
CCRL6	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.
ELACC3RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELACC3RL2	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.
ELACC3RL4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
ELACC3RL5	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.
ELACC3RL10	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.
ELACC3RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELACC3RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELACC3RI3	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.

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

Alignment ID	Alignment Text
ELACC3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELACC3RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
ELACC3RI6	Distinguish their own point of view from that of the author of a text.
ELACC3RI7	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).
ELACC3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELACC3RI9	Compare and contrast the most important points and key details presented in two texts on the same topic.
ELACC3RI10	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.
ELACC3RF3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELACC3RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
ELACC3RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Alignment ID	Alignment Text
ELACC3L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELACC3L4.b	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).
ELACC3L4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
ELAGSE3RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELAGSE3RL2	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.
ELAGSE3RL4	Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.
ELAGSE3RL5	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.
ELAGSE3RL10	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.
ELAGSE3RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELAGSE3RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

Alignment ID	Alignment Text
ELAGSE3RI3	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.
ELAGSE3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELAGSE3RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
ELAGSE3RI6	Distinguish their own point of view from that of the author of a text.
ELAGSE3RI7	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).
ELAGSE3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELAGSE3RI9	Compare and contrast the most important points and key details presented in two texts on the same topic.
ELAGSE3RI10	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.
ELAGSE3RF3a	Identify and know the meaning of the most common prefixes and suffixes.
ELAGSE3RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

0545201039 Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
ELAGSE3RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE3L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELAGSE3L4b	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).
ELAGSE3L4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
CCRR4	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.
ELACC3L5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELACC3L5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELACC3L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
ELAGSE3L5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
ELAGSE3L5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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

Alignment ID	Alignment Text
ELAGSE3L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
ELACC4RL5	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.
ELAGSE4RL5	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.
ELACC4RL9	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.
ELAGSE4RL9	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.
CCRR1	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.
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRR6	Assess how point of view or purpose shapes the content and style of a text.

0545201101 Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRR10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRL3	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.
CCRL4	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.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCRL6	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.
ELACC4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELACC4RL3	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).

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

Alignment ID	Alignment Text
ELACC4RL4	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).
ELACC4RL7	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.
ELACC4RL10	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.
ELACC4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELACC4RI3	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.
ELACC4RI4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELACC4RI5	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.
ELACC4RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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

Alignment ID	Alignment Text
ELACC4RI7	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.
ELACC4RI8	Explain how an author uses reasons and evidence to support particular points in a text.
ELACC4RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
ELACC4RI10	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.
ELACC4RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELACC4L4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
ELACC4L5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELACC4L5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELAGSE4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RL2	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
ELAGSE4RL3	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).
ELAGSE4RL4	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).
ELAGSE4RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.
ELAGSE4RL10	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.
ELAGSE4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELAGSE4RI3	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.
ELAGSE4RI4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELAGSE4RI5	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.
ELAGSE4RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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

Alignment ID	Alignment Text
ELAGSE4RI7	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.
ELAGSE4RI8	Explain how an author uses reasons and evidence to support particular points in a text.
ELAGSE4RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
ELAGSE4RI10	By the end of the 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.
ELAGSE4RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE4L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
ELAGSE4L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELAGSE4L5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CCRR4	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.
ELACC4L4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

Alignment ID	Alignment Text
ELACC4L5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELACC4L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
ELAGSE4L4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELAGSE4L5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELAGSE4L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
ELACC5RL3	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).
ELACC5L3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELAGSE5RL3	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).
ELAGSE5L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELACC5W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELAGSE5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELACC5RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELACC5RL10	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.
ELAGSE5RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

Alignment ID	Alignment Text
ELAGSE5RL10	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.
CCRR1	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.
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRR4	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.
CCRR6	Assess how point of view or purpose shapes the content and style of a text.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRR10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRL3	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.
CCRL6	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.

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

Alignment ID	Alignment Text
ELACC5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RL2	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.
ELACC5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELACC5RL7	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).
ELACC5RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELACC5RI3	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.
ELACC5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELACC5RI5	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.

0545201098 Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
ELACC5RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
ELACC5RI7	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.
ELACC5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELACC5RI9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELACC5RI10	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.
ELACC5RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELACC5W9.b	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]").
ELACC5SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC5SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

Alignment ID	Alignment Text
ELACC5L4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
ELACC5L5.a	Interpret figurative language, including similes and metaphors, in context.
ELACC5L5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELAGSE5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE5RL2	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.
ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELAGSE5RL7	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).
ELAGSE5RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELAGSE5RI3	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.

0545201098 Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
ELAGSE5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELAGSE5RI5	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.
ELAGSE5RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
ELAGSE5RI7	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.
ELAGSE5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELAGSE5RI9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELAGSE5RI10	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.
ELAGSE5RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE5W9b	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 supports which point[s]).

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

Alignment ID	Alignment Text
ELAGSE5SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELAGSE5SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELAGSE5L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
ELAGSE5L5a	Interpret figurative language, including similes and metaphors, in context.
ELAGSE5L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCRL4	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.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELACC5L4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELACC5L5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

Alignment ID	Alignment Text
ELACC5L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
ELAGSE5L4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELAGSE5L5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
ELAGSE5L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
ELACC6RL2	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.
ELACC6RL7	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.
ELACC6RL9	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.
ELACC6RL10	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.
ELAGSE6RL2	Determine a theme and/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.
ELAGSE6RL7	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.
ELAGSE6RL9	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.
ELAGSE6RL10	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.

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

Alignment ID	Alignment Text
CCRR1	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.
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRR4	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.
CCRR6	Assess how point of view or purpose shapes the content and style of a text.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRR10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRL3	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.
CCRL6	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.
ELACC6RL1	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
ELACC6RL4	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.
ELACC6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC6RI2	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.
ELACC6RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
ELACC6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELACC6RI5	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.
ELACC6RI6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
ELACC6RI8	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.
ELACC6RI9	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).
ELACC6L4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).

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

Alignment ID	Alignment Text
ELACC6L4.d	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).
ELACC6L5.a	Interpret figures of speech (e.g., personification) in context.
ELACC6L5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e. g., stingy, scrimping, economical, unwasteful, thrifty).
L6-8RH1	Cite specific textual evidence to support analysis of primary and secondary sources.
L6-8RH2	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.
L6-8RH3	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).
L6-8RH4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
L6-8RH5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
L6-8RH6	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).
L6-8RH7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

Alignment ID	Alignment Text
L6-8RH8	Distinguish among fact, opinion, and reasoned judgment in a text.
L6-8RH9	Analyze the relationship between a primary and secondary source on the same topic.
L6-8RST1	Cite specific textual evidence to support analysis of science and technical texts.
L6-8RST2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
L6-8RST3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
L6-8RST4	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.
L6-8RST5	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.
L6-8RST6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
L6-8RST7	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).
L6-8RST8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

Alignment ID	Alignment Text
L6-8RST9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
L6-8WHST9	Draw evidence from informational texts to support analysis, reflection, and research.
ELAGSE6RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE6RL4	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.
ELAGSE6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE6RI2	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.
ELAGSE6RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
ELAGSE6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELAGSE6RI5	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.
ELAGSE6RI6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

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

Alignment ID	Alignment Text
ELAGSE6RI8	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.
ELAGSE6RI9	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).
ELAGSE6L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).
ELAGSE6L4d	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).
ELAGSE6L5a	Interpret figures of speech (e.g., personification) in context.
ELAGSE6L5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e. g., stingy, scrimping, economical, unwasteful, thrifty).
CCRL4	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.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELACC6L4.a	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.

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

Alignment ID	Alignment Text
ELACC6L5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ELACC6L6	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.
ELAGSE6L4a	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.
ELAGSE6L5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ELAGSE6L6	Acquire and accurately use 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**
ELACC1L2.b	Use end punctuation for sentences.
ELAGSE1L2b	Use end punctuation for sentences.
ELACC1L1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELACC1L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELAGSE1L1j	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
ELAGSE1L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCRL1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELACC1L1.b	Use common, proper, and possessive nouns.
ELACC1L1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
ELACC1L1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
ELACC1L1.f	Use frequently occurring adjectives.

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

Alignment ID	Alignment Text
ELACC1L1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
ELACC1L1.h	Use determiners (e.g., articles, demonstratives).
ELACC1L1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
ELAGSE1L1b	Use common, proper, and possessive nouns.
ELAGSE1L1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
ELAGSE1L1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
ELAGSE1L1f	Use frequently occurring adjectives.
ELAGSE1L1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
ELAGSE1L1h	Use determiners (e.g., articles, demonstratives).
ELAGSE1L1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
ELACC1L1.e	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).
ELACC1L5.d	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.

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

Alignment ID	Alignment Text
ELAGSE1L1e	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).
ELAGSE1L5d	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.
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC1RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELACC1L2.a	Capitalize dates and names of people.
ELAGSE1RF1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELAGSE1L2a	Capitalize dates and names of people.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
ELACC2L2.a	Capitalize holidays, product names, and geographic names.
ELAGSE2L2a	Capitalize holidays, product names, and geographic names.
ELACC2L1.f	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).
ELAGSE2L1f	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).
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC2L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
ELACC2L6	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).
ELAGSE2L1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
ELAGSE2L6	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).
ELACC2L2.c	Use an apostrophe to form contractions and frequently occurring possessives.

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

Alignment ID	Alignment Text
ELAGSE2L2c	Use an apostrophe to form contractions and frequently occurring possessives.
ELACC2L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
ELACC2L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
ELAGSE2L1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
ELAGSE2L5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
ELACC3L1.b	Form and use regular and irregular plural nouns.
ELAGSE3L1b	Form and use regular and irregular plural nouns.
ELACC3L1.f	Ensure subject-verb and pronoun-antecedent agreement.
ELAGSE3L1f	Ensure subject-verb and pronoun-antecedent agreement.
ELACC3L1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
ELAGSE3L1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
ELACC3L1.i	Produce simple, compound, and complex sentences.
ELAGSE3L1i	Produce simple, compound, and complex sentences.
ELACC3L2.d	Form and use possessives.
ELAGSE3L2d	Form and use possessives.
CCRL2	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
ELACC3L2.b	Use commas in addresses.
ELACC3L2.c	Use commas and quotation marks in dialogue.
ELAGSE3L2b	Use commas in addresses.
ELAGSE3L2c	Use commas and quotation marks in dialogue.
ELACC3L1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ELACC3L1.d	Form and use regular and irregular verbs.
ELACC3L1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
ELAGSE3L1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ELAGSE3L1d	Form and use regular and irregular verbs.
ELAGSE3L1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
ELACC4L1.f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
ELAGSE4L1f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
ELACC4L2.c	Use a comma before a coordinating conjunction in a compound sentence.
ELAGSE4L2c	Use a comma before a coordinating conjunction in a compound sentence.
ELACC4L1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
ELAGSE4L1c	Use helping/linking verbs to convey various conditions.
ELACC4L1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
ELAGSE4L1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
ELACC4L1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ELAGSE4L1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ELACC4L1.e	Form and use prepositional phrases.
ELAGSE4L1e	Form and use prepositional phrases.

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

Alignment ID	Alignment Text
ELACC4L2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
ELAGSE4L2b	Use commas and quotation marks to mark direct speech and quotations from a text.
ELACC4L1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
ELAGSE4L1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
ELACC5L3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELAGSE5L3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELACC5L1.d	Recognize and correct inappropriate shifts in verb tense and aspect.
ELAGSE5L1d	Recognize and correct inappropriate shifts in verb tense and aspect.
ELACC5L1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
ELACC5L1.c	Use verb tense and aspect to convey various times, sequences, states, and conditions.
ELAGSE5L1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
ELAGSE5L1c	Use verb tense and aspect to convey various times, sequences, states, and conditions.
ELACC5W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELACC5L2.d	Use underlining, quotation marks, or italics to indicate titles of works.
ELAGSE5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELAGSE5L2d	Use underlining, quotation marks, or italics to indicate titles of works.

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

Alignment ID	Alignment Text
ELACC5L1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
ELAGSE5L1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
ELACC5L2.a	Use punctuation to separate items in a series.
ELACC5L2.b	Use a comma to separate an introductory element from the rest of the sentence.
ELACC5L2.c	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?).
ELAGSE5L2a	Use punctuation to separate items in a series.
ELAGSE5L2b	Use a comma to separate an introductory element from the rest of the sentence.
ELAGSE5L2c	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?).

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
MCC4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MGSE4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MGSE4.OA.1a	Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
MCC4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.
MCC4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MCC4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MGSE4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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

Alignment ID	Alignment Text
MCC4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
MCC5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MGSE5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
3.1	In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.
8.1	Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.
MCC5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
MGSE5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.

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

Alignment ID	Alignment Text
MCC5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MCC5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MGSE5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
MCC1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MGSE1.OA.6a	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).
MCC1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MGSE1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MCC1.OA.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.

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

Alignment ID	Alignment Text
MGSE1.OA.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.
MGSE1.OA.6b	Fluently add and subtract within 10.
MCC1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MGSE1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
MCC2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MCC2.OA.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.
MCC2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MCC2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MCC2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MGSE2.OA.1	Use addition and subtraction within 100 to solve one-and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.
MGSE2.OA.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.

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

Alignment ID	Alignment Text
MGSE2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MGSE2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MGSE2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
ELACC3L1.j	Writes legibly in cursive.
ELACC4L1.h	Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
ELAGSE3L1j	Write legibly in cursive.
ELAGSE4L1h	Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
ELACCKL1.a	Print many upper- and lowercase letters.
ELACC1L1.a	Print all upper- and lowercase letters.
ELACC1L1.k	Prints with appropriate spacing between words and sentences.
ELAGSEKL1a	Print many upper- and lowercase letters.
ELAGSE1L1a	Print all upper- and lowercase letters.
ELAGSE1L1k	Print with appropriate spacing between words and sentences.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
6.1	Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.
MCC5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MCC5.MD.2	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.
6	Attend to precision.
MGSE5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.
MGSE5.MD.2	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.
MCC5.NF.3	Interpret a fraction as division of the numerator by the denominator (
MGSE5.NF.3	Interpret a fraction as division of the numerator by the denominator (

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

Alignment ID	Alignment Text
MCC5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MCC5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MGSE5.NF.1	Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
MGSE5.NF.2	Solve word problems involving addition and subtraction of fractions, 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.
MCC5.NF.4a	Interpret the product (
MCC5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MCC5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

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

Alignment ID	Alignment Text
MCC5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MGSE5.NF.4a	Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction.
MGSE5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MGSE5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
MGSE5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MCC5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.
MCC5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
MGSE5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.
MGSE5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

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

Alignment ID	Alignment Text
MCC5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MCC5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MGSE5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MGSE5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MCC5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MGSE5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
2.1	Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.
MCC5.NBT.4	Use place value understanding to round decimals to any place.
MGSE5.NBT.4	Use place value understanding to round decimals up to the hundredths place.

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

Alignment ID	Alignment Text
1.1	Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".
8.1	Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.
MCC5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MCC5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MGSE5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
2.1	Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts.
MCC4.NF.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MCC4.MD.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.
MGSE4.NF.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MCC4.NF.3c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MGSE4.NF.3c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MCC4.NF.1	Explain why a fraction

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

Alignment ID	Alignment Text
MCC4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
MCC4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MCC4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MCC4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MCC4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MGSE4.NF.1	Explain why two or more fractions are equivalent
MGSE4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, 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.

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

Alignment ID	Alignment Text
MGSE4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MGSE4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MGSE4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MGSE4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MGSE4.MD.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 with common denominators by using information presented in line plots.

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
MCC3.MD.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
MCC3.MD.5b	A plane figure which can be covered without gaps or overlaps by
MCC3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MCC3.MD.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
MCC3.MD.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
MGSE3.MD.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
MGSE3.MD.5b	A plane figure which can be covered without gaps or overlaps by
MGSE3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MGSE3.MD.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
MGSE3.MD.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths

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

Alignment ID	Alignment Text
MCC3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
MCC3.OA.2	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.
MCC3.OA.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.
MCC3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MGSE3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
MGSE3.OA.2	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 (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?).
MGSE3.OA.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.
MGSE3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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

Alignment ID	Alignment Text
MCC3.OA.6	Understand division as an unknown-factor problem.
MGSE3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division.
MGSE3.OA.6	Understand division as an unknown-factor problem.
MCC3.OA.7	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.
MCC3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MGSE3.OA.7	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.
MGSE3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
MCC3.OA.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.
MCC3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MCC4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MCC4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE3.OA.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.
MGSE3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
7	Look for and make use of structure.

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

Alignment ID	Alignment Text
MGSE4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MGSE4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MCC4.OA.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.
MCC4.NF.4a	Understand a fraction
MCC4.NF.4b	Understand a multiple of
MGSE4.OA.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.
MGSE4.NF.4a	Understand a fraction
MGSE4.NF.4b	Understand a multiple of
MCC3.OA.5	Apply properties of operations as strategies to multiply and divide.

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

Alignment ID	Alignment Text
MGSE3.OA.5	Apply properties of operations as strategies to multiply and divide.
MCC3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
MCC3.OA.7	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.
MCC4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.
MCC4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MGSE3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
MGSE3.OA.7	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.
MGSE4.OA.1a	Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.

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

Alignment ID	Alignment Text
MGSE4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

0545200857 Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
MCCK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MCCK.G.2	Correctly name shapes regardless of their orientations or overall size.
MGSEK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MGSEK.G.2	Correctly name shapes regardless of their orientations or overall size.
MCCK.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
MGSEK.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
MCCK.CC.1	Count to 100 by ones and by tens.
MCCK.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MGSEK.CC.1	Count to 100 by ones and by tens.
MGSEK.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
7.1	Younger students begin to discern a pattern or structure. For instance, students recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated. They also recognize that 3 + 2 = 5 and 2 + 3 = 5.
MCCK.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MCCK.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
MGSEK.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MGSEK.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
MCCK.CC.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MCCK.CC.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MCCK.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
MCCK.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

0545200857 Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
MCCK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MCCK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MGSEK.CC.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
MGSEK.CC.4b	Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
MGSEK.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
MGSEK.CC.5a	Count to answer “how many?” questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.
MGSEK.CC.5b	Given a number from 1–20, count out that many objects.
MGSEK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MGSEK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ELACC1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
ELACC1RI2	Identify the main topic and retell key details of a text.
ELACC1RI7	Use the illustrations and details in a text to describe its key ideas.
ELACC1RI8	Identify the reasons an author gives to support points in a text.
ELAGSE1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
ELAGSE1RI2	Identify the main topic and retell key details of a text.
ELAGSE1RI7	Use illustrations and details in a text to describe its key ideas.
ELAGSE1RI8	Identify the reasons an author gives to support points in a text.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Alignment ID	Alignment Text
ELACC1L5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELACC1L5.b	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).
ELACC1L5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
ELAGSE1L5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELAGSE1L5b	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).
ELAGSE1L5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CCRL4	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.
ELACC1RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE1RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCRR1	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.

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

Alignment ID	Alignment Text
ELACC1RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELACC1RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
ELAGSE1RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELAGSE1RL10	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**
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELACC2L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELAGSE2L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRLS3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
ELACC2RI2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
ELACC2RI8	Describe how reasons support specific points the author makes in a text.
ELACC2SL2	Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
ELAGSE2RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

0545200830 Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
ELAGSE2RI8	Describe how reasons support specific points the author makes in a text.
ELAGSE2SL2	Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ELACC2L5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
ELAGSE2L5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
ELACC2L3.a	Compare formal and informal uses of English.
ELAGSE2L3a	Compare formal and informal uses of English.
CCRL4	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.
ELACC2RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE2RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCRR1	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.

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

Alignment ID	Alignment Text
CCRR10	Read and comprehend complex literary and informational texts independently and proficiently.
ELACC2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
ELACC2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
ELACC2RL3	Describe how characters in a story respond to major events and challenges.
ELACC2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
ELACC2RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
ELACC2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
ELACC2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELACC2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
ELACC2RL10	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.

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

Alignment ID	Alignment Text
ELAGSE2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
ELAGSE2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
ELAGSE2RL3	Describe how characters in a story respond to major events and challenges.
ELAGSE2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
ELAGSE2RL5	Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
ELAGSE2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
ELAGSE2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELAGSE2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
ELAGSE2RL10	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**
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ELACC3RL2	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.
ELACC3RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELAGSE3RL2	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.
ELAGSE3RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCRR4	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.
CCRL6	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
ELACC3L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
ELAGSE3L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ELACC3RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ELACC3RI3	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.
ELAGSE3RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ELAGSE3RI3	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.
CCRL4	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.
ELACC3RL4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

0545200822 Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
ELACC3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELACC3RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELACC3L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELAGSE3RL4	Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.
ELAGSE3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELAGSE3RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE3L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELACC3L5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELAGSE3L5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCRR1	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.

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

Alignment ID	Alignment Text
ELACC3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELAGSE3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELACC3RL5	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.
ELACC3RL10	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.
ELACC3RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
ELAGSE3RL5	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.
ELAGSE3RL10	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.
ELAGSE3RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
CCRLS3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
ELACC4SL3	Identify the reasons and evidence a speaker provides to support particular points.
ELAGSE4SL3	Identify the reasons and evidence a speaker provides to support particular points.
CCRR4	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.
CCRL4	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.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCRL6	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.
ELACC4RL4	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).
ELACC4RI4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

Alignment ID	Alignment Text
ELACC4RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELACC4L4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELACC4L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
ELAGSE4RL4	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).
ELAGSE4RI4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELAGSE4RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE4L4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELAGSE4L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
ELACC4RI5	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.
ELAGSE4RI5	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.
ELACC4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ELACC4RI8	Explain how an author uses reasons and evidence to support particular points in a text.
ELAGSE4RI8	Explain how an author uses reasons and evidence to support particular points in a text.
ELACC4W8	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.
ELAGSE4W8	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.
CCRR1	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.

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

Alignment ID	Alignment Text
ELACC4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
ELACC4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELACC4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELAGSE4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELAGSE4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCRR6	Assess how point of view or purpose shapes the content and style of a text.

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
CCRR2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRR9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ELACC5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELACC5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELAGSE5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELAGSE5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELACC5L3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELAGSE5L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

0545200806 Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
CCRR4	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.
CCRL4	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.
CCRL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELACC5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELACC5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELACC5RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELACC5L4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELACC5L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

0545200806 Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
ELAGSE5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELAGSE5RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELAGSE5L4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELAGSE5L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
ELACC5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCRR1	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.
ELACC5RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE5RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
ELACC5RI5	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.
ELAGSE5RI5	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.
CCRR6	Assess how point of view or purpose shapes the content and style of a text.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
ELACC1L2.a	Capitalize dates and names of people.
ELAGSE1L2a	Capitalize dates and names of people.
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC1L2.b	Use end punctuation for sentences.
ELAGSE1L2b	Use end punctuation for sentences.
CCRR5	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.
ELACC1RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELACC1L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELAGSE1RF1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELAGSE1L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELACC1SL6	Produce complete sentences when appropriate to task and situation.

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

Alignment ID	Alignment Text
ELACC1L1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELAGSE1SL6	Produce complete sentences when appropriate to task and situation.
ELAGSE1L1j	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
ELACC1L1.f	Use frequently occurring adjectives.
ELACC1L1.h	Use determiners (e.g., articles, demonstratives).
ELACC1L5.d	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.
ELAGSE1L1f	Use frequently occurring adjectives.
ELAGSE1L1h	Use determiners (e.g., articles, demonstratives).
ELAGSE1L5d	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.
CCRR3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Alignment ID	Alignment Text
CCW3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELACC1W3	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.
ELAGSE1W3	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.
ELACC1RI9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
ELAGSE1RI9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
ELACC1W1	Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
ELAGSE1W1	Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ELAGSE2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCRR5	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.
ELACC2L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELAGSE2L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELACC2L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
ELACC2L6	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).
ELAGSE2L1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

Alignment ID	Alignment Text
ELAGSE2L6	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).
ELACC2L1.f	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).
ELAGSE2L1f	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).
ELACC2L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
ELACC2L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
ELAGSE2L1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
ELAGSE2L5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
ELACC2RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
ELAGSE2RL5	Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
ELACC2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Alignment ID	Alignment Text
ELAGSE2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCW3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELACC2W3	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.
ELAGSE2W3	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.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
ELACC3SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ELAGSE3SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ELACC3W3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
ELAGSE3W3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
ELACC3L1.i	Produce simple, compound, and complex sentences.
ELAGSE3L1i	Produce simple, compound, and complex sentences.
ELACC3L1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ELACC3L1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
ELAGSE3L1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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

Alignment ID	Alignment Text
ELAGSE3L1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
ELACC3W3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
ELAGSE3W3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC3L2.c	Use commas and quotation marks in dialogue.
ELAGSE3L2c	Use commas and quotation marks in dialogue.
CCW2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCW1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELACC3W2.b	Develop the topic with facts, definitions, and details.
ELAGSE3W2b	Develop the topic with facts, definitions, and details.

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
ELACC4L2.a	Use correct capitalization.
ELAGSE4L2a	Use correct capitalization.
ELACC4L2.c	Use a comma before a coordinating conjunction in a compound sentence.
ELAGSE4L2c	Use a comma before a coordinating conjunction in a compound sentence.
ELACC4L1.f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
ELAGSE4L1f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
CCRL1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELACC4W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELAGSE4W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCW3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCW1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Alignment ID	Alignment Text
ELACC4W1.b	Provide reasons that are supported by facts and details.
ELACC4W1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELACC4W1.d	Provide a concluding statement or section related to the opinion presented.
ELAGSE4W1b	Provide reasons that are supported by facts and details.
ELAGSE4W1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELAGSE4W1d	Provide a concluding statement or section related to the opinion presented.
CCW2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ELACC4W2.a	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.
ELACC4W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELACC4W2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
ELACC4W2.e	Provide a concluding statement or section related to the information or explanation presented.

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Alignment ID	Alignment Text
ELAGSE4W2a	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.
ELAGSE4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELAGSE4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
ELAGSE4W2e	Provide a concluding statement or section related to the information or explanation presented.
ELACC4W1.a	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.
ELAGSE4W1a	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.
ELACC4L1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ELAGSE4L1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCW4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC4L1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.

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Alignment ID	Alignment Text
ELACC4L1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
ELACC4L3.a	Choose words and phrases to convey ideas precisely.
ELACC4L3.b	Choose punctuation for effect.
ELAGSE4L1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
ELAGSE4L1c	Use helping/linking verbs to convey various conditions.
ELAGSE4L3a	Choose words and phrases to convey ideas precisely.
ELAGSE4L3b	Choose punctuation for effect.
ELACC4L5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELAGSE4L5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELACC4W3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELACC4W3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELACC4W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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Alignment ID	Alignment Text
ELAGSE4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELAGSE4W3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELAGSE4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC4L2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
ELAGSE4L2b	Use commas and quotation marks to mark direct speech and quotations from a text.
CCRR1	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.
CCW9	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**
ELACC5W3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELAGSE5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELACC5L2.a	Use punctuation to separate items in a series.
ELACC5L2.b	Use a comma to separate an introductory element from the rest of the sentence.
ELACC5L2.c	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?).
ELAGSE5L2a	Use punctuation to separate items in a series.
ELAGSE5L2b	Use a comma to separate an introductory element from the rest of the sentence.
ELAGSE5L2c	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?).
ELACC5L1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
ELAGSE5L1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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Alignment ID	Alignment Text
ELACC5W2.e	Provide a concluding statement or section related to the information or explanation presented.
ELACC5W3.e	Provide a conclusion that follows from the narrated experiences or events.
ELAGSE5W2e	Provide a concluding statement or section related to the information or explanation presented.
ELAGSE5W3e	Provide a conclusion that follows from the narrated experiences or events.
CCW3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCRL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELACC5W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELACC5W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELAGSE5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELAGSE5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCW1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELACC5W1.a	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.

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Alignment ID	Alignment Text
ELACC5W1.b	Provide logically ordered reasons that are supported by facts and details.
ELACC5W1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELACC5W1.d	Provide a concluding statement or section related to the opinion presented.
ELACC5W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELAGSE5W1a	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.
ELAGSE5W1b	Provide logically ordered reasons that are supported by facts and details.
ELAGSE5W1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELAGSE5W1d	Provide a concluding statement or section related to the opinion presented.
ELAGSE5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCRR1	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.
CCW9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Alignment ID	Alignment Text
CCW2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCW4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC5W2.a	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.
ELACC5W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELAGSE5W2a	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.
ELAGSE5W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCW5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELACC5W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELAGSE5W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

Alignment ID	Alignment Text
ELACC5W3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
ELAGSE5W3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
ELACC5L3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELAGSE5L3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELACC5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELACC5L5.a	Interpret figurative language, including similes and metaphors, in context.
ELAGSE5L5a	Interpret figurative language, including similes and metaphors, in context.

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
ELACC3L1.j	Writes legibly in cursive.
ELACC4L1.h	Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
ELAGSE3L1j	Write legibly in cursive.
ELAGSE4L1h	Write legibly in cursive, leaving spaces between letters in a word and 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**
ELACCKL1.a	Print many upper- and lowercase letters.
ELACC1L1.a	Print all upper- and lowercase letters.
ELACC1L1.k	Prints with appropriate spacing between words and sentences.
ELAGSEKL1a	Print many upper- and lowercase letters.
ELAGSE1L1a	Print all upper- and lowercase letters.
ELAGSE1L1k	Print with appropriate spacing between words and sentences.

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
ELACCKRF3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELACCKRF3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELAGSEKRF3c	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELAGSEKRF4	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.